![City of Richmond crest]

City of Richmond

Report to Committee

To:	Parks, Recreation and Cultural Services Committee	**Date:**	Februrary 04, 2015
From:	Cathryn Volkering Carlile General Manager, Community Services	**File:**	07-3425-02/2015-Vol 01
Re:	**2015-2020 Youth Service Plan**		

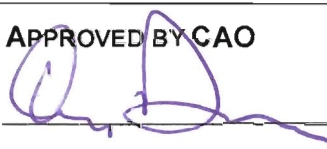## Staff Recommendation

That the Community Services Youth Service Plan: Where Youth Thrive 2015-2020, presented as Attachment 1 in the report titled "2015-2020 Youth Service Plan", dated February 4, 2015, from the General Manager, Community Services, be adopted.

[signature]

Cathryn Volkering Carlile
General Manager, Community Services
(604-276-4068)

Att. 3

REPORT CONCURRENCE		
ROUTED TO:	**CONCURRENCE**	**CONCURRENCE OF GENERAL MANAGER**
Arts, Culture & Heritage Parks Services Recreation Services	☑ ☑ ☑	*[signature]*
REVIEWED BY STAFF REPORT / AGENDA REVIEW SUBCOMMITTEE	**INITIALS:** *[initials]*	**APPROVED BY CAO** *[signature]*

Staff Report

Origin

At its meeting of October 14, 2014, Council received a report regarding the Draft 2015-2020 Youth Service Plan, adopting a recommendation that the Draft be circulated for comment to East Richmond Community Association, City Centre Community Association, Hamilton Community Association, South Arm Community Association, Thompson Community Association, Steveston Community Society, West Richmond Community Association and Sea Island Community Association.

Staff, in turn, circulated the Draft and gave presentations to, and sought comments from, the aforementioned associations and other groups. Based on the information received, staff revised the Draft and prepared the final version of the Youth Service Plan (Attachment 1).

The purpose of this report is to provide an overview of the process to obtain comments on the draft.

This report supports the 2011-2014 Council's Term Goal #2 Community Social Services:

> 2.6. *Development of an updated youth strategy to address the needs and to build on the assets of youth in the community.*

Findings of Fact

Preparation of a Draft Youth Service Plan

In March of 2005, Council adopted an asset-based approach to working with youth, and also endorsed the vision for "Richmond to be the best place in North America to raise children and youth". Building on that foundation and striving to meet the needs of the community, in September 2008 Council endorsed the Parks, Recreation and Cultural Services Youth Service Plan: Where Youth Thrive 2008-2012.

With the term of the 2008-2012 Youth Service Plan having expired, staff coordinated preparation of a 2015-2020 Youth Service Plan. As with the existing document, the updated Youth Service Plan aims to create an environment that generates opportunities for Richmond's youth to have a safe and healthy journey into adulthood. The updated Plan identifies priority programs and service areas for Richmond youth, and provides the City with a strategic approach to youth-related decision making over the next six years. For the purpose of the Youth Service Plan, youth are defined as young people between 13 and 18 years of age.

The process outlined for preparation of the update Youth Service Plan involved six phases:

Phase 1: Information Review

Phase 2: Interviews

Phase 3: Youth Consultation

Phase 4: Youth Stakeholder and Parent & Caregiver Consultation

Phase 5: Development of the Draft 2015-2020 Youth Service Plan

Phase 6: Consultation, revision and Youth Service Plan Adoption

<u>Solicitation of Comments on Draft Youth Service Plan</u>

Concerted efforts were made to solicit comments from our Community Association and other partners on the Draft Youth Service Plan. The Draft was distributed to nine Community Associations, Richmond Sports Council, Richmond Community Services Advisory Committee, Richmond School Board, Vancouver Coastal Health, and the Richmond RCMP. In addition, staff attended meetings and gave 12 presentations of the Draft Youth Service Plan.

The deadline for receipt of comments on the Draft was December 5, 2014.

In total, 14 submissions were received, from the following groups (some groups made more than one submission):

- East Richmond Community Association
- Hamilton Community Association
- South Arm Community Association
- Steveston Community Society
- West Richmond Community Association
- Thompson Community Association
- City Centre Community Association
- Richmond Sports Council
- Richmond School District #38 (District Staff, Board Standing Committees, School Administrators and TABLE 38 Student Leaders)

Analysis

The process for seeking comments on the Draft was open ended. The groups were invited to offer whatever comments they wished to share, or whatever thoughts they felt pertinent for improving the overall quality of the document. Building on the success of the Social Development Strategy's consultation process, staff identified five guiding questions for the groups to consider as they formulated their comments:

1. What are your overall thoughts or impressions regarding the Draft 2015-2020 Youth Service Plan?
2. Does the Draft capture the priority issues for youth that need attention in Richmond over the next 6 years? Are there other priority issues that need attention?
3. Does the Draft identify an appropriate range of proposed actions for the City to pursue over the next 6 years?
4. Do you have specific comments regarding particular sections of the Draft?
5. Is there anything else you'd like to share?

The condensed responses to the foregoing questions are found in Attachment 2.

Comments specific to the Youth Service Plan Framework are summarized in Attachment 3 of this report.

In assessing all of the comments that were received, several conclusions emerged:

1. Respondents were complimentary about the Draft 2015-2020 Youth Service Plan, and indicated strong overall support for the plan.

2. The overall layout and design is good and the respondents were pleased with the format and graphics used.

3. The Youth Service Plan Framework was straightforward and informative, and respondents were supportive of the suggested actions and outcomes with the goals and themes.

4. Detailed suggestions and questions were raised. Many pertained to implementation or were considered outside of the scope of revisions to the Draft. Nonetheless, staff will reflect on these suggestions and questions as the implementation proceeds.

5. Minor changes and revisions to the document are warranted; however, a major overhaul or rethinking is not required.

Youth Service Plan Revisions

Based on comments received, as well as further reflections from staff, staff prepared the revised version of the 2015-2020 Youth Service Plan presented in Attachment 1. Key changes include the following:

- Minor editing for clarity and consistency

- Adjustments to Youth Service Plan Framework and Action Plan (i.e. deleted lead department and inserting City Roles for each action).

- Removal of redundant information

- Consolidation and tightening of proposed actions

Implementation

The 2015-2020 Youth Service Plan, presented in Attachment 1, outlines key service priorities and actions to be addressed by the City and its partners over the next six years. City Staff and Community Associations, and other partners, will work together to incorporate appropriate actions into their work programs moving forward, with a collaborative effort towards implementation. Using the 2015-2020 Youth Service Plan as a guiding framework, the City and its partners will have the opportunity to address the needs of youth in their community, while enhancing the well-being of all youth in Richmond. Diversity, one of the Plan's guiding principles, will be embraced to promote the inclusion of youth regardless of language, culture, ability, income or orientation.

Implementation of the 2015-2020 Youth Service Plan will be the responsibility of the City, its partners, and a range of other youth-serving organizations. The Richmond School District, having requested greater involvement, will be one of the City's key partners engaged in achieving Plan goals.

Once the Plan is adopted, staff and community partners will work within their means on implementation. No additional funding is required at present. If additional resources are required in the future, efforts will be made to pursue service level increases, realignment of priorities, or other support at that time.
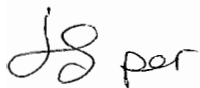
Financial Impact

There is no financial impact at this time.

Conclusion

Preparation of the 2015-2020 Youth Service Plan has been a major undertaking, relying on community engagement and consultation with the public and partner groups.

Following presentation of the Draft Youth Service Plan to Council in October 2014, a rigorous effort was made to reach out to City partners and elicit comments on the Draft. While suggestions were made for enhancements and improvements, the response was overwhelmingly positive. Staff carefully considered comments and suggestions, finding them helpful in revising the Youth Service Plan. Although the general layout and content remains consistent with the Draft, it is believed that the revised Youth Service Plan is a stronger, more comprehensive document than the earlier version. It articulates a vision, goals, and recommended actions and expected outcomes for the City, thus providing an updated framework for working with and servicing youth. It should provide the City with a solid, effective planning tool for addressing Richmond's Youth Service priorities for the next six years.

It is recommended that the Community Service 2015-2020 Youth Service Plan, presented in Attachment 1 of this report, be adopted. Following adoption of the Youth Service Plan, staff will begin the implementation process in collaboration with the City and our community partners.

Kate Rudelier
Coordinator, Youth Services
(604-276-4110)

KR: kr

Att. 1: 2015-2020 Youth Service Plan
    2: Comments related to The Youth Service Plan Guiding Questions
    3: School District #38 Comments related to the Youth Service Plan Framework

Community Services

Youth Service Plan:

WHERE YOUTH THRIVE

2015-2020

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Richmond

Contents

1. Executive Summary

The City of Richmond has adopted an asset-based approach to serving youth and strives for "Richmond to be the best place in North America to raise children and youth". The City's vision "to be the most appealing, livable and well-managed community in Canada", requires meaningful and diverse opportunities for youth and strengthening the youth support system in the community.

The City has a long history of responding to the needs and aspirations of youth. The updated Plan builds on the successes of the 2008-2012 Youth Service Plan and on the foundations laid in the City's Youth Strategy. It is consistent with directions and actions put forward in the Social Development Strategy and Parks, Recreation and Cultural Services Master Plan.

The 2015-2020 Youth Service Plan aims to create an environment that generates opportunities for Richmond's youth to have a safe and healthy journey into adulthood. To become confident and healthy adults, youth should be equipped with the necessary knowledge, skills and social connections to make informed decisions about their lives and the contributions they wish to make to their community. The Youth Service Plan continues utilizing the Search Institute's 40 Developmental Assets framework, which informs the philosophy of Community Services intentionally building developmental assets to assist healthy youth development.

The development of the 2015-2020 Youth Service Plan relied heavily on consultations with Richmond youth and key stakeholders which took place from November 2013 to January 2014. Under the guidance of the Project Implementation Team, comprised of City staff, with the help of a Project Reference Group comprising of City and Community Association staff and youth stakeholders and the outreach of City staff and partners, a thorough community engagement process was developed. This process involved a variety of engagement approaches, including interviews with key stakeholders, community youth workshops and focus groups, youth stakeholder workshops (engaging parents and caregivers and youth-service providers) as well as three surveys; one for parents and caregivers, one for youth stakeholders and one for youth. Developing the Youth Service Plan through this collaborative effort reflects how important it is for youth-serving agencies in Richmond to work together to create positive and enriching environments for youth to flourish.

Discussions with youth stakeholders and youth revealed that, overall, strategic priorities from the 2008-2012 Youth Service Plan continue to be relevant. In updating the Youth Service Plan, however, key youth stakeholders expressed the need for more opportunities in outreach services for youth, rather than focusing on developing work standards and evaluative processes. Public consultations with youth and community partners revealed that youth would like to be more involved in meaningful volunteer experiences, to be consulted regarding youth program planning and to have more youth-friendly spaces available to them.

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The key issues and themes that emerged during the consultations were generally consistent with the nine Strategic Directions of the 2008-2012 Youth Service Plan. These issues and themes were then combined into the three main goals of the 2015-2020 Youth Service Plan:

1. **Building Youth Assets Through Engagement and Partnerships**

2. **Expanding Opportunities for Youth**

3. **Improving Quality of Youth Services**

The updated Youth Service Plan framework consists of a vision, three key goals and nine themes. Each theme is linked to the external and internal developmental assets that it aims to address. Also, for each theme, the objectives, achievements and challenges were identified based on the consultations with youth and key stakeholders, data on current youth trends, and a review of internal Youth Service Plan evaluation reports and best practices in other youth-focused municipal strategies.

Figure 1: Youth Service Plan Update Framework

Youth Service Plan Vision
"For Richmond to be the best place in North America to raise children and youth"

Each goal is addressed through themes:

Themes include:

Each action includes:

Goal 1: Building Youth Assets Through Engagement & Partnerships
- Theme 1: Youth Asset Development
- Theme 2: Youth Engagement, Leadership and Empowerment
- Theme 3: Collaboration with Community Partners

Goal 2: Expanding Opportunities for Youth
- Theme 4: Youth Program Development and Delivery
- Theme 5: Bridging Services for Vulnerable Youth
- Theme 6: Safe and Social Spaces for Youth

Goal 3: Improving Quality of Youth Services
- Theme 7: Moving Towards Standards
- Theme 8: Marketing and Communication
- Theme 9: Tracking the Progress and Reporting to Community

Developmental Assets

Objectives

Achievements

Challenges

Recommended Actions

Timelines

Outcomes

City Roles

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The following six principles guided the development of the 2015-2020 Youth Service Plan:

1. Adopt a Systemic Policy Approach

2. Ensure Intentionality in Planning

3. Engage Youth in a Meaningful Way

4. Develop Collaborations

5. Focus on Diversity in Youth Participation

6. Invest Wisely

Guiding principles for implementation are aligned with "Building Our Social Future: A Social Development Strategy for Richmond". In moving forward with the implementation of the Youth Service Plan, the following statements will help influence City's staff decision-making and prioritization processes:

- The action addresses a recognized need and is compatible with the City vision, City Council Term Goals and the corporate plan.

- The action contributes to the City's Social Development Strategy and Parks, Recreation and Cultural Services Master Plan's objectives.

- The action provides opportunities for leveraged funding and/or strategic partnerships.

- There are existing resources to pursue the action or, the need for adequate resources will be assessed on a cost-benefit basis and allocated accordingly.

- The action builds on and enhances social capital, contributes to social infrastructure and promotes community engagement.

- Implementation of the Plan will be the responsibility of the City, its partners and a range of other youth-serving organizations. It is only through partnership that this Plan's vision will be realized and that Richmond will be the "*best place in North America to raise children and youth*".

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2. Introduction

2.1. Purpose

The 2015-2020 Youth Service Plan aims to create an environment that generates opportunities for Richmond's youth to have a safe and healthy journey into adulthood. Youth should reach adulthood equipped with the necessary knowledge, skills and social connections to make informed decisions about their lives and the contributions they wish to make to their community.

The purpose of this document is to identify priority program and service areas for Richmond youth and to provide the City with a strategic approach to making decisions about youth-related matters over the next six years. The 2015-2020 Youth Service Plan is intended to be a guiding framework to support the development and implementation of youth programs and services.

> For the purpose of the Youth Service Plan, youth are defined as young people between 13 and 18 years of age. Appendix A provides a list of commonly used definitions and abbreviations.

2.2. Background

The City of Richmond has a long history of responding to the needs and aspirations of its youth. The Community Services Division, Community Associations and a host of community organizations provide services and programs to youth that connect them to their community, while also enhancing their resilience to face challenges and enabling them to thrive as they grow into adulthood. In addition to providing programs and services within the sphere of parks, recreation and culture, Community Services Youth Services also plays a coordination role in connecting youth to the broader community.

