



# Appendix F

## Focus Group Format and Transcripts





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### **Focus Group Scope**



# Focus Group Scope

## PURPOSE OF FOCUS GROUPS:

Four focus groups will be conducted during the weeks of June 4-18, 2007. Information from the focus groups will be used to identify the top three priorities for the Y&FMP Update, which the Board and Council will consider using for budgeting and work plan setting. The Steering Committee will use the information gathered from the forums to establish timelines for implementation of the action plan. The same questions will be posed at all four groups to determine how reliable and generalized the issues are to the target population of Claremont. The top issues from the nine forums will be the subject of investigation and include:

## TOP ISSUES FROM FORUMS:

### I Improve Positive Communication

- A. Interpersonal Relations
  - 1. Diverse Groups (racism, bullying, gangs)
  - 2. Youth/adults/police and community members (parents, school staff)

### II Provide Meaningful Activities & Opportunities for Youth

- A. Sports, recreation and enrichment opportunities, tutoring, homework support, on-campus supervision after school, weekend transportation

### III Address On-Campus Concerns

- A. Bullying, racism, drugs/alcohol
- B. Adult/student relations
- C. Stress: homework, time management

## MAKE UP OF FOCUS GROUPS:

Each focus group will be ninety minutes in duration with no more than twelve persons in attendance. Ideally, focus group attendees should have similar shared life experiences. People who regularly interact with the other in various life settings will provide a more fluid and active dialogue. Some differences in life experiences are also necessary among focus group attendees to add challenge and perspective to the discussion. The four focus groups need to match the target population of Claremont, which are all youth and family residents as well as youth attending Claremont schools. The four groups selected will be:

- Youth** (Mixture of Intermediate and High School students who represent many backgrounds but share the common experience of being a youth in Claremont) – Athletes, Academic, Skate Boarder, ASB/Teen Committee, Gay & Lesbian, Black Student Union members, Non-Active Youth, Alternative Ed., etc...
- PFA & Boosters** (This group will represent the actively involved parents) – Marcia Rogers (Contact)
- Stakeholders** (This group will represent community activists from the business, faith-based, service club, non-profit and college communities) – Randy Prout, Nick Quakenbos, Carole Dorsey, Frank Hungerford, Jess Swick, Dennis Smith, Paul Steffan, Jeff Stark, Genelle Peterson, Arman Ariane, Michael Fay, Don Gould, Bernadette Kendell, Sonia Stump, Patrick Sullivan, Ray & Terri Riojas
- Coffee Break** (The Coffee Break Group represents the needs and opinions of a segment of the community which is often underrepresented from the majority of decision makers). This focus group will be conducted in English and Spanish. Yo-Landa Brown (Contact)

## **ROLE OF MODERATOR:**

Vista Del Valle Principal Ley Yeager was selected to serve as the moderator. He possesses several personality characteristics that allow him to:

- interact within a variety of group dynamics with ease (he is bilingual)
- understand major themes and issues affecting youth and families
- investigate issues further by initiating dialogue

The role of the moderator is to ensure everyone feels comfortable, that the discussion is kept on track, that no person dominates the meeting and that personal agendas or ideas are not imposed on the group that might weaken the reliability of information being shared. Transition from one discussion to the next should be smooth and participants should not notice abrupt transitions as this might break the rhythm of sharing. Mr. Yeager reflects the makeup of each group and shares similar professional experiences with the discussion topic (from a variety of perspectives).

## **QUESTIONS:**

Questions for the focus groups were decided upon in advance to ensure the groups do not become a brainstorming session to generate a range of ideas. They intended to improve relations between City, School, and Community members. There will be no time allotted for the moderator to share insights on services available to clarify any misunderstandings, as these too are an important part of the data collection. The purpose of the questions is to collect quantitative data on perceptions residents have of living and growing up in Claremont specific to the community's strengths and weaknesses.

