How to develop a successful planning participation pilot-program for low-income and minority youth?

Keri Palma
Outline

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  - Methods
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  - Criteria
- Case Studies
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- Grier Heights Project
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  - Success Model
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  - Future Implications
Problem Statement

Low-income and minority youth are greatly affected by the built environment and neighborhoods they live. On the other hand they less opportunities compared to other youth to voice their opinions on these plans, projects and issues that impact them and their neighborhood.

Participation programs can give these youth the opportunity to possibly make a change in their community which could lead to improvements in their lives. Just getting the youth involved in these programs is not the total solution. It’s not about the numbers involved it’s about the impact and success of the program.

What type of things should or shouldn’t be done to make a participation program for low-income and minority youth successful? So...

How does one develop a successful planning participation pilot-program for low-income minority youth?
General Public Participation

History
• **Urban Renewal Act of 1954**
  – Legislation mandated participation
• **EOA of 1964 Community Action Program**
  – Fell short at local level
• **Model Cities Program of 1966**
  – Urban Renewal
  – Goal to improve communication between planners and residents
• **Ladder of Participation**
  – Developed in 1969 by Sherry Arnstein
  – Basis of Hart’s Ladder

Importance
• Citizens gain trust and confidence in government
• Citizen voice
• Lead to a greater consensus and acceptance

Limitations
• Citizens are not educated enough
• Type of participants
  – Not enough or too many
  – Doesn’t represent demographics
  – Easier to get ones opposed
So why focus on youth?

- **Mandates**
  - AICP Code of Ethics, UN Convention on the Rights of Child, Agenda 21, Habitat Agenda

- **Built Environment Affects**
  - Neighborhoods are the first stage of public life
  - Prime developmental years, neighborhood shapes them

- **Benefits**
  - Youth-new activity, new skill, develop a voice, awareness, confidence, self-esteem
  - Planners-understand youth perspective, helps them create a more child friendly environment
  - Community-bridges generational gaps, overcomes misconceptions of youth, involvement with the improvement of their community as well
Youth Participation Principles

Developed from previous youth participation projects and literature. These principles will be used as the basis of the success model created.

- Youth Voice/Empower Youth
- Educate and Awareness
- Youth-Friendly and Creativity
- Real-World Projects
- Adult Involvement
- Flexibility
Youth Participation Methods

- Drawing/Collages
- Guided tours/Neighborhood Walks
- Media-Photography, Video and Blogs
- GIS/Mapping
- One Time Events/Festivals
- Design Charrettes/Workshops
- Youth Advisory Groups
- School Collaboration/School Curriculum
- Online Resources/Games
Why Low-Income and Minority Youth?

Existing Problems
• Opportunity gap
• Neighborhoods are usually worse off
• Parents attitude plays into their voice
• Feeling of isolation and disempowerment

How planning participation programs can help
• Combats the opportunity gap
• Youth learn skills and gain confidence
• Understand inequalities
• Become a voice in their community and make a change
Methodology

• Establish Criteria for Success Model
  – Measurable scale
• Analyze 2 Case Studies
  – Similar age range, number of youth, minority
• Apply success scale to case studies
  – Make adjustments based off case studies
• Make the lesson plan for the Grier Heights project
  – Take lessons learned, principles, methods from case studies and literature
• Implement Plan
  – Over spring break

• Analyze the Grier Heights program
  – Use success model
• Compare Case studies
  – Which one performed better in the categories
• Future Implications
  – Success Model
  – Purpose served
  – Overall reflection/lessons learned
The Success Model

- **Six Categories**
  - Categories are based off the six principles found in the literature and case studies in combination with Hart’s Ladder
  - Categories divided into outcome and operational
  - Each category has its own measurable criteria. Score range from 1 to 5
  - A total score or 18 and above is successful and a score of 25 and above is highly successful