In 1995, the City developed a Youth Strategy that proved to be an excellent framework to meet the emerging needs of diverse Richmond youth. In March 2005, Richmond City Council adopted an asset-based approach to serve youth and also endorsed the vision for "*Richmond to be the best place in North America to raise children and youth*". One of the guiding principles endorsed by Richmond City Council in the Parks, Recreation and Cultural Services Master Plan 2005-2015 is ensuring the City's ability to meet community needs. In the Parks, Recreation and Culture Service Master Plan, the City of Richmond committed to working with the community to develop a Youth Service Plan to ensure that meaningful and varied opportunities are available for youth and to strengthen the youth support system in the community. As a result of this commitment and building on consultations with a broad youth community, the 2008-2012 Youth Service Plan was developed.

While the 2015-2020 Youth Service Plan follows the same framework and builds on the successes of the past Youth Service Plan, it was updated based on current youth trends and consultations with Richmond youth and key stakeholders. Additionally, the updated Youth Service Plan aligns with actions and strategic directions of the City of Richmond Social Development Strategy. The strategy was adopted by City Council in September 2013 and emphasized the role of timely and targeted investment in Richmond's younger population to facilitate a socially sustainable community. It also highlights the importance of involving Richmond's youth from diverse backgrounds in decision-making and community-based planning processes. The strategy calls for community partnerships to engage and empower Richmond youth and increase city-wide awareness of the 40 Developmental Assets-based approach to working with youth.

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2.3. Guiding Principles

Guiding principles are essential elements to chart the City's course in developing engaged and active Richmond youth. The following principles guided the preparation of the Youth Service Plan:

1. **Adopt a Systemic Policy Approach**

   The Youth Service Plan will be connected to relevant Richmond policies and the City's vision and will reflect a systemic approach to youth programming where all the actions aim to contribute to positive youth development. A systemic approach integrates policy development, program development, best practices and recruitment and training of staff.

2. **Ensure Intentionality in Planning**

   The Youth Service Plan will ensure intentional planning in which the 40 Development Assets framework is applied throughout youth programs and services to achieve specific outcomes that promote youth development, and are consistent with its vision and guiding principles.

3. **Engage Youth in Meaningful Ways**

   The Youth Service Plan will be developed based on input from Richmond youth and will ensure that youth have a variety of meaningful engagement opportunities that foster learning and skills development while also connecting them to peers, mentors and their community.

4. **Develop Collaborations**

   The Youth Service Plan will aim to develop opportunities and enhance existing collaborations with community partners and recognizing that collaboration among agencies is an effective and efficient means to deliver services to youth. Partnerships are particularly important in bridging access to services and meeting the needs of unique and/or emerging youth population groups (such as vulnerable youth, Lesbian, Gay, Bisexual, Transgender, Two-spirit, Queer and Questioning (LGBTQ), newcomer youth).

5. **Focus on Diversity in Youth Participation**

   The Youth Service Plan will recognize that youth are not a homogeneous group. A "one size fits all" approach will not work in youth programming. The Plan will adopt a holistic approach to programs and services and build youth's developmental assets.

6. **Invest Wisely**

   The Youth Service Plan will manage resources in a way that focuses on maximizing the potential of individuals. The investment in mentoring and engaging youth shifts programming into strength-based approaches.

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2.4. The 40 Developmental Assets

The City of Richmond has adopted the 40 Developmental Assets framework to guide youth programs and services. Research shows the 40 Developmental Assets, developed by the Search Institute of Minnesota in 1990[1], are essential for adolescents to make wise decisions, choose positive paths and grow into competent, caring and responsible adults. These developmental assets are concrete, positive experiences, skills, relationships and personal attributes that allow young people to improve their self-perceptions, become more confident and live healthier lifestyles.

The asset-building philosophy looks beyond singular problems and involves the entire community's capacity to build, bridge and nurture positive relationships with its young people. Asset-building changes our lens to see youth's strengths rather than deficiencies and this can alter our thinking to be less about "fixing problems", to focus more on the "building of individual assets or strengths". The long-term potential of the developmental assets is to establish qualities such as social responsibility and personal wellness so that they are ranked with the same priority as traditional benchmarks such as academic achievement. An overview of the 40 Developmental Assets framework is provided in Table 1. Appendix B provides more detailed descriptions of the 40 Developmental Assets.

Table 1: Search Institute's 40 Developmental Assets

Categories	Assets
External Assets (4 categories and 20 assets)	
Support: Young people need to experience support, care and love from their families, neighbours and many others. They need organizations and institutions that provide positive, supportive environments.	Family Support, Positive Family Communication, Other Adult Relationships, Caring Neighbourhoods, Caring School Climate, Parent Involvement in Schooling
Empowerment: Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.	Community Values Youth, Youth as Resources, Service to Others, Safety
Boundaries and Expectations: Young people need to know what is expected of them and whether activities and behaviours are "in bounds" or "out of bounds".	Family Boundaries, School Boundaries, Neighbourhood Boundaries, Adult Role Models, Positive Peer Influence, High Expectations
Constructive Use of Time: Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement and quality time at home.	Creative Activities, Youth Programs, Religious Community, Time at Home
Internal Assets (4 categories and 20 assets)	
Commitment to Learning: Young people need to develop a lifelong commitment to education and learning.	Achievement Motivation, School Engagement, Homework, Bonding to School, Reading for Pleasure
Positive Values: Young people need to develop strong values that guide their choices.	Caring, Equality and Social Justice, Integrity, Honesty, Responsibility, Restraint
Social Competencies: Young people need skills and competencies that equip them to make positive choices, to build relationships and to succeed in life.	Planning and Decision Making, Interpersonal Competence, Cultural Competence, Resistance Skills, Peaceful Conflict Resolution
Positive Identity: Young people need a strong sense of their own power, purpose, worth and promise.	Personal Power, Self-Esteem, Sense of Purpose, Positive View of Personal Future

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1 Search Institute 1999.

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2.5. Parks, Recreation and Cultural Services Master Plan

The 2008-2012 and 2015-2020 Youth Service Plans were developed and influenced by the actions put forward in the Parks, Recreation and Cultural Services Master Plan. The Parks, Recreation and Cultural Services Master Plan focuses on three key outcomes – Live, Connect and Grow – which reflect the different aspects of living that contribute to individual well-being and community quality of life. The outcomes create a common purpose for organizations and individuals who are part of the parks, recreation and cultural services system and provide quality of life services in Richmond. Youth Services were identified as one of the 12 Key Service Areas of the Parks, Recreation and Cultural Services Master Plan which resulted in the development of the 2008-2012 Youth Service Plan.

Research highlights the importance of ensuring that youth have positive role modeling, opportunities for meaningful participation and engagement and strong connections to family, school and the broader community.[2] Youth who grow up in environments like these are known to have a much better chance of becoming happy, engaged and civic-minded members of the community than those who live in environments without these qualities. Community Services offer a variety of exciting opportunities for youth to meet the Live, Connect and Grow outcomes. A summary of how the Parks, Recreation and Cultural Services Master Plan outcomes are related to youth issues is shown in Table 2.

Table 2: Parks, Recreation and Cultural Services Master Plan Outcomes for Youth

Richmond's Parks, Recreation and Cultural Services Master Plan			
Master Plan Outcomes	To Live: Focuses on the physical, mental and spiritual health of individuals and families.	To Connect: Identifies the need for people to connect with their surrounding environments (their physical environment, people around them and their community).	To Grow: Encourages people to enhance their skills beyond basic level (lifelong learning) and have fun.
Master Plan Outcomes for Youth	• Promoting health and well-being through participation in positive, healthy activities on a regular basis. • Building self-esteem through developing new skills and having opportunities for meaningful involvement. • Expressing their individual needs by allowing youth to express their own desires.	• Connecting to the community through meaningful experiences, and new people and places. • Building partnerships - by connecting youth with their community and building relationships through mentoring, role modeling and engagement. • Being informed and involved by involving youth in decision-making. • Sharing experiences by making friends through participating in a diverse range of recreational cultural and social opportunities.	• Igniting sparks – Growth is accelerated when youth realize their own sparks and learn how to realize their potential and where to use their sparks to contribute to the world around them. • Building "developmental assets" by creating environments that build and influence youth development through an assets-based model. • Life experiences – personal wellness through self-esteem, self-respect, value systems and resiliency.

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2 Search Institute 1999

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2.6. Richmond's Social Development Strategy

The 2015-2020 Youth Service Plan was informed by Richmond's Social Development Strategy. The Strategy is a ten-year, city-wide policy document which identifies social development priorities for the City, clarifies roles for the City and other stakeholders in addressing social issues and provides a foundation for a more integrated, coordinated and sustainable approach for social development in Richmond.

The Social Development Strategy's Vision: *Richmond is an inclusive, engaging and caring community – one that considers the needs of its present and future generations, values and builds on its diversity, nurtures its social capital and treats its citizens with fairness and respect.*

Youth are referenced throughout the strategy as the future of Richmond and the need for investment into the young population is emphasized in a number of Strategic Directions. One of the strategy's nine strategic directions concentrates on helping Richmond's Children, Youth and Families to Thrive and one action specifically calls for the update of the Youth Service Plan. The strategy puts forward a number of actions aimed to make Richmond a youth-friendly City, including expanding the provision of affordable services and programs for youth, engaging youth in City and community-based planning processes and expanding dedicated, safe, youth-friendly spaces.

Additionally, the strategy calls for partnering with key youth stakeholders, such as Richmond's Advisory Committees, Richmond Public Library, School District No. 38 (SD#38), Royal Canadian Mounted Police (RCMP), Vancouver Coastal Health (VCH) and other community partners to reduce the prevalence of bullying among youth in the City, improve information sharing and referrals between Richmond's youth serving agencies, advocate for adequate funding levels for settlement services and English language training and develop services and strategies that recognize the needs of special population groups (such as Richmond's Aboriginal community, immigrant groups and LGBTQ communities).

There are also a number of actions aimed to increase opportunities for youth and other groups. These include expanding services for youth in the City centre, expanding opportunities to use the Richmond Olympic Oval for social development initiatives, developing and enhancing an appropriate range of parks, recreation and cultural facilities throughout Richmond and updating the Richmond Arts Strategy.

2.7 Richmond Plans and Strategies

The City of Richmond has a long history of addressing social issues through its policy work and service delivery. In addition to the Parks, Recreation and Cultural Services Master Plan and the Social Development Strategy, the City has developed a number of other documents that are relevant to and/or reference youth issues. Many of them reference the 40 Developmental Assets and the 2008-2012 Youth Service Plan. Table 3 provides a brief summary of selected Plans and Strategies.

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Table 3: City of Richmond Plans and Strategies Relevant to Youth Issues

Official Community Plan, 2012-2041 A New Plan for the Future describes how the City wishes to evolve in the next 30 years.	Youth are referenced in a number of Official Community Plan Chapters. Most frequently, references to youth are made in Chapter 3: Vibrant Cities, including references to arts, education programming for children and youth; outreach to diverse groups of population, including socially-isolated individuals and low-asset youth; and opportunities for children and youth to learn and actively participate in recreational and other activities.
Community Wellness Strategy, 2010-2015 The Strategy intends to provide a strategic framework to support the decision making in the planning and development of wellness-promoting programs and activities in Richmond.	The Strategy makes a number of references to addressing youth issues, including creation of initiatives to increase youth engagement; development of support services for teenagers living with disabilities to access mainstream sports, recreational services and programs; and development of programs to increase children and youth participation in team-based (and individual) physical activities outside of physical education classes at school.
The City Strategy for Youth Services , 1995 The Strategy sets the attitude and direction for addressing the City's role with and for Youth.	The Strategy is a collaborative initiative involving the City, community agencies and youth, and represents the views and interests of youth. Implementation will include participation from community organizations, boards, schools and youth.
Parks and Open Space Strategy, 2012-2022 The Strategy was created as a guide for the delivery of services in the parks and open space system for the next decade.	The Parks and Open Space Strategy traces the evolution of the system from the first playground to the current interconnected system of parks, trails and green ways, natural areas, waterfronts and the urban realm. It outlines the trends and challenges affecting the delivery of parks and open space services and it defines the desired outcomes and the priorities for sustaining and expanding the system.
Richmond Affordable Housing Strategy, 2007 The Strategy set a course for the City to preserve and develop affordable housing stock to meet the needs of Richmond's population, including younger and low-income families in the City.	The Strategy identifies three main priorities (Subsidized Housing, Low End Market Rental and Entry Level Ownership), six policy areas and contains a number of recommendations to achieve annual targets for affordable housing, including the provision of subsidize housing for households with annual incomes of less than $34,000; identifies the housing issues for single parents with limited income and families requiring subsidies for specific reasons.
Parks, Recreation and Cultural Services Volunteer Management Strategy, 2007-2012 The Volunteer Management Strategy, developed in partnership with Volunteer Richmond Information Services (VRIS), aims to foster volunteerism in the City.	Youth were identified in the Volunteer Management Strategy as a particular target demographic for volunteer outreach. The Strategy emphasized an important role of Parks, Recreation and Cultural Services (now Community Services) to foster skill development and establish work experience for young people.

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Table 3: City of Richmond Plans and Strategies Relevant to Youth Issues (continued)

Richmond Intercultural Strategic Plan and Work Program, 2012-2015 The Plan, developed by the Richmond Intercultural Advisory Committee (RIAC), aims to address immigrant integration issues and set a course for the city to be a welcoming community for all.	To achieve the Vision set in this Plan, the RIAC puts forward a number of recommendations including addressing language and cultural barriers that interfere with building a welcoming community. The Plan proposes actions to ensure that information on City and community activities is available for newcomers and residents in a manner that appreciates the needs, communication skills and traditions of different cultural groups.
Richmond Sport for Life Strategy, 2010-2015 The Strategy mandates a new direction in the goals and visions of Richmond's community-based activity programs.	The Sport for Life Strategy envisions Richmond as a sport for life model for Canada and the world. It identifies the strategic goals of physical literacy, leadership and community involvement, and healthiest and most active community as priorities.
Richmond Arts Strategy, 2012-2017 A city-wide strategy aims to make the City "an arts destination with a thriving arts community and a rich offering of festivals and events".	The goal of the Arts Strategy is to create a vibrant and healthy cultural community for all citizens. The Strategy puts forward a number of recommendations with regards to youth artists, including collaboration with schools to train, employ and connect young artists to professional artists and celebrate the accomplishments of young artists.