## **AGENDA FOR FOCUS GROUPS:**

MODERATOR INTRODUCTION: Even though we have many questions and topics we want us to discuss in the 90 or so minutes, I hope that you will feel free to give your views at any time. No one person should be the focus of this discussion. Each of you has valuable opinions that are important to listen to. There are not right or wrong answers to any of the topics discussed or questions asked. It is important that each of us respect all views expressed even if we don't agree with them. We need to agree to disagree. It is important that everyone have a chance to talk during our session. Your input will be used to help set service priorities for the Youth and Family Master Plan.

Before starting, does anyone have any questions?

Ask participants to take 5 or so minutes to review and complete the Search Institute Checklist (see attached). Explain the importance of youth having assets in their lives (summary will be provided).

Report on the top three issues affecting youth and families that came out of the forums.

Next

## GENERAL QUESTIONS:

1. How effectively do youth and adults communicate?

**Potential Probes:** Help me understand how diversity effects communication and how others interact?  
Tell more me more about youth relationships between police, teachers and other community members.  
Can anyone provide examples of how they might have experienced this themselves?  
Does anyone feel differently about this?

2. What do you think about additional constructive activities for youth?

**Potential Probes:** Help me understand how this might affect how students interact in the community.  
What about on school campuses?  
What's the good news/bad news about this issue?

3. What do you think about youth and adult behavior on campus?

**Potential Probes:** Give me an example?  
Tell more me more about these problems.  
How would you describe how students relate with adults and educators?  
Does anyone feel differently about this?

4. Since the Y&FMP Update Steering Committee will be working on some recommendations for the Y&FMP, we also would like to hear what about some solutions to these issues raised today. While we may not be able to include all of your suggestions in the update, we feel it is very important to hear as many ideas as possible. What do you feel are some potential solutions?

As the moderator transitions to the end of the discussion, pass out the Claremont Checklist (see attached) and share that the issues listed were expressed by many community members. Compare and contrast the list from what the group discussed today. Consider asking the following questions:

5. What are your general thoughts and reactions to viewing the issues identified by Claremont residents?

6. What were some issues that caught your attention?

Note: After the individual has discussed the item, ask for a show of hands how many felt similarly. If you notice that a person who has not spoken, ask them to share their thoughts.

**Potential Probes:** What surprised you most? What surprised you least?





# Appendix F

## Focus Group Format and Transcripts

Coffee Break Focus Group Transcript

Parent Faculty Association  
Focus Group Transcript

Youth Focus Group Transcript

Stakeholders Focus Group Transcript



# Coffee Break Focus Group

Friday, June 16, 2007

Vista Del Valle

9 to 11:30 am

20 participants representing 13 families

Facilitator Vista Del Valle Principal, Ley Yeager

Were these assets in your life growing up? They represent internal and external factors. The average child has 19.5 assets. Children who have fewer than ten are more likely to be involved in high-risk behavior. Children with 30 or more are more likely to thrive. In a year's time, kids who have added five assets can improve their quality of life.

## Communication Between Youth and Adults

Students don't always have a forum for speaking, and, if they do, they don't know it.

Do children talk about experiences with bullying and racism outside of school?

Youth are aware of situations in Claremont where persons in leadership, i.e. the police, profile them by age, by skin color, and by perceived economic status. Parents are also profiled by skin color, and by perceived economic status.

"Police have stopped me twice, asking me where I was coming from and where I was going. I was obviously coming from the apartments where I live."

Police profiling is also a concern among youth; they definitely have a strained relationship with police—they don't perceive police as helping if they are in danger.

We bring kids to Claremont parks because they are safe. Those who live outside Claremont don't feel like they belong when they visit Claremont parks.

Younger children play well in parks. Only the teenagers get in trouble. Bullying happens because of self-esteem.

No one reaches out to the Spanish-speaking families.

Claremont Library doesn't offer much in Spanish. Montclair Library is better. There is a need for bilingual classes at the Adult School. Parents can better help their children if they are learning English.

Bi-racial couples and children have problems fitting in—people are uncomfortable with those they can't label as one race or another.

Teens share they don't feel like they belong in the Village? Merchants and even other shoppers look at them suspiciously. Some merchants lock them out.