<table>
<thead>
<tr>
<th>Outcome Categories</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Voice/ Empower Youth</td>
<td>(1 to 5)</td>
</tr>
<tr>
<td>Educate and Awareness</td>
<td>(1 to 5)</td>
</tr>
<tr>
<td>Outcome Total</td>
<td>Successful &gt; 6</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Operational Categories</th>
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<td>Youth Friendly-Creativity</td>
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</tr>
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</tr>
<tr>
<td>Involving Adults</td>
<td>(1 to 5)</td>
</tr>
<tr>
<td>Flexibility</td>
<td>(1 to 5)</td>
</tr>
<tr>
<td>Operational Total</td>
<td>Successful &gt;12</td>
</tr>
<tr>
<td>Total</td>
<td>Successful &gt;18</td>
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</tbody>
</table>
The Success-Model

Total scores above 25 are high successful and consider to be one of the top three rungs of Hart’s Ladder.

Scores between 18 and 25 are successful and either the 4th or 5th rung of Hart’s Ladder.

Total scores less than 18 are unsuccessful and considered one of the three bottom rungs of Hart’s Ladder.
The Success Model-Categories

• **Outcome Categories (2 to 10 range)**

• **Youth Voice/Empower Youth**
  – Total youth involvement in whole process, freedom of expression, number of opportunities for youth to present

• **Educate and Awareness**
  – Evidence of knowledge, number of skills development, improvement on pre and post test evaluation
The Success Model-Categories

Operational Categories (4 to 20 range)

• Youth-Friendly and Creativity
  – Number of different exercise, evidence of youth’s personal touch in final product, the opportunities to show off creative nature

• Real-World Project
  – Level of realness (real place/real issues), the opportunity for it to be heard by stakeholders, implementation level

• Involving Adults
  – Collaboration of adults and youth throughout project, number of different types of adults involved with project

• Flexibility
  – Ability for youth to pick their final product, youth’s ability to affect the process of the program, the level of change to address the youth’s interest, voice or educational level
## The Success Model-Example

<table>
<thead>
<tr>
<th>Score</th>
<th>Youth Voice/Empower Youth Category Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The youth were involved in less than half of the overall program. The youth voice was controlled by adults. There was no opportunity for the youth to express their ideas to people outside of the program.</td>
</tr>
<tr>
<td>2</td>
<td>The youth were involved in less than half of the program. The youth voices were free most of the time to express their opinions. There was no opportunity for the youth to express their ideas to people outside of the program.</td>
</tr>
<tr>
<td>3</td>
<td>The youth were involved in about half of the program. The youth voices were free at all times to express their opinion. The youth had the opportunity to express their ideas to people outside of the program (stakeholders, city council, etc.)</td>
</tr>
<tr>
<td>4</td>
<td>The youth were involved in more than half of the program. The youth voices were free at all times to express their opinion. The youth had the opportunity to express their ideas to people outside of the program (stakeholders, city council, etc.)</td>
</tr>
<tr>
<td>5</td>
<td>The youth were involved in more than half of the program. The youth voices were free at all times to express their opinion. The youth had numerous opportunities to express their ideas to people outside of the program (stakeholders, city council, etc.).</td>
</tr>
</tbody>
</table>
Case Study: PV-Heal in Chula Vista, CA

Preventing Violence-Healthy Eating and Active Living (PV-Heal)

- **Goal:** To improve perception of safety to increase physical activity in the neighborhood parks and trolley stations
- **Chula Vista** 10 minute drive north of U.S. –Mexico border at Tijuana
- Western Chula Vista is more socioeconomically disadvantaged than eastern Chula Vista.
- **17 Youth,** ages 11 to 23 all Hispanic living in western Chula Vista

- **Organizers developed hot spot maps**
  - High crime, traffic accidents and high amounts of disorder
  - 6 sites-3 trolley stations, 2 parks and one apartment complex
- **Youth took photos of 6 areas**
- **Learned CPTED principles and made recommendations and suggestions using principles**
- **Presented at city-council and other interested stakeholder meetings**
- **Recommendations from youth were taken into count for city plans**
- **2nd Part**-To cover graffiti, youth designed and painted utility boxes in the area of the 6 sites
  - **Goal** was to make the areas more welcoming and to show off culture