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3. Creating the 2015-2020 Youth Service Plan

3.1. Overview of the Youth Service Plan Update Process

Information Review

Oct - Nov 2013

- An environmental scan, a literature review and a review of services and City documents was undertaken to develop the Richmond Youth Profile

Interviews

Oct - Nov 2013

- Nineteen interviews took place with key stakeholders who work with youth in Richmond to assess the effectiveness of the 2008-2012 Youth Service Plan and discuss social issues and needs of youth in Richmond

Youth Consultation

Dec 2013- Jan 2014

- Four youth workshops were offered for youth aged 13-18 in Richmond, which involved group discussions, a City Mapping activity and small group dialogues
- Six focus groups were run by community partners around Richmond with the City Mapping activity and small group dialogues
- One youth survey was available on letstalkrichmond.ca

Youth Stakeholder and Parent & Caregiver Consultation

Jan 2014

- Two youth stakeholder, parent and caregiver workshops were offered to adults and involved, group discussions, a City Mapping activity and small group dialogues
- Two surveys were available on letstalkrichmond.ca for adults, one for parents and caregivers and one for youth stakeholders

Development of the Updated Youth Service Plan 2015-2020

Mar- Apr 2014

- Data collected from workshops, focus groups, interviews and surveys were summarized to inform the 2015-2020 Youth Service Plan
- Information about demographics and youth best practices were also researched to inform the 2015-2020 Youth Service Plan

Presentation to Council

Oct 2014

- Presentation to Council of Draft Youth Service Plan
- Council adoption of Draft Youth Service Plan to be circulated for comment

Community Presentations

Oct-Dec 2014

- Community presentations on the Draft Youth Service Plan
- Draft Youth Service Plan circulated for comment

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3.2. Overview of Information Sources Informing the Update

Information Review

To gain an in-depth perspective of how the youth landscape has changed in Richmond since the creation of the 2008-2012 Youth Service Plan, consultants were retained to collaborate with the City to conduct an evaluation of the 2008-2012 Youth Service Plan. This evaluation also included a literature review, developing a current Richmond youth profile, conducting an environmental scan of municipal policies and reports and best practices in youth municipal strategies. Findings from these activities were critical to informing the update to the Youth Service Plan.

Key Lessons from Best Practices Research

Research suggests particular approaches have proven to influence the success of youth development and, thus, youth strategies. Among other things, the following four approaches have been highlighted in the literature on positive youth development:

1. **Youth engagement in decision-making processes:** Engaging youth in local decision-making is beneficial for them in many ways. Young people acquire new skills and/or develop confidence and self-esteem.[3]

2. **Strong relationships between youth and adults:** Caring and meaningful relationships with adults and older peers contribute to the social-emotional, cognitive and identity development of young people.[4]

3. **Skill/Asset-building:** Young people with a higher number of assets are more likely to attain higher academic achievement and less likely to engage in risky behaviour.[5] Therefore, youth strategies should try to build on young people's existing assets to increase the possibility of success in their lives.[6]

4. **Clear and realistic expectations:** Stating clear strategic goals, concrete actions, measurable targets and desired outcomes will ensure better communication and enhanced accountability of involved youth stakeholders.[7]

3 National League of Cities 2001; Smith et al. 2009, p. 4; Pancer et al. 2002, p. 50
4 DuBois et al. 2011
5 Benson et al. 2006, p.7
6 Cohen and McDonough 2012, p. 4
7 Bonnell and Zizys 2005, p. 20

Community Engagement

In order to gain deeper insight into the use and effectiveness of the Youth Service Plan, a number of key stakeholders in the community were involved in the evaluation and update process. A Project Reference Group, comprised of youth stakeholders in Richmond was assembled to counsel the Community Engagement Plan. With the help of the advisory committee and outreach of City staff and partners, the 2015-2020 Youth Service Plan Project Implementation Team worked to plan and implement a substantial engagement process that included the following components:

- **Interviews with key stakeholders** (including Community Services and Community Association staff, RCMP, and community organization representatives with a strategic level of awareness of the Youth Service Plan) were conducted to evaluate the effectiveness of the nine strategic directions, the overall content and use of the Youth Service Plan and specific social issues and needs pertaining to youth in Richmond.

- **Four youth workshops** were offered at City Hall, Steveston, Thompson and South Arm Community Centres and **six smaller youth focus groups** were hosted at locations servicing diverse groups of youth, including the Media Lab, SD#38 Settlement Services, libraries and other community centres. The youth participated in a City Mapping activity as well as small group discussions about welcoming spaces, existing youth services and programs and ideas around opportunities and services for youth.

- **Two youth stakeholder (adult) workshops** were offered and engaged diverse groups of City staff, partners and Community Associations, youth service agencies, as well as parents and caregivers at South Arm and Thompson Community Centres. The adults participated in the mapping activity to consider where youth needs and spaces exist and the discussion groups helped to identify barriers for involvement for their youth. Participants also gave feedback and ideas for improved youth services and partnerships.

- **Three separate community surveys** were offered on letstalkrichmond.ca. These surveys provided an opportunity for youth, parents and caregivers and youth stakeholders to provide their ideas and feedback about youth services and issues.

3.3. Key Findings

Community Consultations and Interviews

Dialogues with youth, parents and caregivers and youth stakeholders provided insight into the current perspectives of these groups. Discussions included identifying the needs of Richmond youth and the barriers they face, new and emerging trends in the City and goals and outcomes for the updated Youth Service Plan.

Overall, youth stakeholders and youth revealed that the strategic priorities have not changed and are still relevant. The youth key stakeholders were asked to assess the efficacy of the 2008-2012 Youth Service Plan and identify priority strategic directions that should be considered for the updated initiative. The most frequently identified priorities by key stakeholders for the 2015-2020 Youth Service Plan were increased opportunities for youth and dedicated safe and social spaces, with the power of asset-building and building bridges to low-asset youth tied as a close second.

Community Surveys

Several of the key findings from the surveys related to priorities aligned with key findings from the consultation sessions.

Youth Stakeholder survey

Youth stakeholder respondents felt that youth in Richmond face the following issues: a decreased sense of community and a lack of access to resources oriented to youth (such as transportation, affordable youth activities, volunteer and leadership opportunities and youth-friendly spaces). Recommendations for improvement of current programming made by this group included: staff professional development, enhancing facilities and spaces to include and more strategically involve youth, and upgrades to existing policies and programs.

Parent survey

The responses of parents and caregivers to the survey indicated a need to provide youth opportunities to grow in a safe and supportive community with qualified staff and volunteers, while also providing youth an outlet to develop social and life skills. Other recommendations for improvement by parents and guardians included: up-to-date and targeted youth marketing strategies and the provision of culturally appropriate resources.

Youth survey

Youth responses to the survey focused on the need for improved facilities, opportunities to develop social and life skills with qualified adults, volunteer opportunities, mentorship programs and more opportunities to be involved in the planning and execution of community projects and events. In addition, improved marketing strategies were suggested through the use of social media.

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Identifying the Goals of the Youth Service Plan

There are three main goals for the 2015-2020 Youth Service Plan:

1. Building Youth Assets through Engagement and Partnership

2. Expanding Opportunities for Youth

3. Improving Quality of Youth Services

1. Building Youth Assets through Engagement and Partnerships

Consultations and interviews revolved around fostering youth development at the community level, thus, shifting the focus from the individual youth to the interaction of youth with their environments. The following main themes were identified:

- **Adopt a shared community approach to youth development**: Consultations and interviews revealed the need for fully introducing the 40 Developmental Assets framework to youth and the community. Common understanding and consistent use of asset-building in youth programming across community partners is vital for positive youth development.

- **Understand youth as contributing members of communities**: Youth stakeholders and youth participating in consultations acknowledged the need for Richmond youth to be engaged in their communities and for resources needed to facilitate this connection. Youth want to be involved in their community through organizing community events, taking on leadership roles or participating in meaningful volunteer activities within the City.

- **Collaborate with community partners**: Youth stakeholders highlighted the importance of strong and effective community partnerships. Sharing resources and responsibilities with partners and community stakeholders, including parents and schools, are crucial for providing more flexible outreach services and for meeting the needs of youth across the community.

Quotes from youth and stakeholders

What encouraged youth to participate in activities in the community?

I go there because I get to "meet people that I can trust", I "feel like there are people that stand up for you", and I "feel like people actually care about you". (Youth Service Plan community consultations, youth participants)

On increasing responsibility for adults:

"Youth are increasingly faced with challenges: with increased challenge should come increased opportunities to access support/social responsibility". (Youth Service Plan community consultations, adult participant)

On volunteering:

"We would like to take on a leadership role" and "not just follow orders" as part of volunteer experience. "We want to volunteer where you actually learn skills and are not just setting up tables". (Youth Service Plan community consultations, youth participants)

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2. Expanding Opportunities for Youth

Reaching a wide-range of youth requires providing opportunities that are reflective of youth needs and diversity. Consultations and interviews emphasized the need for eliminating barriers that restrict youth from participating in programs, using youth facilities or accessing youth designated spaces or fully developing their assets. The following main themes were identified:

- **Advocate for diverse needs:** Youth stakeholders noted that effective programming requires addressing the variety of Richmond youth needs, including family income, mental health, safety, accessibility and physical activity needs. Youth poverty is seen as one major obstacle to participation. Young people request programs and services that are inexpensive and easily accessible.

- **Respond to the diversity of youth:** Youth stakeholders described the diversity of Richmond youth, particularly regarding ethnic diversity. Some youth may face cultural or language barriers which limit them from participating in programs and services. Consultations emphasized the need to accommodate the specific needs of youth who are facing multiple barriers (such as vulnerable youth, immigrant youth).

- **Need for more "youth-friendly" spaces:** Youth identified a number of "welcoming and safe public spaces" in Richmond, including schools, libraries, malls, ice rinks, SilverCity Movie Theatre, community centres and pools. However, they also suggested that improvements to existing transportation infrastructures and more youth-friendly recreational facilities and public spaces are required. Youth put forward a number of suggestions about how to make City spaces more youth-friendly, including providing additional spaces for youth "to sit and hang out", a teen gym, more opportunities for youth public art displays and more adults/police available near areas frequented by youth.

3. Improving Quality of Youth Services

Addressing issues around improvement and sustainability of the quality of youth programs and services through standards, outreach and consistent review processes were also highlighted through the community engagement process. The following main themes were identified:

- **Ensure consistency in program and service delivery:** Staff hiring and service and program standards are intended to facilitate consistent high-quality program and service delivery across the City. Youth stakeholders highlighted the importance of standards for recruiting "youth-friendly" people, and developing highly capable youth service employees.

- **Reach out to youth:** Interviews and consultations emphasized the need for a comprehensive city-wide marketing strategy that helps to build a stronger awareness of all the opportunities for youth offered by the Community Services Department. A marketing strategy such as this could also help to recognize positive youth development and the contributions youth make to their communities. Communication and marketing efforts will be more successful if parents, youth and the community are involved.

- **Review and report progress:** There is a need to review programs and services on a more regular basis to ensure they are meeting the needs of Richmond youth and reflect ongoing issues and priorities. Youth stakeholders also suggested reporting progress and sharing successes with youth and the general public.

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4. Local Context

4.1. Youth Profile

Population:

- In 2011, Richmond's population was 190,473, with approximately 3 in 5 residents born in another country.[8]

Youth Population:

- In 2011, there were 14,205 youth (13-18 years old) and 9,410 pre-teens (8-12 years old).[9]

- In comparison with the other top four most-populous cities in British Columbia, Richmond has the third lowest proportion of children and youth (0-19 years old).[10]

- In Richmond, the projected population of children and youth is expected to decline from about 12% of Richmond's total population in 2011, to about 9% in 2017 and 8% in 2027.[11]

Immigration and Ethnic Make-up:

- In 2011, about 35% of Richmond immigrants arrived in Canada when they were children or youth between 5-14 years (19,160) or 15-24 years (19,990). Immigration continues to draw families from all over the world, particularly from Asia.[5] The top four source countries for recent immigrants are China (including Hong Kong), Philippines, Taiwan and India.[12]

Language:

- In 2012-2013, 22,138 students were enrolled in Richmond School District #38. Close to 60% spoke a language other than English in their homes. Over 38% of all students identified Mandarin, Cantonese or other Chinese languages as their home language. About 28% of students were English Language Learners (ELL).[13]

Academic Achievement

- In 2012/2013, 96% of Grade 12 students in Richmond graduated from high school and 54% received Honours Degrees.[14] High school students are experiencing greater success in advancing to their next year. In 2008/2009, 80% of Aboriginal students transitioned to Grade 11, in 2012/2013, this number increased to 91%.[15]

Crime and Victimization:

- In 2013, 430 Richmond youths were linked to Criminal Files and there were 433 files where youth were involved in a crime. The youth crime rate was 2.12 per 1,000 and this has decreased over the last three years.[8]

- In 2013, 203 youth victims were linked to Criminal Files and there were 178 files in which youth were victims. Youth victimization rate has also decreased over the last three years.[16]

8 Statistics Canada 2012a: National Household Survey 2011
9 Ibid
10 Ibid
11 BC Stats projections: PEOPLE 32, 2013

12 Statistics Canada 2013, Statistics Canada 2012a: National Household Survey 2011
13 Ministry of Education 2013a

14 Ministry of Education 2013b
15   Ministry of Education 2013c
16 Richmond RCMP. 2013. Youth crime and victimization rates in Richmond. Custom-made tabulations.

Figure 2: Map of Richmond Parks and Recreation Service Areas (Youth and Near Youth Population, 2011)
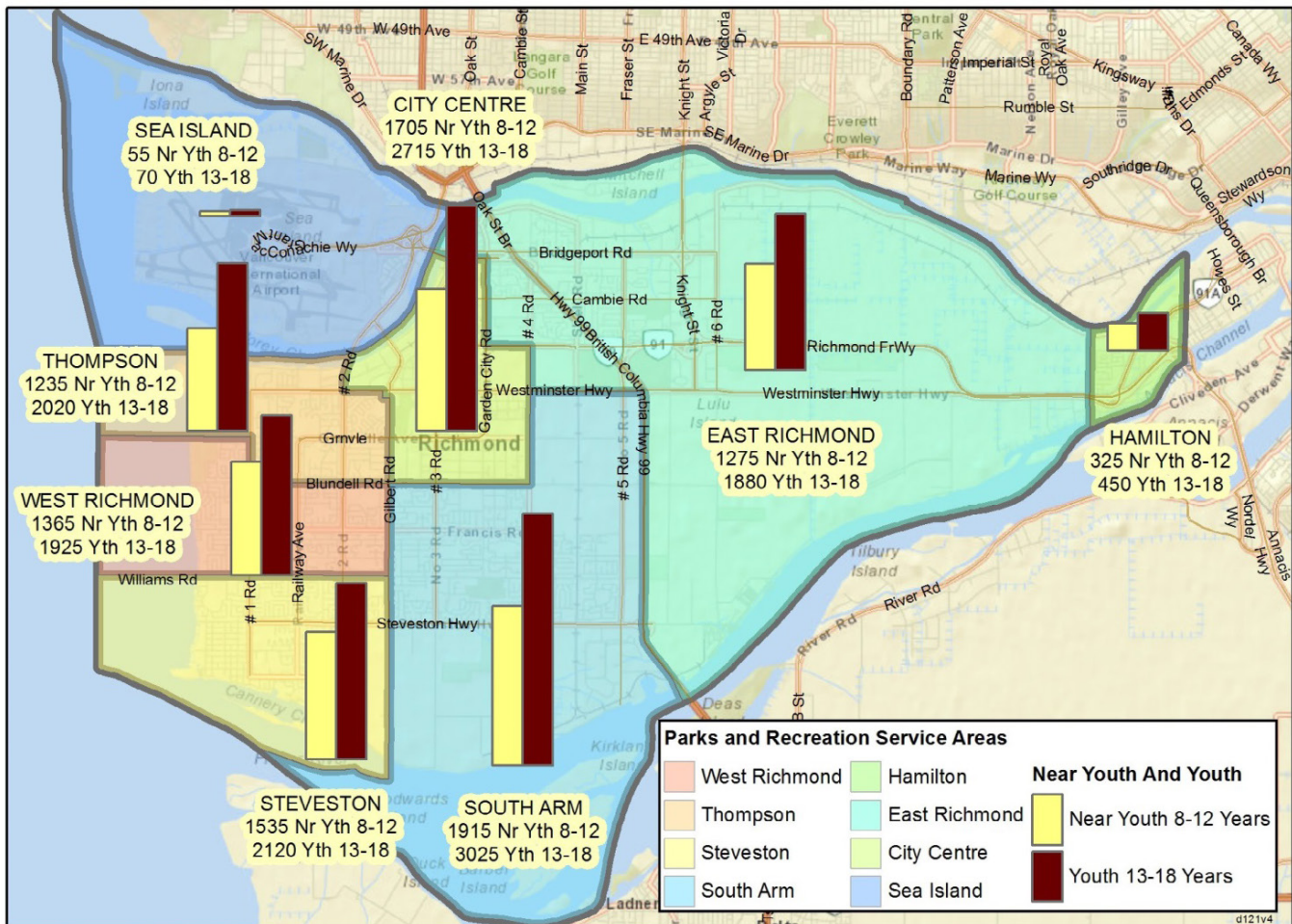
Source: Census, 2011