## Provide Meaningful Activities for Youth

Parents affirmed that drugs and alcohol are a problem on campus, after school and especially on the weekend. They like their children to be involve in activities, and not just "hanging out"—especially in the parks—but transportation is an issue in finding activities for kids.

Summer presents a problem because all the activities cost money. Even if a family can afford one or two activities that doesn't keep kids involved all day. Too much free time. There are very few activities appropriate for 10 to 14 year olds—lots geared to young children, then skips to older teens.

It would be nice to have peer aides help students with disabilities to be more involved.

Kids like the Skate Park, but they recount marijuana is routinely used there. A "recreation area like the TAC and YAC should be a safe place. Transportation is an issue with the TAC and YAC; if students miss the shuttle, they walk home a fairly long way and partially in the dark.

Parents would like their children to eat healthier food at school.

Claremont offers a lot of activities for kids, but many of them are out-of-reach financially. Scholarships are a problem: not that many of them, not well-publicized, not everyone qualifies, and it can be humbling to apply for them—it's one more reason to feel different in a bad way.

Claremont should have a job center. CHS career center focuses more on college. Parents would like their children to attend college, but need help with the process.

## Concerns about Behavior on Campus

Drinking and smoking on campus. Students bring liquor in camouflage containers.

Parent feels discrimination, partly racial, but mostly disability and economic status

Parents affirmed that drugs and alcohol are a problem on campus, after school and especially on the weekend. Schools and district office employees are often rude and insensitive, but sometimes teachers behave this way too. The perception is that these employees do not want parents involved with their children's education. Teachers can be very judgmental and assume a student will be a problem or is not very smart.

If you don't have connections or know how to work the system, you're looked down upon. It's much worse for Spanish speaking parents. There are very few teachers of "color" and the high school is losing a black principal. There will be no minority principals unless they hire one to replace Mrs. Allen.

Kids segregate by race, and also by clothes. Money is a barrier to friendships.

Students who are struggling in their classes are largely ignored. They give up on doing homework, or keep doing it, but with tremendous stress. Students also give up when assignments start piling up. Teachers need to coordinate big assignments and projects so they aren't due at the same time. It's natural for kids to procrastinate and then they are overwhelmed. Someone needs to realize this and help them get back on track—not leave him or her to fail.

Some kids have trouble sleeping the nights before state testing.

"Packets" are often perceived as busy work—no one explains their importance—just "do it."

Teachers either focus too much on grades or too much on trying to be a "friend." Students need a good relationship with their teachers to learn effectively, but the teacher needs to be an authority figure—that's part of the good relationship. It's the same for parents. You always hear that drugs and alcohol are a problem. Parents leave kids unsupervised or offer them alcohol, and, sometimes even recreational drugs.

Teachers are not always prepared to teach the subjects they are assigned. We had a problem this year with long-term subs. Maybe two of the problems could not be helped, but they did not act in the best interest of kids when they made the physics teacher the assistant principal mid-year.

Dress code is an issue. There are not enough proctors to be available to work with kids. Perception that a lot of proctor time is spent harassing kids about the dress code and confiscating iPods and cell phones. Where are the proctors when bullying occurs? Does El Roble have a smaller student proctor ratio? Seems like proctors are always on hand there—unlike the high school.

The district should recognize the need to court buy-in from families and students; this is a two-way respect issued. Teens don't always go to school hoping to learn. It's often about relationships. Young people need to be reminded of the purpose of school in meaningful ways. How to learn social expectations in a healthy way. Teachers put in the role of police officers must deviate from instruction. Takes hours for staff to deal with stolen equipment—that's why iPods and cell phones are restricted.

How can parents who have the time to be involved be better advocates for parents who are not as involved?

# Parent Faculty Association Focus Group

Monday, June 18, 2007

Hughes Center

9:30 to 11 am

4 Parents

Facilitator Vista Del Valle Principal, Lee Yeager,

Were these assets in your life growing up? They represent internal and external factors. The average child has 19.5 assets. Children who have fewer than ten are more likely to be involved in high-risk behavior. Children with 30 or more are more likely to thrive. In a year's time, kids who have added five assets can improve their quality of life.