1. Identify centralized services for homeless population e.g. shelter
2. Increase positive activities in park to balance positive use of the park

Concern: “Homeless people sharing the park, even though they are calm, they don’t inspire trust in other people.”
Adult resident

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Recommendations:
1. Identify centralized services for homeless population e.g. shelter
2. Increase positive activities in park to balance positive use of the park
Case Study: PV-Heal in Chula Vista, CA
Case Study: PV-Heal in Chula Vista, CA

Why was this case study picked?
• Worked with low-income and minority youth (Hispanic).
• Worked in a high crime area which is very similar to the Grier Heights neighborhood.
• Chula Vista youth’s range was large, but covered the Grier Heights youth’s ages
• Liked the photograph, suggestion and recommendation exercise part of the program.
• Considered using their CPTED principles as the basis of the program.

Success Model Score
• Total Score-28
  – Outcome Score-10 out of 10
  – Operational Score-18 out of 20
• Individual Categories
  – Youth Voice/Empower Youth-5 (open dialogue throughout project and had the opportunity to present numerous times)
  – Educate and Awareness-5 (showed evidence of knowledge on CPTED principles, learned a new skills)
  – Youth-friendly and creative-5 (variety of activities, painted utilities boxes showed off creativity of youth
  – Real-World-5 (real place and real issues, ideas were implemented)
  – Involving Adults-4 (youth and adults worked together)
  – Flexibility-4 (program was altered to youth during the program)
Case Study: PV-Heal in Chula Vista, CA

Lessons Learned

• Previous work with community can be beneficial
  – Starting point and a resource

• Create a program with enough time
  – Develop trust, youth capacity, youth attention span

• Screen Youth
  – Better feel of youth

Things to use in my project

• Keep presentation simple
• Focus youth on particular areas
• Photo tour, recommendation and suggestion exercise
Design Your Neighborhood (DYN)

- Goal: to create a documentary movie that will be used to teach design to high school students, locally and nationally
- 13 youth, ages 15 to 17 from various neighborhoods in Nashville. All but one were African American
- Summer Program
  - Incentive based

- Week One
  - Team building, creating neighborhood maps, education on Nashville

- Week two
  - City tours

- Week Three
  - Big concepts to smaller concept. Redesign of Edmondson Park

- Week Four
  - Created short films and provide input into the documentary
Case Study: DYN Nashville, TN

Why was it picked?
• Worked with low-income and minority youth (African American).
• Age group and size- 13 youth, ages 15 to 17.
• Interested in the Week 3 Design Charrette and Workshop. Since that portion was only a week it was comparable to the 3 days I had with the youth.

Success Model Score
• Total Score-27
  – Outcome Score-9 out of 10
  – Operational Score-18 out of 20
• Individual Categories
  – Youth Voice/Empower Youth-4 (open dialogue throughout project and had the opportunity to present)
  – Educate and Awareness-5 (learned a variety of new skills, neighborhood plan and made video)
  – Youth-friendly and creative-5 (variety of activities)
  – Real-World-4 (real place and real issues, video made by youth is used)
  – Involving Adults-5 (youth and adults worked together, they worked with a variety of adults)
  – Flexibility-4 (program was altered to youth during the program, youth got to
Case Study: DYN Nashville, TN

Lesson Learned
• Field trips and variety of activities keep youth entertained
• Design has an impact on youth and their perception of their community

Things to take with to my project
• Procedure of design workshop. What type of questions to ask.
• Have a person that has experience with the youth.
• Educate youth on history as well as design or planning elements. Builds appreciation for their community
Grier Heights Project

Grier Heights Neighborhood Project

• Goal: To educate youth on city planning elements as well as make an improvement plan for the neighborhood

• Grier Heights is a neighborhood located east of downtown Charlotte

• One of the oldest African American neighborhoods in Charlotte

• Classified as a Challenged neighborhood in Charlotte’s Quality of Life Study

• 10 Youth Participated
  – ages range from 12 to 16
  – All were African American
  – 90% lived in Grier Park Apartments Complex

• After-School Program
  – No incentives
Grier Heights Project
Grier Heights Project-Agenda

DAY 1

• Test

• Educational Component
  – Land use, city planning, neighborhood plans, City of Charlotte and Grier Heights

• Personal Writing Assignment
Grier Heights Project-Agenda

DAY 2

• Neighborhood photo tour cancelled
• Sticker dot map exercise
• Likes/Dislikes
• Photos and Recommendations
• Start of Plan
DAY 3

• What they want to add and change to neighborhood questions.