4.2. Emerging Youth Trends

Richmond youth continue to face challenges during the crucial years of transformation between childhood and adulthood. The needs and wants of youth are very diverse and this has a great impact on delivery of programs and services. Factors that need to be considered in order to address the needs of youth include:

Trend #1: Changing Demographics

Richmond youth are increasingly diverse, with a large proportion being visible minority immigrants with English not being their first language spoken at home. Although over 60% of Richmond youth reported having a personal connection with and cultural attachment to their ethnic group (through cultural practices like specific food, music or customs), both new and second-generation youth still encounter unique challenges in their settlement and integration experiences. Newly immigrated youth may face a period of cultural adjustment and experience integration challenges, especially if they are learning English. Second-generation youth may face tension between cultural values of their immigrant parents and Canadian norms they have grown up with.[17]

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17 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond, p. 44

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Trend #2: Youth Behaviours and Health

Richmond youth deal with several issues that affect their mental and physical health, including substance abuse, bullying and gambling. According to the 2008 Adolescent Health Survey (AHS), unstable home life, poverty and mental health problems profoundly impact youth health and well-being. In 2008, youth who ran away from home were much more likely to have attempted suicide in the last year than those who did not run away. Youth living in poverty were also more likely to attempt or consider suicide.[18] However some positive trends are visible, as the number of attempted suicide rates and participation in gambling activities have decreased between 2003 and 2008. Youth experimentation with alcohol and marijuana, and crime rates are generally lower in Richmond than the neighbouring municipalities.

Trend #3: Youth Activity Participation

Youth interest in physical activity and volunteerism in Richmond has seen both positive and negative trends. The 2008 AHS Survey indicates that only about 28% of youth (21% male, 7% of female) get the 20 minutes of daily activity recommended by Health Canada. The survey also found that 11% of youth reported not exercising in the past week at all. [19] Richmond youth are increasing and declining their weekly participation in sports and leisure activities. About 53% of Richmond youth participate in coached, organized activities (up from 48% in 2003), and 59% of youth participated in informal, physical activities without a coach (down from 64% in 2003). In 2008, 62% of youth had reported volunteering, with 27% involved in volunteering at least once a week.[20]

Trend #4: Youth Digital Participation

In Richmond, 90% of youth reported watching TV on school days, with 26% of them watching for more than three hours. While this is still significant, it is interesting to note that TV watching for more than three hours has decreased from 44% in 2003, an almost 18% decrease within 5 years.[21] However, youth use of computers and smartphones have started to replace TVs. A 43% increase in smartphone ownership was observed in Canadian youth between 2012 and 2013.[14] In Richmond, 34% of youth also reported using the Internet for more than three hours per day, higher than the provincial percentage of 27%. Online safety is an increasing concern for youth. The AHS found that in Richmond, 15% of females and 6% of males felt unsafe because of an online interaction.[22] Approximately 10% of both male and females have given personal information online to someone they had not met in person. In addition to TV and computer use, 14% of Richmond youth reported playing video games for more than three hours a day. The survey also noted a link between obesity and video game playing, as those who reported playing for more than three hours a day were at least 35% more likely to be obese.[23]

Trend #5: Youth Poverty

According to Statistics Canada, the percentage of Richmond's population living below the poverty level has risen from 20.9% in 2006 to 22.4% in 2011.[24] Furthermore, 25% of all Richmond residents living in poverty are under the age of 18. The vast majority of these youth have parents who are working minimum wage jobs, several part-time jobs and/or jobs with no benefits. A significant portion of economically vulnerable families are recent immigrants who struggle to meet basic needs, such as providing nutritious food to their children, adequate housing and access to extracurricular or recreational activities.[25]

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18 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond, p. 13, 25-26
19 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond, p. 41
20 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond, p. 41-42

21 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond, p.43
22 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond, p.37
23 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond, p.21
24 Statistics Canada 2007: Census 2006 and Statistics Canada 2012a: National Household Survey 2011
25 As indicated in the Richmond Children First report: "No official definition of poverty exists at the federal, provincial or municipal levels in Canada. There are two main approaches to its measurement: (1) absolute poverty, meaning that basic necessities of life are unaffordable, and (2) relative poverty, whereby the food, shelter and clothing required for physical survival are attainable, but financial ability to access other activities, goods or services is non-existent, minimal, or significantly below that of the societal average. Indicators of absolute poverty include homelessness and food bank use. Indicators of relative poverty are based primarily on household income and cost of living.

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4.3. Roles and Responsibilities in Providing Services to Youth

Three Levels of Governments

The three levels of government (Federal, Provincial and Municipal) are responsible for different programs or services that youth may use. The federal government is responsible for youth justice services and the rights of all Canadian residents, including children and youth. The BC provincial government is responsible for health, social services and income assistance. Local governments provide community facilities and many recreational, cultural and social programs for youth. In the 1990s, senior levels of government introduced a new funding approach to social services which significantly reduced their shares in social assistance costs. The shrinking provincial mandates in the social arena have created serious hardships for many community organizations and have resulted in greater demands for municipal services, including programming for youth.

City of Richmond Youth Services: Functions

Richmond's Youth Services section, located within the Community Services Division, aims to address the recreational, social and cultural needs of youth. This is done by building relationships that are grounded in mentoring, role modeling and engagement; creating meaningful experiences; and working with other agencies and services that support youth. Community Services has established an excellent reputation for its expertise in designing and delivering experiences for youth that are aligned with best practices in the youth services field. The City is seen as a leader in applying the assets framework towards influencing positive youth development, and Youth Services works within the City to align the resources required to meet the needs of the changing youth landscape.

Community Services includes four departments offering programs and services for youth:

1. Parks

2. Recreation and Sports Services

3. Arts, Culture and Heritage Services

4. Community Social Development

While programs and services for youth are delivered in collaboration with many internal and external stakeholders (such as the RCMP, VCH, Richmond School District #38), the Community Services Department, in strong partnership with Richmond's Community Associations, is responsible for the development of many youth programs, services and initiatives. Hence, the development of the City's 2015-2020 Youth Service Plan was led by Community Services, in consultation with key stakeholders.

Providing positive opportunities for youth plays an important role in the City's commitment to lifelong active living, and creating an environment that encourages youth participation. They also support those youth who are the most vulnerable, to strengthen their resilience, to protect them against risky behaviours and to promote their health and well-being.

The City's Youth Services Staff, positioned in the Community Social Development Department, is composed of one Coordinator and two Youth Outreach Workers, known as Roving Leaders.

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The Youth Services Coordinator supervises outreach staff, and guides and provides oversight for the development of recreation, social, arts and cultural initiatives for youth within the context of the City's Youth Service Plan. This position is the main point of contact for Youth Services, providing leadership and information to City and Community Association staff concerning youth issues, programs and services, events and initiatives. Resource sharing, active participation on relevant committees and meetings, and building and maintaining relationships with organizations and partnering with Youth Stakeholders is integral to the role, and the overall success of Youth Services.

The Youth Services Roving Leaders provide support and mentorship to vulnerable youth, and develop and implement programs and services designed to meet the youth's individual needs. They build strong, positive relationships and aid in the transition of youth into mainstream social and recreational opportunities, and community resources. The Roving Leader Program connects with youth in a meaningful way, helping to maintain health and wellness for youth in Richmond and contributing to a safe and accessible community.

Community Recreation has a variety of staff that work with youth and are instrumental in supporting positive youth development. Area Coordinators and Community Facility Coordinators provide support and supervision to staff providing direct services to youth. They also promote and support positive community building and ensure that all City facilities are safe, welcoming spaces for youth. Youth Development Coordinators (YDCs), based in community centres throughout Richmond, provide a wide variety of direct services to youth, including program planning, development and implementation and community resources sharing and building of partnerships. Youth Development Leaders are supported by the YDCs, and also work directly with youth to ensure young people in each community have opportunities available to them year-round.

Arts, Culture and Heritage Services cultivate opportunities for youth to explore their creative side through a wide variety of programs, services and events. The Arts Centre's youth programs, Richmond Youth Dance Company, Heritage Services, Richmond Public Library and the Richmond Art Gallery all offer enriching and positive experiences for youth. The Media Lab hosts the Richmond Youth Media Program (RYMP), with a dedicated Youth Media Specialist working to support youth in increasing their media arts skills and connect with peers and the community. Other divisions within Community Services, including Arenas, Aquatics and Parks, also play an important role in supporting and developing youth assets through the provision of programs and services, parks and open spaces, volunteer opportunities and welcoming and safe spaces in Richmond.

Other City Departments and the Richmond Olympic Oval interact with youth through a variety of initiatives. Community Safety, Environment Programs and Human Resources provide opportunities for youth to participate, learn, achieve and inspire young people to be contributing members of the community. Whether providing services for youth directly, mentoring or inspiring young people in Richmond, or educating and working towards ensuring the safety and well-being of youth, it is truly a collaborative effort.

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4.4. Types of Richmond Youth Services

The City of Richmond has a well-developed infrastructure of youth programs and services. The City plays a multitude of roles in the delivery of youth services, including policy advocacy to senior levels of government, a communications service role and providing direct and indirect services to youth. The description of each type of services and examples are provided below. [26]

Advocacy:

City staff contributes to national, provincial and city level collaborative efforts, information exchange and policy development in the area of children and youth. Over the last several years, City and Community Association staff have been involved in several large-scale initiatives reaching a greater number of youth and advocating on behalf of Richmond. Some examples of Richmond's advocacy work includes: membership on the BC Youth Week Committee, Stop the Sexual Exploitation of Children and Youth Awareness Week (Provincial) and supporting and participating in other local, provincial and national youth initiatives.

Communications:

City communication efforts involve provision of information for purposes of public notification, health and safety promotion and staff consultation to individuals or groups on specific projects. The Richmond Intercultural Advisory Committee (RIAC) organized a public forum titled Richmond Welcomes All Cultures Public Forum on May 22, 2013 which was attended by 50 community members. Of the attendees, 30% were youth, including the members of the Richmond in 3D youth troupe. As a large number of participants were young Richmond residents, youth issues surfaced in many discussions, including the need for youth to have more opportunities to participate in society and a need for more intergenerational interactions and conversations.

Direct Service:

The City directly delivers programs, services and events specifically designed to support youth asset development. Several of these programs and services for youth include: recreation, culture, skill-building activities, special events, community celebrations, sports, arts and the Night Shift program, while the Roving Leaders provide mentoring and support for vulnerable youth. The City also provides opportunities for youth engagement as several Youth Councils and leadership groups are run from community centres. The Youth Services Street Team consists of youth volunteers who work to promote the developmental assets to the community and several youth are engaged in BC Youth Week, which is a provincial celebration that takes place annually from May 1st to May 7th. Each year the Richmond U-ROC Awards celebrates the achievement and dedication of outstanding youth and adults in the community who embody asset-development.

Indirect Service:

The City supports indirect service delivery through provision of operating grants, staff time for service planning, coordination and support. The City of Richmond supports the enhancement of a positive quality of life for its residents, and City Council recognizes that one means of helping to achieve this is through annual Grant Programs to support the work of community organizations in Richmond. In 2013, the City awarded $738,854 through the Health, Social and Safety; Parks, Recreation and Community Events; and Arts and Culture Grant Programs, many of which positively impact the lives of youth in Richmond.

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26 City of Richmond. 1995 City Strategy for Youth Services

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4.5. Partnering with Youth Stakeholders

The Community Services Department is well positioned to continue to work with other youth-serving community organizations in Richmond. As a result of its work in the growing area of the 40 Developmental Assets, the department is seen as a leader in applying the assets framework in influencing positive youth development. Community Services promotes a service-based approach to identify program and service priorities based on research, planning and system-wide policies. It also utilizes a relationship-based approach that encapsulates the City valuing and encouraging community involvement and effective partnerships.

The City recognizes the importance of working with others to build strong partnerships with government and non-governmental agencies to effectively plan and deliver services to youth. Providing positive and relevant programs and services to youth is a component of the City of Richmond's overall service delivery system. As Richmond continues to grow and change, the community must better understand and respond to the diverse needs of youth. In addition, the City and other community organizations need to continue working together to strengthen relationships and to enhance the delivery of services and programs to Richmond's youth.

There is a wealth of expertise and strong collaboration within Richmond. Ongoing committees, Youth Network meetings and resource sharing is a valuable part of Richmond's youth-serving network. The various youth organizations connect regarding events, programs and services, community concerns and new and ongoing initiatives.

The City has already achieved numerous successes set out in its 1995 Youth Strategy and 2008-2012 Youth Service Plan. This has been accomplished through long-term and new collaborations between the City and its many partners.

Partnering with Community Associations

The City and Community Associations work closely with youth to provide opportunities for young people to participate in a variety of social events, health and wellness programs, leadership opportunities and cultural activities. Youth Development Coordinators have worked closely with the City's Youth Services Coordinator and Roving Leaders as an informal work unit since implementation of the 1995 Youth Strategy. Capital resources and budgets are committed by both City and Community Associations to deliver youth programs and services throughout the City. These Youth Development Coordinators and Youth Development Leaders from various Community Associations, as well as other facility staff, work with youth in neighborhoods around Richmond to ignite youth engagement, establish positive relationships and connect youth to their community.

The Community Associations Youth Development Coordinators and Leaders also cultivate strong partnerships within the community, collaborating year-round to provide youth programs and services in their facilities. These staff work with youth-serving organizations to provide facilitation of programs, utilizing the resources within their facilities to offer a variety of valuable opportunities for youth.

POSI-Tickets

The "+POS" Positive Ticket initiative with RCMP has garnered international attention and represents a key piece in the RCMP's Strategic Plan and the City's objectives in working with youth. This simple idea where Police Officers catch kids doing helpful activities provides a powerful gateway to develop positive relationships between police and youth. These interactions often have a profound effect on the youth and officer. This program has expanded throughout the City and been utilized by a variety of community partners, connecting youth to positive activities through the use of their tickets. The POSI-tickets are opportunities for youth to engage in positive decision making and constructive use of time, and build connections to their community.