Many of the strong connections are in elementary schools, active and engaged in learning but assets diminish as children transition into middle and high school. Peers and people know one another left and not as prepared to deal with differences. Assets at the high school among students with GPA bit if they don't have a high GPA they may have no problems. Size and culture of institution and kids are less engaged.

Vista, Mountain View and Chaparral have teachers who graduated from the Search Institute.

CHS had Link Crew that came in and we lost it. How do we get funding to sustain these programs Search Institute explores the level of relationships teachers have with students. Lots of strategies to reach youth.

## Communication Between Youth and Adults

Teens frighten adults who don't regularly work with youth. Teens are often more comfortable communicating with adults who are not their parents. Many assets are not available for immigrant families because family support is not there. Coaches, boosters parents and teachers facilitate relationships in the community.

Parents impose own judgments on kids. Teenagers need space and respect. Generation gap happens between parents and teens like "My Space." Parents are often scared and need to learn how to use technologies and not be so judgmental

Situation at El Roble girl was being harassed by a boy who was touching her and blocking her space. Parent contacted school and parents of boy and girl. Parent of young girl wanted to talk to boy staff agreed to facilitate meeting. Parents who can take the next step and feel comfortable advocating can have positive outcomes. Need to be support for discussion so school administration can facilitate resolutions. Importance of outside resources because schools don't have counselors who can solve problems. Happens in the situation parent was an expert. It is important for victims and aggressors to learn from behavior.

Teens share they don't belong in the Village. They have to send proctors down. Even youth who spend money in town get treated poorly and merchants are unhelpful. Merchants need to understand the important role they play in keeping young people connected to the community. Some merchants have signs in the window saying they are a Safe Place. Do we need to have meeting with merchants so they can work with youth?

In large part elementary children have a positive relationship with police through D.A.R.E. and other programs, however, the relationship between police and young teens begins to shift when they enter junior high. Parents conveyed that they're not sure why this happens. Many El Roble students begin to feel nervous around the police, thinking the police are just waiting for them to do something wrong, in some cases this is good because youth demonstrate they recognize authority, but this relationship seems to become more strained as time goes on.

Linda Elderkin talked with government classes at the high schools lots of places for interactions to be a part of the community. Every moment is a teaching moment. Chance to help youth understand appropriate public behavior. Kids are told they can't bring backpacks in because they're too big. Parents feel village is a very safe place to go. El Roble kids less welcome in Village

## **Provide Meaningful Activities for Youth After School**

Daughter tutoring students at El Robles and encountered some troubled students and was able to make a difference. Higher achieving students connect with younger peers who struggle. Younger children driven to feel productive; by junior high they often feel "why bother." Someway to bring students of all socio-economic levels together to create a shared sense of purpose. Red Cross did volunteer—provide more support to agencies like this who are working to involve youth

Transportation is an issue in finding activities for kids. Kids don't have away home from TAC and YAC programs but also include sports issues. Do you have a solution for this? Get-About Services available, but not after school. We need to do an analysis of what is happening after school and a needs assessment for transportation to these activities. What is the status of the trolley that was to be a part of the village expansion?

ACES program at Vista made a difference by offering enrichment activities. PFA has also supported after school enrichment activities. What about on campus literacy activities? ACES enrichment programs were low-cost. Claremont offers a lot of activities for kids, but many of them are out-of-reach financially. Scholarships are a problem: not that many of them, not well-publicized, not everyone qualifies, and it can be humbling to apply for them—it's one more reason to feel different in a bad way.

AYSO cost is high and you still have to buy shoes and equipment, and there are hidden costs like money for snacks, coaches' gifts, and a party. Making sports more affordable would also create a better mix of kids participating.

New Sprouts market is hiring Claremont High School students, which is great because kids can walk to work. It's a great way to promote their business.

Pomona has a youth job center. Claremont should have a job center. CHS has a career center, but it focuses more on college. High School is too academically driven—needs to have more preparation for the non-college bound.

## **Concerns about Behavior on Campus**

It's not just students who make racist comments or bully and harass—sometimes it's the teachers too; "I'm not going to grade these essays for grammar because there are a lot of Asians in class," for example. Some teachers will call a kid, "stupid."