• Four Focused Area Plan
  – four areas were picked for youth to focus their attention
  – In groups decide what should go there and why?

• Summary

• Post-test
Grier Heights Project - Agenda

Four Focused Areas in Grier Heights

LEGEND

- Grier Heights Border
- Area #1: Hoffin St
  - Grassy vacant open area along street
- Area #2: Mr. T’s
  - Vacant lot beside Mr. T’s and wooded area across the street
- Area #3: Abandoned boarded up apartments
- Area #4: Old abandoned store at the corner of Marvin and Wendover

4 Areas of Interest

1. Hoffin St
2. Mr. T’s and Woods Across the Street
3. Old Houses by Billingsville Elementary
4. Old abandoned store on corner of Marvin Rd
Grier Heights Project-Agenda

Presentation
• Youth and I presented the youth’s project at the neighborhood improvement team monthly meeting
• Over 30 attendees-police officers, nonprofits, residents, economic development team members
• Youth’s ideas received well and interest from one organization
Grier Heights-Success Model

- Total Score-19
  - Outcome Score-7 out of 10
  - Operational Score-12 out of 20
- Individual Categories
  - Youth Voice/Empower Youth-4
    (open dialogue throughout project and had the opportunity to present)
  - Educate and Awareness-3
    (showed progress on pre and post test, learned a new skill)
  - Youth-friendly and creative-3
    (variety of activities)
  - Real-World-3
    (real place and real issues, no ideas were implemented)
  - Involving Adults-3
    (youth and adults worked together, but not a variety of adults)
  - Flexibility-3
    (program was altered to youth during the program)

This program will fall between Hart’s 4th and 5th Rung. It has characteristics of both assigned but informed and consulted and informed.
## Findings

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<th>DYN Nashville</th>
<th>Grier Heights Project Charlotte</th>
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<td><strong>Outcome Categories</strong></td>
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<td>-</td>
</tr>
<tr>
<td>Youth Voice/Empower Youth</td>
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<td>4</td>
<td>4</td>
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<td>Educate and Awareness</td>
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<td><strong>Outcome Category Total</strong></td>
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<td>-</td>
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<tr>
<td>Youth-Friendly and Creativity</td>
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<td>3</td>
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<td>Real World Projects</td>
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<td>3</td>
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<td><strong>Operational Categories</strong></td>
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<tr>
<td><strong>Total Score</strong></td>
<td>28</td>
<td>27</td>
<td>19</td>
</tr>
</tbody>
</table>
Findings

The ladder of participation

PV-Heal Chula Vista, CA
DYN Nashville, TN
Grier Heights Project Charlotte, NC
Conclusion

Lesson Learned

- Previous Experience
  - Working with youth, neighborhood or community, teaching experience
- People do care about the youth perspective
- Attendance
- A lot goes into preparing a program
- Have someone that works with youth involved in project
- Optimistic verse Pessimistic altering views exist

What would I do if I could do it again?

- Do the program over the summer and for a full week
- Work with 8th graders and up
- Provide incentives
- Involve youth more in technical details
- More volunteers
- Collaborate with other organizations in neighborhood
Conclusion

Limitations of the Success Model

• Categories and criteria were qualitative
  – Hard to define and measure

• Try on other case study examples to see their scores and better assess the model

• Doesn’t measure the long term affects
Conclusion

Future Implications

Model can be used as a tool when developing future participation programs

Gives basic principles and things to consider when designing and putting together a youth participation program

Model helps make future youth participation programs more efficient. Youth, adults and the communities are getting the most out of these efforts.