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Partnering with Youth-Serving Community Organizations

Community Services delivery of youth services supports continued youth-friendly practices within the city and the various community organizations delivering that service, and signals the City's ongoing commitment to youth.

The Roving Leader program is a city-wide mentoring service that was established in 2001, which partners with numerous other community organizations to bridge recreation participation for less active and/or vulnerable youth. The Roving Leaders are well connected to many different youth-serving organizations in the community and they utilize a formal referral system from a variety of sources, which is based on the 40 Developmental Assets. Community Associations have also created partnerships with other youth-serving organizations to meet the diverse needs of youth and deliver youth programs and services within community centres and around the City.

Partnering with Government Agencies

The City has strong working relationships with government agencies, including Vancouver Coastal Health (VCH), Ministry of Children and Family Development (MCFD), Richmond School District (SD#38) and the RCMP. Through the provision of services (and by collaborating with each other), these government agencies work on developing assets in youth, ensuring youth safety and well-being and improving and enriching the lives of youth in Richmond through a variety of positive opportunities.

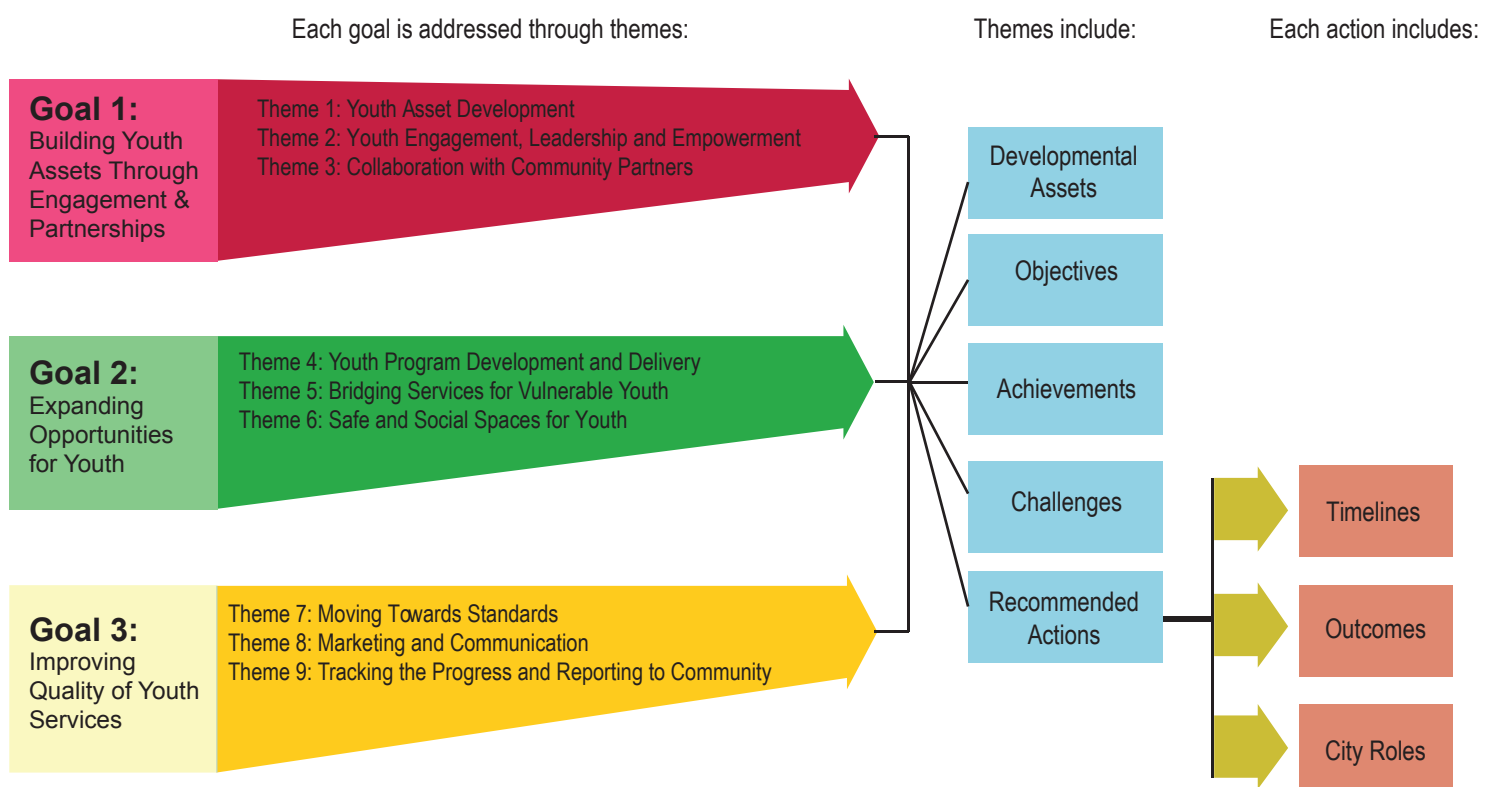**PRCS - 44**

5. Youth Service Plan Framework and Action Plan

The 2015-2020 Youth Service Plan is built on the framework that was developed for the 2008-2012 Youth Service Plan and the excellent ground work from the City's 1995 Youth Strategy. The Plan also supports the City's Vision for Richmond to be the most appealing, livable and well-managed community in Canada.

The updated framework consists of a vision, three key goals and nine themes. The nine Strategic Directions from the 2008-2012 Youth Service Plan are now presented as nine themes. Each theme is linked to the external and internal development assets that it aims to address. Also, for each theme, the objectives, challenges and achievements were identified based on consultations with youth and key stakeholders, a review of internal Youth Service Plan evaluation reports and an environmental scan conducted as part of the Youth Service Plan[27] update.

Finally, for each Theme, concrete Actions are suggested along with associated Outcomes, City Roles and Timelines. Actions aim to address the challenges identified for each Theme and the Outcomes are directly linked with the Objectives. Aligned with those identified in the Social Development Strategies Framework, suggested City Roles have been identified within each theme. Timelines are as follows: Ongoing, Short Term (0-2 years), Medium Term (2-4 years), Long Term (4-6 years).

Youth Service Plan Vision
"For Richmond to be the best place in North America to raise children and youth"

Each goal is addressed through themes: | Themes include: | Each action includes:

Goal 1: Building Youth Assets Through Engagement & Partnerships
- Theme 1: Youth Asset Development
- Theme 2: Youth Engagement, Leadership and Empowerment
- Theme 3: Collaboration with Community Partners

Goal 2: Expanding Opportunities for Youth
- Theme 4: Youth Program Development and Delivery
- Theme 5: Bridging Services for Vulnerable Youth
- Theme 6: Safe and Social Spaces for Youth

Goal 3: Improving Quality of Youth Services
- Theme 7: Moving Towards Standards
- Theme 8: Marketing and Communication
- Theme 9: Tracking the Progress and Reporting to Community

Themes include:
- Developmental Assets
- Objectives
- Achievements
- Challenges
- Recommended Actions

Each action includes:
- Timelines
- Outcomes
- City Roles

27 To monitor the challenges, successes and strides in programming development and delivery, Community Services has kept ongoing records of departmental activities and initiatives that fall under each of the Youth Service Plan's strategic directions and sub-action. Achievements and challenges have drawn from these reports, as well as the 2009 "Youth Friendly Richmond" report, an internal program assessment in 2011 and 2013, as well as stakeholder and youth consultation reports.

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Theme 1: Youth Asset Development

Developmental Assets: All Internal and External Assets

Objective

The 40 Developmental Asset framework provides a shared vision and language to guide practice and decision-making. Community Services, in collaboration with various community partners, will ensure common understanding of the 40 Developmental Asset framework in youth programming. Youth will be aware of how their participation influences their asset development. The community, as a whole, will also have an awareness of the principles of developmental asset-building and its role in collectively increasing the assets of Richmond youth.

Achievement

The City of Richmond has worked to create environments that build and influence youths' developmental assets and meaningful youth involvement. Training for City and Community Association staff and community partners was provided to enhance their understanding of Developmental Asset principles and deliver asset-based services. The Youth Services Street Team, an annual summer leadership group, was created to take the messages of supporting youth into the community. By attending special events around Richmond, these team members deliver key messages from a youth's perspective to further promote asset-building.

Challenges and Gaps

1. **Familiarity with the Developmental Asset Framework**

Asset-building works best if it is conceived, planned and implemented through a process involving the local community, including parents, youth and service providers. Richmond's commitment and support is imperative for fostering positive youth development and for the success of asset-building implementation approaches. Most youth who participated in the community consultations were unfamiliar with the asset-building terminology and framework. As suggested by other participants, parents could be more strongly engaged in the discussion around Developmental Assets. Hence, there is a need for the Richmond community, particularly youth and parents, to be more strongly involved in the youth programming process and to be provided more opportunities to become familiar with the 40 Developmental Assets concepts. The challenge is to increase communication and education around asset-building in Richmond.

Empowering and Recognizing Youth

Every year during BC Youth Week (May 1-7) the City of Richmond Hosts the U-ROC (Richmond Outstanding Community) Youth Awards to celebrate the achievement and dedication of Outstanding Youth and Asset Champions within the Richmond community.

Community Organizations Work with Youth

Youth Now, run by Volunteer Richmond Information Services, is designed to develop the leadership potential by training young adults to serve as board members for local non-profit organizations. The program is open to high school graduates under the age of 26 who live, work or study in Richmond. (Source: volunteerrichmond.ca)

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Actions and Expected Outcomes

Theme 1: Youth Asset Development				
#	Action	Expected Outcome	City Roles	Timelines
Challenge: Familiarity with the Developmental Asset framework				
1.1	Incorporate the Developmental Asset language and philosophy in City and Community Association youth marketing and communication tools.	Increased awareness and common understanding of the Developmental Asset framework in the community.	Collaborate and establish partnerships	Ongoing
1.2	Develop and implement a campaign that serves to educate parents, youth and the community at large on the Developmental Assets and their benefits.	Increased awareness and common understanding of the Developmental Asset framework in the community and among youth and parents.	Engage and empower community	Short Term (0-2 years)
1.3	Develop and implement training opportunities for City staff, Community Associations and Community Organizations to enhance common understanding of Developmental Asset principles.	Increased awareness and common understanding of the Developmental Asset framework among City staff and community partners.	Undertake planning, research and policy development Collaborate and establish partnerships	Medium Term (2-4 years)
1.4	Expand the Youth Services Street Team to advance Developmental Asset education and awareness in the community.	Increased awareness and common understanding of the Developmental Asset framework in the community and among youth and parents.	Engage and empower community	Medium Term (2-4 years)
Challenge: Implementation of the Developmental Asset framework				
1.5	Establish an asset-based Leadership Group with key representatives from the City's community partners.	Improved consistency in the use of the Developmental Asset framework.	Collaborate and empower partnerships	Medium Term (2-4 years)
1.6	Create asset development training, and coordinate and advance asset development within Community Services and other youth serving agencies.	Improved consistency in the use of the Developmental Asset framework.	Undertake planning, research and policy development Collaborate and empower partnerships	Medium Term (2-4 years)

How we can help our children develop more assets:

The Youth Services Street Team asked youth to describe their passion and the person that helped them discover it. They also asked adults how they support youth:

Name: Jennifer (Youth) "Dancing: Cliff inspired me to dance with passion. Makes me open my heart."

Name: Janice (Adult) "Be available to listen respectfully to them at all times and hear their concerns. Likewise that they respect us and include us in their plans for their future education etc. and trust us that we have years of experience (wisdom) to share with them."

Name: Marissa (Youth) "When I was little I really wanted to play soccer but I was extremely scared of getting hit. My dad worked with me for years, knowing that it was something important to me."

Name: Amanda (Adult) "I spend time with my nephew and nieces outdoors playing games and showing them how to play different sports."

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Theme 2: Youth Engagement, Leadership and Empowerment

External Developmental Assets: Support and Empowerment

Internal Developmental Assets: Positive Values, Social Competencies, Positive Identity

Objective

Community Services values Richmond youth as contributing members of our society and recognizes the importance of youth being involved in the decisions that affect them. Richmond youth will be connected to opportunities to provide direct input in decision-making, to collaborate with adults and their peers and to be involved in meaningful volunteer experiences with the City of Richmond and the community. Empowered youth know that they are valued by society and this helps them create positive views of themselves and develop social competencies required to succeed in life.

Achievements

Developing the social capital of Richmond youth through strong youth institutions has been a top priority for Community Services. By adopting and establishing a strength-based approach, youth programming has focused on building individual strengths such as musical talent, project management and event planning. Mentorship, volunteer opportunities and training programs have been key to developing youth leadership skills with the intention to consider these youth leaders for future employment. Recreational volunteering has also been emphasized, particularly in the 2011 Richmond Youth Basketball League where youth contributed their coaching, scorekeeping and refereeing skills. Many Community Associations have encouraged youth participation on their boards as non-voting members in order to have youth perspectives, as well as to cultivate youth leadership. To clarify expectations of volunteer roles, a specific section for youth volunteer opportunities was created on the City's website, icanhelprichmond.ca.

Engaging and Empowering Youth Leaders

- From 2008 to 2013, over **4,300** youth volunteered in 162 City's facilities/programs contributing over **120,000** volunteer hours.

- The Green Ambassadors were involved in a number of environmental initiatives. For example, as a result of their recycling and waste diversion efforts, they achieved 86% waste diversion rate when volunteering at Maritime Fest in August 2013.

- Examples of youth-driven programming include the Richmond Youth Media Program, Band Nights and Mentorship programs.

- Volunteer appreciation events recognize youth volunteers and summer program leaders.

- Richmond nominated a delegate for the BC Youth Parliament through Thompson Community Centre.

- The Youth Council Act, Thompson Youth Council and Youth Services Street Team are examples of youth-centered leadership development and democratic engagement.

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Challenges and Gaps

1. Building Trusting Relationships

Research highlights the importance of ensuring that youth have positive role-modeling opportunities for meaningful participation and engagement, and strong connections to family, school and the broader community.[28] Youth who grow up in environments like these are known to have a much better chance of becoming happy, engaged and civic-minded members of the community. Interestingly, Richmond youth describe trusting relationships with adults and their peers as a motivating factor for participating in activities in the community. In facilitating relationship-building opportunities, youth may be more likely to engage in activities and ultimately get more involved in their community.

2. Skill-Building and Volunteering

Volunteering is a valuable way for youth to build skills and leadership experience. The Search Institute emphasizes that involving youth in volunteering and leadership is critically important to building assets and keeping youth engaged.[29] In consultations, Richmond youth suggested that, regardless of improvements to the icanhelprichmond.ca website, accessing information about youth volunteer positions as well as obtaining meaningful volunteer opportunities was challenging. Additionally, youth suggest that volunteering has some stigma with their peers and in some cases, making the effort to volunteer "wasn't worth it". They see value in participating in volunteer activities that contribute to society and help them pursue their personal interests and career goals, thereby highlighting an interest in increased youth-led events for the community, as well as opportunities to develop various skills.