Teachers either focus too much on grades or too much on trying to be a "friend." Students need a good relationship with their teachers to learn effectively, but the teacher needs to stay an authority figure—that's part of the good relationship. It's the same for parents. You always hear that drugs and alcohol are a problem. Parents leave kids unsupervised or offer them alcohol, and, sometimes even recreational drugs.

Teachers are not always prepared to teach the subjects they are assigned. We had a problem this year with long-term subs. Maybe two of the problems could not be helped, but they did not act in the best interest of kids when they made the physics teacher the assistant principal mid-year.

Dress code, principal Connection. Not enough proctors to be available to work with kids. Where are the proctors when bullying occurs? Difference for El Roble where there is ample staff

Need buy-in from families and students and this is a two-way respect issued. Teens don't always go to school hoping to learn. It's often about relationships. Young people need to be reminded of the purpose of school in meaningful ways. How to learn social expectations in a healthy way. Teachers put in the role of police officers must deviate from instruction. Takes hours for staff to deal with stolen equipment—that's why Ipods and cell phones are restricted.

That is in the way of parents promoting solutions on campus for those parents not as involved? Parent student team-up compacts are important which takes lots of dialogue and outreach.

You can't take away from the learning time to support kids in their development. You can do these things after school too. Kids don't always know how to handle situations. El Roble is creating a culture of expectations that elementary school kids are not prepared to deal with. Important to create a culture at El Roble that is broad and issues from a student level to promote more kids response to diversity.

Need to bring parents into the curriculum. New privacy laws prohibit sharing. Parent Connect phone calling is useful. No complaints about how this is used.

Wish there was a centralized access to information from the schools and the city.

What are the expectations of parents in helping their kids in school and in the community?

Parents don't always turn out for important community events when they should.

Every year CHS student commits suicide. Mental health is not easily accessible.

Claremont kids of lower economic status treated differently. Many village owners don't understand diversity. They are older and white.

Not sure there is enough tutoring support for advanced placement students. CHS does not have a strong connection with the college students in working with AP students. Opportunities with the underserved.

Junior High has a waiting list to be served

Curriculum part of tutoring is different from homework support.

Some teachers have been insensitive to students of color

Weekend and late afternoon transportation.

# Youth Focus Group

Tuesday, June 19, 2007  
Youth Activity Center  
11:30 to 1:42 PM

9 high school and junior high school students  
Facilitator: Vista Del Valle Principal, Ley Yeager  
Asset checklist discussed, but distributed as a final activity



## Communication between youth and adults

Teens want to be included in planning and updates about the Village expansion, the new movie theatre, intramural sports, change in school policy and teaching staff

Teens are treated differently in the Village

Teens don't feel respected by the police—they feel targeted

Kids are treated differently when they dress differently—it shouldn't matter

Merchants, restaurant workers, and, police engage in racial profiling—also age and economic status profiling

High School kids feel as if they are hired for jobs as a last resort—only if a business can't get an adult or college student

Teens get used to dirty looks and suspicion from just about everybody—adults are not as friendly as they were when children were younger

Lacking activities or places to go, teens tend to hang around which makes adults, and especially police, nervous—they act like we're together planning a bank robbery or a riot

There could be better, more useful, communication between high school and local college kids

Police have different response times for different neighborhoods. Do we really need five squad cars at the Skate Park when there are more serious problems elsewhere?

## Provide meaningful activities for youth

Jobs are not readily available

There is a need for non-permanent jobs so teens can work more in the summers and holidays and there are no hard feelings when they go to college

Most high school students have access to transportation either because they drive or their friends drive, but students who take public transportation have fewer options. Some parents won't let their kids ride with friends, so those students have fewer options, as do El Roble students

Some parents feel the YAC and the TAC aren't safe, so they won't let their kids go there.

YAC and TAC should have a BIG activity at the beginning of the year. TAC is the feeder for the YAC. It's mostly the kids who went to the TAC who go to the YAC; if you get more students involved in TAC, they will be involved in YAC.