3. Youth Involvement in Planning

There is a continuing need to further consult with youth and obtain their direct input on youth programming. Richmond youth requested specific programs, services and opportunities that are responsive to their needs and interests. They express their wish to be involved in planning and decision-making processes as partners, to have multiple opportunities to voice their views and ideas and to see their ideas and suggestions implemented.

4. Engagement of Youth

Best practice youth engagement strategies suggest that many approaches only reach a small percentage of the youth population.[30] Similarly, youth stakeholders express the need to reach all youth and not only to those that are motivated to participate. They acknowledge that while "the go-getters" are generally more involved in volunteering, the number of youth who are not as involved is increasing. The challenge is to reach a larger number and greater diversity of youth and, in particular, those who are not usually engaged in youth activities or youth-led events.

Our Partners' Work with Youth

Cultural Club Diversity Talent Show by Richmond Multicultural Community Services. This project provides youth an opportunity to showcase their talents and explore and celebrate diversity and inclusion through the arts.

28 Bonnell and Zizys 2005, p. 21; Cohen and McDonough 2012, p. 44
29 Search Institute 1999, p. 22
30 Hirtle and Ure n.d., p. 46-47

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Actions and Expected Outcomes

Theme 2: Youth Engagement, Leadership and Empowerment				
#	Action	Expected Outcome	City Roles	Timelines
Challenge: Building Trusting Relationships				
2.1	Enhance existing programs and services, and create new opportunities for mentorship (such as youth peer leadership, intergenerational activities).	Increased asset-building opportunities for youth. Improved connections between youth and other community members.	Engage and empower community Deliver programs and services	Ongoing
Challenge: Skill Building and Volunteering				
2.2	Increase the number of (and access to) meaningful youth volunteer opportunities in civic and community based programs and activities (such as youth representation on boards, committees, and Council-appointed groups).	Enhanced youth skills and positive experiences. Increased engagement opportunities and greater community involvement for youth. Increased social capital of Youth.	Engage and empower community Deliver programs and services	Short Term (0-2 years)
2.3	Provide leadership skills development programs that are specifically designed for youth.	Increased asset-building and empowerment opportunities for youth. Development of youth interpersonal and conflict resolution skills.	Engage and empower community Deliver programs and services	Ongoing
Challenge: Youth Involvement in Planning				
2.4	Develop a systematic approach to engage youth in planning programs, services and facilities that are of interest and benefit to them (such as programs and services, parks and open spaces).	Increased asset-building opportunities for youth. Engaged youth population that is invested in the community.	Undertake planning, research and policy development Engage and empower community	Medium Term (2-4 years)
2.5	Educate youth on how their input will be used and inform young people about the outcomes of their involvement in the planning process.	Increased confidence, community engagement and planning skills in youth. Increased asset-building opportunities for youth.	Engage and empower community	Ongoing
Challenge: Engagement of Youth				
2.6	Acknowledge diverse youth through U-ROC Awards, volunteer recognition, and develop new and innovative methods of youth recognition.	Creates positive reinforcement and encouragement for youth to see merit in their contribution to community. Increased asset-building opportunities for youth.	Engage and empower community	Ongoing

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Theme 3: Collaboration with Community Partners

All External and Internal Assets

Objective

Relationships with community partners increases capacity and pooled resources and, therefore, the success of the Youth Service Plan. The City will maintain and expand its network with community partners to provide more flexible outreach services and accommodate the diverse needs of youth. Youth will be better connected to the wide range of opportunities and services that the City of Richmond has to offer.

Achievements

Over the last five years, the City has worked to widen the scope of collaboration with Richmond's community partners to better serve Richmond youth. The Youth Team has played an important role in bridging existing community services for youth, and because of their knowledge of community services, have been able to provide appropriate referrals and information to youth. The Roving Leader Program has been an invaluable resource as a bridge to community partners for youth. In order to prioritize and standardize agency referrals of youth services over the last five years, school district counsellors and other youth organizations have been referring youth to community centre programs where they often become regular participants. One of the actions from the 2008-2012 Youth Service Plan was to establish and expand relationships within the City, and this is a great example of the Community Associations role in this success.

Challenges and Gaps

1. Partnership Consistency

The community consultations aimed to uncover the diverse needs and interests of youth. In some instances, these discussions resulted in suggestions that were outside Community Services' mandate and capacity. By establishing partnerships with other community organizations, Community Services will increase the capacity and resources to serve the diverse needs of youth. However, there are a number of challenges in building partnerships with community agencies providing youth services. For example, agencies are subject to government funding and, due to changes in funding formulas, many agencies are losing their programming capacities and, in some cases, their capacities to partner with the City. Therefore, the challenge for the City will be to foster existing partnerships and to further increase inter-agency capacity and support their partners in accessing senior government resources.   **PRCS - 51**


Collaborating with Community Partners

- Youth Services participation in several city-wide committees, (such as the Community Action and Assessment Network and the Richmond Community Action Team).

- Girl Zone, a partnership between the City of Richmond and Touchstone Family Association, is a program for adolescents focusing on recreational activities and addressing topics pertinent to young women.

- GO Day, a girls-only activity expo empowering and engaging grade 9 girls, is an event run in partnership between the City of Richmond, Community Associations, Richmond School District and VCH.

2. Inter-agency Communication

Of the respondents who participated in the key stakeholder consultations, only 42% indicated that they were either involved with the development of the Youth Service Plan and were extremely familiar with its content or were very familiar with it and frequently used the plan in their work. Similarly, only half believed that the 2008-2012 Youth Service Plan resulted in increased inter-agency programming and collaboration. Stakeholders suggested that further inter-agency discussions are required to ensure that issues, such as strategic planning, advertising and program administration are fully in accord with youth needs and demographics. As well, the geographic placement of services throughout the community needs to be reviewed. Youth service providers would like to deepen their relationships with each other and Community Services and continue communication about youth needs, sharing knowledge about what opportunities are already available to youth and what other service providers are doing.

Actions and Expected Outcomes

Theme 3: Collaboration with Community Partners				
#	Action	Expected Outcome	City Roles	Timelines
Challenge: Partnership Consistency				
3.1	Build new relationships and foster existing relationships with community partners.	Enhanced relationships between staff working with youth in Richmond. Increased inter-agency capacity and resources to better serve the needs of youth.	Collaborate and establish partnerships	Ongoing
Challenge: Inter-agency Communication				
3.2	Support and facilitate regular communication between partners to share information and knowledge, coordinate activities and discuss youth needs and issues.	Increased continuum of integrated care and service within the community. Enhanced efficiency of work, opportunities for communication and elimination of silos.	Collaborate and establish partnerships	Ongoing
3.3	Develop and regularly maintain an inventory of youth-serving organizations in Richmond to more efficiently communicate youth-related information and resources.	Increased access to youth-related information and resources. Increased inter-agency capacity and resources to better serve the needs of youth.	Engage and empower community Collaborate and establish partnerships	Medium Term (2-4 years)
3.4	Organize a Richmond Youth Forum to bring together youth and youth stakeholders, provide education and information and improve inter-agency communication.	Bring relevant, interesting and innovative information into Richmond. Increased inter-agency capacity and resources to better serve the needs of youth.	Engage and empower community Collaborate and establish partnerships	Medium Term (2-4 years)

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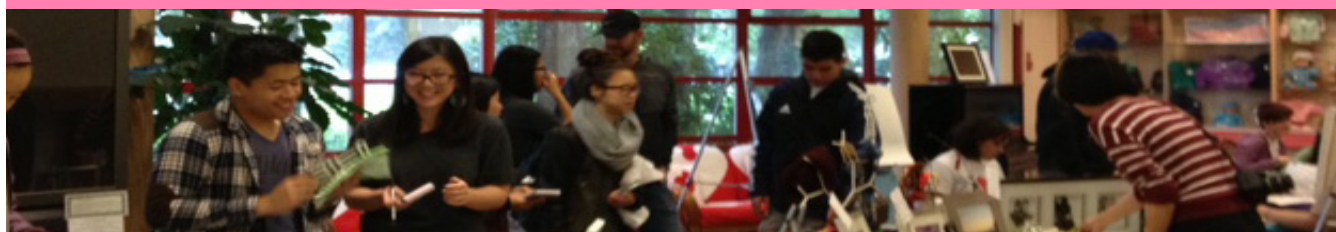
Goal 2: Expanding Opportunities for Youth

Theme 4: Youth Program Development and Delivery

External Assets: Boundaries and Expectations, Constructive Use of Time

Internal Assets: Positive Values, Social Competencies, Positive Identity

Objective

Youth are aware and have equitable access to a number of diverse recreational, social, volunteer and cultural opportunities that are responsive to their specific needs and interests, and build on their Developmental Assets. Deliberate planning with community partners and youth around a core grouping of programs will result in a broader range of programs and services that will accommodate a variety of needs and interests.

Achievements

The City of Richmond has worked to develop a city-wide approach to youth programs and services, focused on youth leadership, mentoring and volunteering and offering a variety of recreational, cultural or social programming options. Using the framework introduced in the 2008-2012 Youth Service Plan, the programming has been developed in partnerships with service agencies, schools and other relevant community partners. To further foster leadership skills, promote the discovery of interests and constructively make use of extracurricular time, youth have been able to take on roles coordinating pre-teen programs and assisting in running activities and event planning. From open gym access to free fitness passes, Community Services, working collaboratively with community partners, have made concerted efforts to create a wide variety of low cost, no cost opportunities for youth.

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Challenges and Gaps

1. Physical Inactivity

Youth physical inactivity remains a challenge; only one-fourth of Richmond youth get the recommended 20 minutes of daily activity.[31] Richmond youth, more than other youth in the region, are spending a great amount of their time online.

2. Program and Service Accessibility

Richmond youth experience challenges accessing programs and services. Transportation difficulties are found to be one challenge restricting participation in interesting activities, particularly in East Richmond (such as Cambie Community Centre, Hamilton Community Centre) and in the Steveston area. Cost is one of the key obstacles for youth to participate in recreational and cultural programs. In consultations, youth have identified the need for more less expensive drop-in activities and more low cost, no cost opportunities.

3. Age-appropriate Programming

Youth at different ages have different developmental characteristics, needs and interests. Statistics show that youth in younger grades exercised more than those in older grades, perhaps reflecting a need for more tailored programming for older youth.[32] Similarly, Richmond youth suggest that the Community Services recreational programming might benefit from a more age-targeted approach. Youth want to be in youth-specific recreational programs with their peers and may not feel comfortable if adults attend these programs.

4. Pre-employment and Life Skills

Evidence suggests that even in good economic times, many young people seeking employment remain unemployed and marginalized. In consultations, youth stakeholders identified the challenges for Richmond's youth in finding jobs and the need for further skills training and employment opportunities for youth.

As they transition through their high school years, Richmond youth will need to have access to adequate programming to build employment-related skills to position them favourably in an economy with rising underemployment for young adults.

Youth Unemployment

Youth unemployment rate is almost 2.4 times higher than that of Canadians aged 25 and older. According to the 2013 CIBC report, 420,000 of Canadians aged 15-24 are unemployed and not enrolled in school. This means that nearly 10% of young Canadians are economically at-risk. The main activity for high school students (15-18 years old) is learning. Hence, adjusting for this factor, the unemployment rate for this group in Canada goes down from a reported 20% to only 5.4%. However, the report also suggests that summer jobs are becoming less available to younger Canadians. As the labour market becomes more competitive, youth face steep competition with other population groups in obtaining part-time jobs and have limited opportunities to make some money, gain work experience and learn new skills.[33]

31 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond
32 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond

33 Tal, B. 2013

Actions and Expected Outcomes

Theme 4: Youth Program Development and Delivery				
#	Action	Expected Outcome	City Roles	Timelines
Challenge: Physical Inactivity				
4.1	Enhance communication city-wide about the importance of regular physical activity on youth health and wellness.	Increased awareness and knowledge of physical activity for youth. Increase in constructive use of time for youth.	Engage and empower community	Ongoing
4.2	Involve youth in program planning to ensure development of appropriate opportunities to combat inactivity.	Increased awareness and knowledge of physical activity for youth. Increase in constructive use of time for youth.	Engage and empower community Collaborate and establish partnerships	Ongoing
Challenge: Program and Service Accessibility				
4.3	Improve accessibility of Community Services programs and services, facilities and spaces.	Increased accessibility to programs and services for youth.	Engage and empower community Deliver programs and services	Ongoing
4.4	Identify opportunities to provide more low cost, no cost programs and services to youth.	Improved equitable access to programs and services for youth. Increase in constructive use of time for youth.	Collaborate and establish partnerships Deliver programs and services	Ongoing
4.5	Provide youth with a full range of opportunities to participate in sport and physical activity and ensure they are aware of these opportunities.	Increase awareness of and improve accessibility to sport and physical activity.	Engage and empower community Deliver programs and services	Ongoing
4.6	Support the Richmond sport community to develop youth to reach their highest level of sport achievement.	Increased opportunities and options for young athletes in the community.	Engage and empower community Collaborate and establish partnerships	Ongoing

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Actions and Expected Outcomes (continued)

4.7	Identify transportation needs to access youth programs and services, particularly in outlying areas of Richmond.	Improved equitable access to recreational opportunities for youth. Increase in constructive use of time for youth.	Engage and empower community Deliver programs and services	Ongoing
Challenge: Age-appropriate Programming				
4.8	Identify opportunities for relevant programming targeting specific age-groups of youth.	Increased responsiveness to the specific needs and interest of youth. Increase in constructive use of time for youth.	Undertake planning, research and policy development Deliver programs and services	Medium Term (2-4 years)
Challenge: Pre-Employment and Life Skills				
4.9	Enhance youth life skills and build career training into programs and services for youth.	Increased responsiveness to the specific interests and needs of youth. Youth are better equipped to transition into adulthood.	Engage and empower community Deliver programs and services	Ongoing

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Theme 5: Bridging Services for Vulnerable Youth

External Assets: Support, Constructive Use of Time

Internal Assets: Positive Identity, Social Competencies

Objective

Community Services aims to reach all youth in a variety of programs and services while being particularly vigilant about addressing the very specific needs of vulnerable youth. These groups might include Aboriginal youth, youth with disabilities or special needs, newcomer/immigrant youth, LGBTQ youth, youth from low-income families and youth in conflict with the law. Serving diverse youth, and vulnerable youth in particular, requires targeted approaches and strong relationships with a variety of community partners and with youth themselves. Community Services will ensure that vulnerable youth are better connected to resources and opportunities to build assets.

Achievements

Richmond has a vibrant and ethnically-diverse youth population. The needs and wants of youth are diverse and this has a great impact on the delivery of services. Led by Community Services, the City has worked to create and increase opportunities for vulnerable youth. Building upon the Roving Leader program, Richmond continues to provide services through the network of Area and Youth Development Coordinators and its partnerships with youth-serving community organizations (such as schools, RCMP and health services). Youth who have been mentored and guided by the Roving Leaders are often transitioned into more traditional youth programs which is considered to be a successful outcome. Over the last five years, Richmond has directed its efforts to provide more programs and develop strategies to alleviate financial barriers for youth participation.