Mix-it-Up Day and Burning Bridges are good activities but only a few kids are chosen to go—there is no kid choice involved. Perceptions that only “the popular kids” get chosen.

There is an impression that the YAC and the TAC are for students of certain races. There should be more diversity. On the other hand, many students are too involved in other activities to go there.

## Concerns on Campus

AP students are with the same group all day—a barrier to mixing; planned honors and IB programs threaten to create more subsets

There is racial tension on campus but no one wants to admit it from the principal on down.

Not enough healthy food choices

Students who say they are gang members are just “wannabe,” but they do get into fights and cause racial tension

New student to El Roble this year was told she had a “white girl’s name”

Pressure for bi-racial students to pick a race. “There are a lot of us, and there will be many more. Why do we have to pick a race?” Pressure comes from peers, but also the school. All the forms ask the question.

There is pressure on kids of color to conform to stereotypes and not focus on their education or of Asian students that all they do is focus on their education.

Guys often say very rude and suggestive things to girls—they aren’t respectful and the school doesn’t care

Girl fights are an issue

There is a perception that San Antonio is for black and brown kids and skinheads. This is not a good mix.

Parents can keep kids from going to San Antonio, but most parents don’t know that and don’t advocate for it.

Kids whose parents complain get better services—better teachers, fewer punishments

Students of color feel set up for failure. Everyone expects them to fail and it’s defeating.

Punishments are not fair. “A black kid was sent to San Antonio for yelling at a teacher while a white kid was just suspended for a few days for bringing drugs on campus. Which is more serious: yelling or drugs? Which is the worst punishment” a few days vacation or transfer to a whole different school?”

Not enough drug enforcement or consequences for harassment

Too much enforcement of dress code and confiscating cell phones and iPods.

Perception that students are sent to San Antonio to keep test scores and overall GPA higher at CHS

## Asset Checklist

Are these assets in your life? They represent internal and external factors. The average child has 19.5 assets. Children who have fewer than ten are more likely to be involved in high-risk behavior. Children with 30 or more are more likely to thrive. In a year’s time, kids who have added five assets can improve their quality of life.

# Stakeholder Focus Group

Wednesday, June 20, 2007

Chamber of Commerce

11:40 am to 1:22 pm

5 Members

Were these assets in your life growing up? They represent internal and external factors. The average child has 19.5 assets. Children who have fewer than ten are more likely to be involved in high-risk behavior. Children with 30 or more are more likely to thrive. In a year's time, kids who have added five assets can improve their quality of life.

## Communication Between Youth and Adults

Ex. HS Commissioner. Not communities job to raise kids. It's the parents and we need to somehow reach the parents.

Three eras, adults entertain themselves, children seen but not heard. Now more engaged with youth and now youth and computers, my space. You have even less dialogue between youth and adults;

How many children eat with their parents each night, or even once a week?

Parents and families come together through Adam class. Many safety nets in place, but parents still need to be brought in and parent component is the key. Reaching parents is important but those who gave daily contact with kids are the ones who make the real difference.

Some assets don't come from the home. City has outstanding programs in place that need to be funded and supported even though we may not know the real impact until someone is thirty-five years of age.

More single mothers and children using services like Prototypes who draw upon social and community services. Should keep housing and other residents coming into Claremont.

What is good about communication with youth?

Provided overview on effort of YMP Plan is a roadmap and identifying relationships with youth. Includes people who reside in Claremont as well as those attending Claremont schools. Unique partnership with CUSD and city. YMP is influenced by Search Institute. YMP wants to put as many developmental assets into place as possible.

Claremont YMP is was developed by Claremontors for Claremontors

People who drafted plan in 1995 are today.

School does outstanding job. Teen committee and other groups but reaching everyone is not realistic

Not going to teach everyone in same manner. Marketing should be targeted Technology is a real resource to draw kids. Identify needs of parents and target information that way.

Would rather have kids safe in village. Plenty of kids who have relationships with merchants. Room for further dialogue with youth on expected behavior. Kids not taught about mutual respect at home. Kids need to be aware of merchant point of view.

How do you feel about relationships you have with kids. Some kids say it's like their mall. Some say it's not affordable. Some businesses enjoy kids; some merchants are worried. Bigger problem is kids walking down the sidewalk not considerate of the elderly, shoppers, and mothers with strollers. Large groups of kids together created problems. If the kids are polite, No problem. Language needs to be respectful. Socially it's good for kids to have freedom to interact in community. Appreciate kids coming into store if they are respectful. Feel like they're developing independence. Times are different now and there are all kinds of kids in community.

## **Provide Meaningful Activities for Youth After School**

Transportation, and employment opportunities.

We talk about transportation but we don't do enough. Shuttle that loops from high school and finds dial a ride a challenge. Time frames are still not good

A lot of fear about letting kids loose because times have changed. More dangerous behaviors. Can't base a lot on own personal experiences. Public transit is too risky. We're minutes from two freeways, and a car going 85 miles an away can take a kid 85 miles away in an hour. Transportation should run on time and be consistent to encourage use.

Claremont families feel safe in own circle whose parents stay connected, share information and support one another.

There are a lot of kids in Claremont who don't have family support. Reason families enjoy Claremont because of community citizenship and organizations that are family centered. Great support from parents, school administration that provide great services.

What if transportation service contained within one area coming from south Claremont to village would make families feel safe if they know specific routes closed circuit transportation just for youth.

Can you see way youth can be included more in businesses? (internships/employments)

Interested in nurturing Claremont youth. Chamber Board will set up education committee problem to mentor youth. Fifty percent of Claremont youth do not complete a four-year college. School Board is demanding more vocational education. \_Parents are not teaching their children work ethic and other parents are readying kids for college. 85% enter college. Sprouts is hiring kids. Kids eager to work here and spend money here in Claremont.

Explore partnerships with local colleges to provide edu. Training

## **Concerns on Campus**

Bullying/Racism on school campus in some cases coming from peers and even teachers.

Are we offering bullying programs on campus?

Alcohol is a big deal in campus are drug use happening in school. Bullying is absolutely not tolerated at Chaparral school does not see it Fitting in socially is a challenge.

Peers pressure is tremendous.

Importance of role models like teachers who should dress appropriately to set examples. Students will rise to expectations.

Racism in schools are areas pm campus called Great Wall of China and Little Mexico

Recounts experience of father being an immigrant and child was disappointed to learn father is an immigrant. Father share story of why the moved to America but struggle not always appreciate by children.

Notice that when kids transition from elementary school to intermediate they begin to become less tolerant and segregate by race.

Many more black and brown kids in town. Does this heighten tension in village?

Notice homeless door-to-door salesmen with bags to toys. Created unsafe atmosphere More non-residents when Village West opens.

Some kids in town can't take advantage of activities. Village is not that far from schools. Different era and kids parents don't

Nothing in police codes allowing them to take action.

Want to encourage parents to use philosophy of it takes a village to raise a child

Small community had different quality of life

Twenty-five statements believed to be true by work for the YMP that has been done.

Not sure school offer healthy meals

Not enough electives

Perception that kids at lower and higher end of academic scale have their needs met better than the kids in the middle

Not sufficient mental health support

A lot of stress and not a lot of parental support--too many CHS kids using outpatient drug and alcohol programs

Parents share that they feel safer providing alcohol and sometimes even recreational drugs,

Community is in denial about drugs, domestic violence, and alcohol.

Report not sufficient job opportunities for youth. So healthy for kids to have jobs in the community. Kids learn a lot from the community through employment. Teaches kids to behave respectfully and sets a good role model. Young employees bring parents in which creates a sense of village

Parents work and have less time to spend with their children. Challenge the community faces is residents not having personal relationships with merchants.

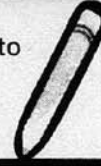
Adults play a very powerful role in mentoring youth.

As adults would you be willing to reduce academic pressure to address other developmental needs. Traditional model of education in schools need to be reconsidered. Education needs to be more integrated. Parents' responsibility to teach these things. Kids learn sound values from community because families are not setting examples. Would not want academic time reduced to deal with diversity, social strife. Students report wanting more interaction and opportunities to develop awareness and diversity.