The Media Lab utilized a similar referral system working with vulnerable youth in the context of the Richmond Youth Media Program (RYMP), building assets and connecting with youth in their programs and services.

The City conducted a number of consultations to better understand the challenges of youth to access and participate in recreational programs, including 2009 consultations with vulnerable youth *"to determine the most efficient and effective strategies and service delivery mechanisms in working with vulnerable youth"*. In 2011, Community Services consulted with high school students to identify desired activities and outreach strategies in community centres for under-serviced and vulnerable youth. Richmond also connected with other local municipalities in Metro Vancouver to learn from their youth workers and their best practices. A concerted effort was made in the later years of the 2008-2012 Youth Service Plan to increase communication, education and resource sharing with the City and other Richmond youth stakeholders. Community organization representatives were invited to attend Youth Team meetings where they shared youth-related information and resources in order to educate and prepare City staff to work with vulnerable youth, as well as increase communication within the community. **PRCS 57**

> **Low cost Programs and Reaching Out to Diverse Youth:**
>
> - "Workout Wednesdays" at Thompson Community Centre with free access to the weight room after school.
>
> - Through the Media Lab, Richmond Youth Media Program (RYMP) was introduced where youth can participate and showcase their skills at special events and youth-related projects.
>
> - During Youth Week 2013, Thompson Community Association introduced "Black Tie Brunch" where youth could attend a semi-formal Youth Week event for $1.

Challenges and Gaps

1. Multiple Barriers of Vulnerable Youth

Vulnerable youth face multiple barriers and challenges to access programs and services, resulting in fewer opportunities for skills development and asset-building. There is often a waitlist for one-to-one services for youth, thus raising concerns youth needs are not being met if they are not connected to the appropriate person or services in a timely manner. The youth needing connections and individual support outnumber the capacity of the two Roving Leaders to adequately meet their needs. Additionally, while there are special programs for Aboriginal and immigrant youth at Richmond Youth Service Agency, and recreational and leadership development programs for young people with disabilities at Richmond Centre for Disability and through the Steveston United Peers (SUP) Program, there is an ongoing need to provide opportunities that adhere to the unique needs of these groups of youth.

The percentage of children and youth in poverty is almost 6% higher in Richmond than Vancouver census metropolitan area or BC as a whole.[34] The low-income status of youth creates numerous consequences for youth programming, including program affordability for users as well as transportation and equipment costs.

34 Statistics Canada 2013, Statistics Canada 2012b: National Household Survey 2011

Additionally, low-income families and children may have limited capacities to access information about recreational activities and have limited awareness about the importance of recreational programs and services.

2. Diversity, Identity and Belonging

The Richmond youth population is increasingly culturally and ethnically diverse, with a large proportion being visible minority immigrants. Research shows that compared to other cities in the province, Richmond's youth have higher levels of cultural connectedness (i.e. 59% of Richmond youth are involved in cultural practices which are highlighted as specific food and traditional customs); however, fewer youth report a strong sense of belonging or attachment to their ethnic group.[35] Research further indicates that youth would like the general public to be aware of the discrimination and racism issues facing systemically marginalized populations.[36] The challenge is to strengthen multicultural youths' sense of belonging to a larger community while helping them to preserve and maintain a pride in their cultural identities.

35 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond, p. 44
36 Vancouver Foundation, Youth Vital Signs 2013. The survey was conducted in Metro Vancouver and, hence, includes Richmond youth.

Community Organizations Work with Youth

Richmond Addiction Services Society (RASS) Prevention Program

In helping Richmond youth to become aware of and knowledgeable about substance misuse and addiction, RASS staff provide customized information, programs and training opportunities for youth, families, older adults, educators and other professionals. They develop, deliver and support prevention programming in the elementary, secondary and alternate schools in Richmond.

S.U.C.C.E.S.S. Immigrant Youth Volunteer Service Groups:

S.U.C.C.E.S.S., a not-for-profit organization which has been serving residents of Richmond since 1989, offers a number of services for immigrant youth in Richmond, including running immigrant youth volunteer service groups.

Settlement Workers in School (SWIS) Program at SD #38

Settlement Workers in School (SWIS) Program is funded by Citizenship and Immigration Canada and offered throughout British Columbia, including School District #38. SWIS program provides settlement services for immigrant and refugee students K-12 and their families. This includes outreach to all newcomer students and families and delivering workshops and counselling on settlement-related issues and Canadian systems and culture. There are 15 SWIS workers serving Richmond's students and families in English and other languages.

Adolescent Health Survey 2008: Protective Factors, Richmond and BC

The Survey included a number of questions which allowed identification of the protective factors for youth.[37] Even small improvement in a protective factor had shown to reduce the likelihood of negative outcomes for youth. These findings can provide insights to youth stakeholders in their areas of work that can improve the lives of all youth in Richmond, including the most vulnerable.

Protective Factors		
Protective Factors	**Richmond**	**BC**
Family connectedness	7.8	7.9
School connectedness	6.9	6.8
Cultural connectedness	6.2	5.5+
Youth engagement Meaningfulness of activities Ideas listened to and acted upon	6.6 5.7	7.2+ 6.0
Prosocial peer attitudes about risk behaviour	6.3	6.0
Note: All protective factor scores range from 0 to 10, with a higher score indicating higher levels of the protective factor. + Difference between Richmond and provincial estimate was statistically significant.		

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37 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond, p. 47

In 2012, almost half of 1,500 kindergartners in Richmond required extra support in learning English through an ELL program (formerly ESL). According to the Richmond School District, in 2012, many of these young students were born in Canada but close to 75% of kindergartners were from Chinese-speaking families. Additionally, Richmond's schools are experiencing an increase in the numbers of non-English-speaking high school students who are in their late teens. These students are at a disadvantage and may experience challenges in advancing their English writing and speaking skills since they can access an ELL program for only five years and/or until they are 19 years old.[38]

- Young females in Richmond are more likely than males to report being cyber-bullied: 15% vs. 10% (AHS 2008).

- A review of BC's youth mental health services found that wait lists are a major barrier to accessing support. Some youth were on wait lists for more than a year to see a mental health professional or receive treatment (Vital Signs, 2013).

- In Richmond, most clinics close between 4:00 and 5:30 pm, making them difficult to reach if youth are in school (Vital Signs, 2013).

38 Steffenhagen, J. 2012

3. Language Barriers

The proportion of people in Richmond who speak English and/or French at home has been steadily decreasing over the last 20 years. According to the Richmond School District, in 2012, many young ELL[39] students were born in Canada but close to three in four kindergartners were from Chinese-speaking families. Additionally, Richmond's schools are experiencing an increase in the numbers of non-English-speaking high school students who are in their late teens. These students are at a disadvantage and may experience challenges in advancing their English writing and speaking skills since they can access ELL programs for only five years and/or until they are 19 years old.

4. Bullying, Mental Health Problems and Suicide

Research has shown that the rates and risk of youth experiencing mental health issues and attempting suicide are significantly raised when youth are vulnerable. Youth in poverty are more likely to consider and attempt suicide.[40] Youth who identified as Aboriginal, or LGBTQ also report a higher rate of contemplating suicide. When accessing mental health services, more females than males report not accessing services. Culturally-sensitive, as well as age appropriate and effective prevention and treatment measures are of paramount importance to ensuring the mental health of Richmond youth.

Actions and Expected Outcomes

Theme 5: Youth Program Development and Delivery				
#	Action	Expected Outcome	City Roles	Timelines
Challenge: Multiple Barriers of Vulnerable Youth				
5.1	Identify barriers to existing programs, services and opportunities for vulnerable youth, focusing on particular target groups.	Increased awareness of existing barriers and potential changes that need to be introduced to better connect vulnerable youth to asset-building opportunities.	Undertake planning, research and policy development Engage and empower community	Short Term (0-2 years)
5.2	Improve access to and information about existing City programs, services and opportunities for vulnerable youth.	Increased awareness and accessibility for youth and youth stakeholders.	Undertake planning, research and policy development	Medium Term (2-4 years)

39 "ESL" has been recently changed to English Language Learners (ELL), recognizing the fact that immigrant students might know more than one other language.
40 McCreary Centre Society 2009: Adolescent Health Survey 2008. Richmond

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Actions and Expected Outcomes (continued)

5.3	Enhance programs and services for vulnerable youth.	Expanded programming capacities to reflect and include the diverse needs of vulnerable youth.	Engage and empower community Deliver programs and services	Medium Term (2-4 years)
5.4	Enhance the Roving Leader Program and if applicable, develop additional approaches to provide more flexible outreach services.	Expanded programming capacities to reflect and include the diverse needs of vulnerable youth. Increased asset-building opportunities for vulnerable youth as they are better connected to programs and services.	Engage and empower community Deliver programs and services	Short Term (0-2 years)
5.5	Develop ways to better reach parents of vulnerable youth.	Increased asset-building opportunities for vulnerable youth as they are better connected to programs and services.	Undertake planning, research and policy development Engage and empower community	Ongoing
5.6	Create more opportunities for (and increase access to) opportunities and activities for young people with disabilities.	Expanded programming capacities to reflect and include the diverse needs of vulnerable youth.	Engage and empower community Deliver programs and services	Ongoing
5.7	Develop additional opportunities for low-income youth by improving access to programs and services and by connecting them to existing low cost/no cost programs and services (such as Recreation Fee Subsidy Program).	Increase in vulnerable youth participation in programs and services.	Engage and empower community Collaborate and establish partnerships Deliver programs and services	Ongoing
5.8	Enhance opportunities for vulnerable youth within the Richmond Youth Media Program.	Expanded programming capacities to reflect and include the diverse needs of vulnerable youth.	Engage and empower community Collaborate and establish partnerships Deliver programs and services	Ongoing
Challenge: Diversity, Identity and Belonging				
5.9	Create and support welcoming and inclusive community events, programs and services to allow youth (particularly immigrant youth) to celebrate their cultural identities and feel connected to their community.	Increased diverse youth participation in events, programs and services. Increased asset-building opportunities for vulnerable youth.	Collaborate and establish partnerships Deliver programs and services	Ongoing

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Actions and Expected Outcomes (continued)

Challenge: Language Barriers				
5.10	Support ELL youth in building their confidence in speaking English.	Through collaboration with community partners, increased opportunities to meet the needs of ELL youth.	Engage and empower community	Ongoing
Challenge: Bullying, Mental Health Problems and Suicide				
5.11	Provide opportunities for staff to increase their education and awareness to best support the needs of youth who are experiencing mental health challenges.	Increased capacity to reflect and include the needs of vulnerable youth.	Undertake planning, research and policy development Collaborate and establish partnerships	Medium Term (2-4 years)
5.12	Participate annually in anti-bullying week, leverage opportunities and create ongoing awareness and education throughout the year.	Increased awareness of bullying among Richmond youth. Increased capacity to reflect and include the needs of vulnerable youth.	Engage and empower community Collaborate and establish partnerships	Ongoing

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Theme 6: Safe and Social Spaces for Youth

External Assets: Boundaries and Expectations

Internal Assets: Positive Learning, Positive Values, and Social Competencies

Objective

All youth have access to indoor and outdoor spaces in the community where they can take ownership, be responsible, feel welcome, socialize, obtain information and receive services. Youth-friendly spaces will be designed and operated in a way that promotes social gathering and safety. Recognizing that safety goes beyond physical safety, efforts will be made to ensure that youth have access to spaces where they have more autonomy and independence within "adult-like" facilities.

Achievements

The City of Richmond has paid special attention to the ways in which City spaces have been designed and operated in order for youth to feel safe in their social gathering places. Part of the effort to create inclusion has been directed towards promoting low-cost, no-cost programs and services at City-owned facilities with programs like "Pre-teen Hangout" and "Night Shift". Having dedicated youth-only hours in various facilities has promoted higher youth attendance. Additionally, some youth staff have office access hours and are available at convenient times.

Over the last six years, more emphasis has been put on providing dedicated youth spaces in a number of facilities throughout the City. For example, various improvements have been undertaken at Cambie Community Centre to provide more youth-friendly environments. In the spring of 2012, the Thompson Youth Park was officially opened and features a multi-use plaza with skateable elements and gathering places. The Media Lab, located in the Richmond Cultural Centre, offers the Richmond Youth Media Program (RYMP). This program, created in partnership with Community Services, the Richmond Collaborative Committee for Children and Youth (RCCCY) and Vancouver Coastal Health (VCH) is a free program for youth to increase their media arts skills, connect with peers and their community, among many other positive opportunities. Community Services also runs programs and services at schools, with lunch hour-sports and after-school programs available at some local elementary and secondary schools.

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What is Safe Space?

Youth safety extends to feeling welcomed in friendly environments with accepting attitudes; hence, Richmond's first community-based LGBTQ and Allied youth group was developed. The group meets on a regular basis and has dedicated times for their group meetings.

Community Partners' Work with Youth

- Richmond Centre for Disability (RCD) provides a number of recreational and civic engagement programming for youth with disabilities, including Youth Crafts/Knitting Club, Youth Engagement and Achievement Project, Youth Council and Duke of Edinburgh's Award Challenge which encourages youth to be active, to participate in new activities and pursue their interests and passions.

- Richmond Youth Service Agency (RYSA) offers a number of services including programs specifically designed for vulnerable and Aboriginal youth, as well as Asian Youth Outreach Program that provides one-to-one support and is offered in English, Chinese and Mandarin.

Challenges and Gaps

**1. Maintaining and Expanding Youth Spaces**

Richmond youth value the increased number of youth-friendly spaces, however they also would like to see additional spaces to "sit and hang out", to "de-stress outside of the school environment" and "more study spaces that are quiet". Additionally, youth do not always feel welcome in many public areas and would like to see more youth-friendly environments in public places, including City Hall. Further, community consultations brought up the idea of establishing youth hubs and centralized youth spaces such as an emergency safe house or a service hub to hang out and access information, programs and services. While there is a need to maintain and further develop youth-friendly spaces throughout Richmond, the challenge is to attend to the suggestions provided by youth given that the City's efforts are often hindered by resource and mandate limitations.