# an asset checklist

Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities.

*NOTE: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.*



- 1. I receive high levels of love and support from family members.
- 2. I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them.
- 3. I know some nonparent adults I can go to for advice and support.
- 4. My neighbors encourage and support me.
- 5. My school provides a caring, encouraging environment.
- 6. My parent(s) or guardian(s) help me succeed in school.
- 7. I feel valued by adults in my community.
- 8. I am given useful roles in my community.
- 9. I serve in the community one hour or more each week.
- 10. I feel safe at home, at school, and in the neighborhood.
- 11. My family sets standards for appropriate conduct and monitors my whereabouts.
- 12. My school has clear rules and consequences for behavior.
- 13. Neighbors take responsibility for monitoring my behavior.
- 14. Parent(s) and other adults model positive, responsible behavior.
- 15. My best friends model responsible behavior.
- 16. My parent(s)/guardian(s) and teachers encourage me to do well.
- 17. I spend three hours or more each week in lessons or practice in music, theater, or other arts.
- 18. I spend three hours or more each week in school or community sports, clubs, or organizations.
- 19. I spend one hour or more each week in religious services or participating in spiritual activities.
- 20. I go out with friends with nothing special to do two or fewer nights each week.
- 21. I want to do well in school.
- 22. I am actively engaged in learning.
- 23. I do an hour or more of homework each school day.
- 24. I care about my school.
- 25. I read for pleasure three or more hours each week.
- 26. I believe it is really important to help other people.
- 27. I want to help promote equality and reduce world poverty and hunger.
- 28. I can stand up for what I believe.
- 29. I tell the truth even when it's not easy.
- 30. I can accept and take personal responsibility.
- 31. I believe it is important not to be sexually active or to use alcohol or other drugs.
- 32. I am good at planning ahead and making decisions.
- 33. I am good at making and keeping friends.
- 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
- 35. I can resist negative peer pressure and dangerous situations.
- 36. I try to resolve conflict nonviolently.
- 37. I believe I have control over many things that happen to me.
- 38. I feel good about myself.
- 39. I believe my life has a purpose.
- 40. I am optimistic about my future.

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# Claremont Checklist

These statements are a result of areas where assets could be enhanced (Claremont youth and adult community members provided input at nine recent public forums). Compare and contrast the list from what your group discussed today. Many people find it helpful to use a simple checklist to reflect on the issues young people and adults might experience. This checklist is designed to help prompt conversation among youth, adults, community members and service providers.

Check the statements that apply to your life experience and share insights on those that do not.

- 1. Intermediate and high school level students generally relate positively with adults in the school setting.
- 2. Most pre-teens and teens interact positively with police officials.
- 3. Most pre-teens and teens feel free to confide in adults.
- 4. There is a need for more parent education for Claremont parents.
- 5. Youth experience stress over homework and time management.
- 6. There are sufficient after-school recreational opportunities for youth in Claremont.
- 7. There are sufficient electives for credit in our secondary schools.
- 8. The quality of education at the secondary level is good.
- 9. Our schools offer healthy food options.
- 10. We have sufficient mental health support for youth in our community.
- 11. We have sufficient physical health support for youth in our community.
- 12. Secondary students have opportunities for classes in family planning and rape prevention.
- 13. There is sufficient tutoring and homework support at the secondary level.
- 14. I personally have experienced racism in Claremont.
- 15. I know others who have experienced racism in Claremont.
- 16. I know of students who are exposed to bullying.
- 17. There are gang problems in Claremont.
- 18. I consider the neighborhood I live in to be safe.
- 19. I am treated courteously when I do business in Claremont.
- 20. There is a need for more weekend public transportation in Claremont.
- 21. In Claremont there is a tendency for those of lower economic status to be treated differently.
- 22. There are sufficient job opportunities for secondary school age youth in our community.
- 23. Most secondary age youth feel respected by adults in Claremont.
- 24. Claremont adults understand what life is like for Claremont youth.
- 25. Claremont youth and adults find it easy to access good information about available services and activities.