Actions and Expected Outcomes

**Theme 6: Safe and Social Spaces**
#	Action	Expected Outcome	City Roles	Timelines
Challenge: Maintaining and Expanding Youth Spaces
6.1	Involve diverse youth in the ongoing development, design and operation of youth spaces to address their needs and gather their input.	Increased youth satisfaction with social spaces.	Engage and empower community	Ongoing
6.2	Examine community needs in connection to increased youth-specific space in Richmond.	Opportunity to enhance programs and services for youth. Enhanced youth-specific space in Richmond.	Undertake planning, research and policy development	Long Term (4-6 years)
6.3	Enhance existing youth-friendly spaces to better accommodate the needs of youth.	Increased capacity to connect youth to services and programs for youth.	Engage and empower community Deliver programs and services	Ongoing

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Actions and Expected Outcomes (continued)

6.4	Provide new and innovative youth programming in the Richmond Cultural Centre Media Lab through the Richmond Youth Media Program (RYMP).	Increase youth's media art skill set and connection to community. Increase in constructive use of time for youth.	Engage and empower community Collaborate and establish partnerships Deliver programs and services	Ongoing
6.5	Utilize multifunctional, youth-friendly outdoor spaces for programs and services	Increased opportunities for youth-friendly space in Richmond. Increase in constructive use of time for youth.	Collaborate and establish partnerships Deliver programs and services	Medium Term (2-4 years)

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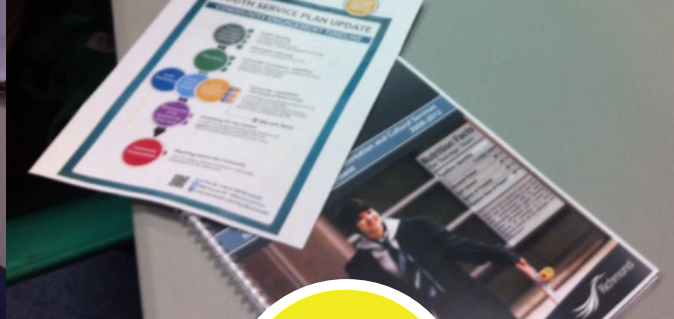
Goal 3: Improving Quality of Youth Services

Theme 7: Moving Towards Standards

External Assets: Boundaries and Expectations

Internal Assets: Community Values Youth

Objective

Community Services will foster consistency in the delivery of services to youth across all City facilities and programs. Youth will benefit from having programs delivered with consistent city-wide messages. Community Services will attract and retain high performing employees as the City is recognized as a desirable place to work with fair compensation. Standardized training will provide employees with professional skills required to be successful in their work and will enhance their ability and capacity to deliver high-quality youth services.

Achievements

Over the past five years, Community Services and Community Association staff worked to establish consistency of programs and services to youth across all City facilities. This has resulted in Youth Team subcommittees reviewing program fees and charges to make them more consistent city-wide, as well as updating risk management and other program guidelines. To standardize service delivery and to guide staff towards a shared implementation of the 2008-2012 Youth Service Plan strategic visions, the brochure "Demystifying the Youth Service Plan" was created. It summarized the goals of the strategy and recommended collective actions.

Consistency in job descriptions of Youth Development Coordinators and Leaders has been beneficial to the Community Services department, as has standardized training of youth staff. In their efforts to move towards a more standardized youth engagement approach, many Community Associations have encouraged youth participation on their boards as non-voting members in order to have youth perspectives.

Example of improved standards:

Risk Management forms for out-trips, programs and events are consistent throughout youth programs and services.

Benefits of Having Standardized Programming

Standards would ensure there are underlying philosophies and principles to define good recreation and cultural services for youth. These standards could include:

- Research and program development to meet needs
- Staff recruitment, training, supervision, evaluation, salary and benefits
- Risk management and safety
- Professional development
- Grant writing
- Reaching all youth

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Challenges and Gaps

1. Program and Service Standards

Programs and services for youth are delivered through the City and Community Associations. Service standards for program development and delivery vary across each facility, affecting the consistency and accountability measures. Youth programs demonstrating best practices show that high standards are critical success factors in the delivery services (such as ensuring that there is a common understanding of the program vision, or clarifying expectations for behaviour of youth within a program or desired outcomes of the program).[41] The majority of youth stakeholders believe that there is a need to continually create and revise program and service standards to facilitate consistent, high-quality program and service delivery across the City.

2. Training Standards and Opportunities

Youth stakeholders highlight the importance of standards for recruiting appropriate staff and developing highly capable youth service employees. While roles of staff have been clearly outlined in standardized job descriptions, standardized capacity-building training could help ensure that the staff is equipped to address changing youth-programming needs. Additionally, there is a need to utilize existing capacity training opportunities offered by other training institutions. Staff will greatly benefit from a combination of internal and external training aimed at improving their capacities to serve youth with diverse needs.

Actions and Expected Outcomes

Theme 7: Moving Towards Standards				
#	Action	Expected Outcome	City Roles	Timelines
Challenge: Program and Service Standards				
7.1	Create and implement city-wide youth service criteria and program standards.	Improved consistency in the delivery of youth services and programs.	Undertake planning, research and policy development Deliver programs and services	Ongoing
7.2	Continue to enhance Performance Evaluation Systems that are aligned to service standards and support staff development.	Improved consistency in the delivery of youth services and programs.	Undertake planning, research and policy development Deliver programs and services	Ongoing
Challenge: Training Standards				
7.3	Develop and implement a standardized orientation and training program for staff that enhances skills and positively contributes to youth programs and services.	Improved quality in the delivery of youth services and programs.	Undertake planning, research and policy development Deliver programs and services	Medium Term (2-4 years)
7.4	Create a standardized data collection method for Community Services youth programs and services.	Improved quality in data collection and measurement systems.	Undertake planning, research and policy development	Short Term (0-2 years)

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41 Bonnell and Zizys 2005, p. 95

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Theme 8: Marketing and Communication

External Assets: Youth Programs

Internal Assets: Youth as Resources

Objective

Youth and the community will be more aware of programs, services and facilities available in Richmond. Community Services actively seeks input from youth and the community in the development and delivery of marketing to ensure that a wide range of youth is reached. Providing youth with timely, accurate and easy-to-understand information about community events and opportunities will give them a gateway to making informed choices.

Achievements

During the last five years, Community Services focused on exploring a variety of youth marketing strategies that would allow youth to be more knowledgeable about the programs, services and the various opportunities available to them. As youth become increasingly tech savvy, social media initiatives have been established to engage and market programs, services, events and opportunities to youth via the City website, Facebook and Twitter. The youth marketing strategies were also developed with youth involvement. Youth Network meetings were attended by City and Community Association staff as well as many youth-serving agencies in Richmond on a quarterly basis which allowed for more information sharing and networking within the community. To reach youth in person, presentations at local schools were made to promote programs and services and volunteer opportunities. Additionally, to inform Richmond parents, presentations were made to Parent Advisory Committees.

Youth-focused Marketing Strategies

Youth from each community centre service area provided input into the content and marketing of Youth Week activities;

- Social Media contests and challenges are used to engage youth online.

- Multi-media contests and challenges are used to engage youth online.

- Youth respond to "youth-specific" and "youth-friendly" approaches to marketing and programming, Twitter, word-of-mouth and networking by youth workers.
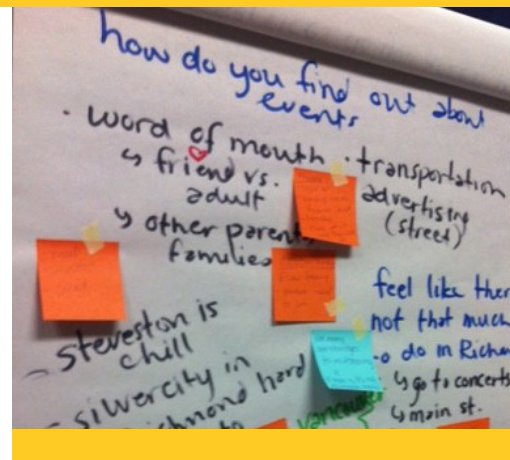
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Challenges and Gaps

1. Limited Awareness of Opportunities

As partnerships and opportunities grow, so does the need for enhancing communication about the programs and services that are available to youth. Youth are often unaware of all the opportunities offered by Community Services and/or youth organizations in Richmond. Existing brochures and program guides are not always adequate in advertising events, programs and services to youth.

2. Youth-centered Marketing Approach

Youth want to know what programs and services are available to them, and would benefit from a city-wide promotion strategy specifically aimed at youth. In order for youth to understand what is being offered to them and how they can be involved, they need to have information presented to them in a relevant and meaningful way. Youth and parents are not as involved in the development and delivery of marketing as they could be. Richmond youth expressed various ideas of how youth could be reached and made recommendations regarding communication guidelines for City marketing. The challenge is to provide opportunities for youth to express their views and take their guidance to develop and refine marketing tools.

Actions and Expected Outcomes

Theme 8: Marketing and Communication				
#	Action	Expected Outcome	City Roles	Timelines
Challenge: Limited Awareness of Opportunities				
8.1	Develop a dynamic, age appropriate Youth Marketing Plan designed specifically to appeal to youth that is contemporary and delivered for a tech-savvy audience.	Increased awareness of opportunities available to youth. Increased participation in programs and services for youth.	Undertake planning, research and policy development Engage and empower community	Shot Term (0-2 years)
Challenge: Youth-centered Marketing Approach				
8.2	Provide opportunities for youth to be proactively and creatively engaged in the development and delivery of marketing materials.	Increased awareness of opportunities available to youth. Increased participation in programs and services for youth.	Engage and empower community	Ongoing
8.3	Identify and engage Youth Promotion Ambassadors who will conduct "word of mouth" and "Face-to-Face" promotion of youth events, programming and services.	Increased awareness of opportunities available to youth.	Engage and empower community Deliver programs and services	Medium Term (2-4 years)
8.4	Utilize the Media Lab to develop videos and/or use Media Arts in marketing and communication.	Reach and connect with youth through multi-media opportunities.	Engage and empower community Collaborate and establish partnerships Deliver programs and services	Ongoing

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Theme 9: Tracking the Progress and Reporting to Community

External Assets: Boundaries and Expectations

Internal Assets: Community Values Youth

Objective

Monitoring and evaluation enable continued learning, ensure success and are key to delivering effective, efficient and responsive services. Community Services and Community Associations will monitor and evaluate the progress on implementing the actions of the 2015-2020 Youth Service Plan. Qualitative and quantitative indicators will be used to measure success in achieving desired outcomes and provide useful information for program development, resource allocation and decision-making. Community Services will report back to community organizations and citizens on the progress of Youth Service Plan implementation and ensure consistency and accountability in reporting mechanisms.

Achievements

Community Services has implemented internal monitoring and evaluation tools to track the implementation progress of the 2008 Youth Service Plan. To standardize reporting, Community Association program committees report monthly to boards on youth programming, which provides ongoing feedback and decision-making information. This contributes to more effective decision-making on youth programs, services and participation levels. As part of the evaluation of the 2008-2012 Youth Service Plan, annual work plans for Youth Development Coordinators and Roving Leaders were developed and reviewed regularly with their supervisors and annual reports produced. Additionally, for some programs for youth, post-program and service evaluations are given to youth which then helps to improve future programming.

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Challenges and Gaps

1. Sharing Information and Successes

Monitoring and evaluation tools, as well as reporting mechanisms, were important components of the 2008-2012 Youth Service Plan. The City of Richmond has methods to evaluate the progress of implementation and summarizes findings in internal reports. However, no public reporting mechanism was introduced. Consultations with the public revealed a lack of clarity around communication and evaluation of the Youth Service Plan. Almost all youth were unaware of what evaluation looks like in the City of Richmond for its youth programs and services. Youth, adults and youth stakeholders would like to be better informed about the progress of the Youth Service Plan and evaluation findings.

2. Outcome-based Evaluation

Community Services continually evaluates progress and keeps ongoing records of departmental activities and initiatives. Yet, the majority of information about achievements tends to be activity-based, rather than outcome-based. Best practice, however, encourages setting specific, measurable targets and tracking performance on an ongoing basis.[42] The challenge is to gather outcome-based information for program development, resource allocation and decision-making from all stakeholders involved in the delivery of relevant activities. It is important to mention the value in recognizing that participation in terms of qualitative measurement is not always the best way to measure success. Qualitative measurement can often better capture the positive experiences and connections for youth.

Actions and Expected Outcomes

Theme 9: Tracking the Progress and Reporting to Community				
#	Action	Expected Outcome	City Roles	Timelines
Challenge: Outcome-based Evaluation				
9.1	Develop target and baseline indicators using the outcome-based evaluation framework to monitor the progress of the Youth Service Plan and evaluate the outcomes.	Improved internal programming decision-making process. Increased understanding and awareness of the success and areas for improvement in services	Undertake planning, research and policy development	Short Term (0-2 years)
9.2	Annually monitor and report on accomplishments from the Youth Service Plan.	Improved city-wide programming decision-making process.	Undertake planning, research and policy development	Ongoing
Challenge: Sharing Information and Success				
9.3	Develop a Youth Service Plan reporting tool to periodically communicate progress of implementation and achievements to the public.	Increased transparency and accountability. Better informed City Council and public.	Undertake planning, research and policy development	Short Term (0-2 years)
9.4	Create a marketing and education plan to introduce and educate City and Community Association staff and community partners on the 2015-2020 Youth Service Plan.	Increased awareness in the community about the Youth Service Plan.	Undertake planning, research and policy development	Short Term (0-2 years)

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42 District of West Vancouver 2011

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6. Implementation and Next Steps

6.1. From Plan Adoption to Implementation, Monitoring and Reporting

The City of Richmond has benefited from almost 20 years of progress through its initial 1995 Youth Strategy and the 2008-2012 Youth Service Plan. The updated Where Youth Thrive Plan is mindful of the need for youth development and asset building, and realizes that the systems in place require evolution and fine-tuning to effectively and efficiently deliver services that impact youth developmental assets.

The 2015-2020 Youth Service Plan is an action-based strategy. Staff will develop work program plans for each theme where actions will be prioritized. Best practice research revealed that policies with specific, measurable goals and those which evaluate the progress of their actions on a consistent basis, are more likely to succeed and provide valuable information for future program development and decision making. In other words, what gets measured, gets done. In moving forward with the implementation of the 2015-2020 Youth Service Plan, concerted efforts will be made to develop specific, measurable outputs and benchmarks which are linked to the actions and outcomes developed for each theme. Additionally, reporting mechanisms will be designed to monitor progress.

Implementation of the Youth Service Plan will be phased and guided by the availability of financial and staffing resources. For some of the initiatives and actions recommended, new resources may be required. In other instances, the initiative(s) may already exist, but require coordination so they can be delivered on a consistent, city-wide scale.

Implementation of the Plan will be the responsibility of the City, its partners and a range of other youth-serving organizations. It is only through partnership that this Plan's vision will be realized and that Richmond will be the *"best place in North America to raise children and youth".*

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6.2. Guiding Principles for Implementation

Guiding Principles for implementation are aligned with and were adopted from the Richmond Social Development Strategy (2013). In moving forward with the implementation of the 2015-2020 Youth Service Plan, the following guiding principles will guide City's staff decision-making and prioritization processes:

- The action addresses a recognized need and is compatible with the City Vision, Council Term Goals and the Corporate Plan.

- The action contributes to the City's Social Development Strategy and Parks, Recreation and Cultural Services Master Plan's objectives.

- The action provides opportunities for leveraged funding and/or strategic partnerships.

- There is a strong likelihood of success for pursuing the action.

- There are existing resources to pursue the action or the need for adequate resources will be assessed on a cost-benefit basis and allocated accordingly.

- The action builds on and enhances the social capital of youth, contributes to social infrastructure, develops assets and promotes community engagement.

6.3. Concluding Comments

Imagine the dynamic possibilities that emerge when a community fully realizes the benefits of exceptional recreation and cultural services for youth. Envision a rich cultural context and healthier mosaic in our City.

Think of the opportunities for youth to actively engage, develop competence and skills, make decisions (and mistakes), have a voice, be connected to community and develop a lasting identity. The results could be astounding.

The challenge is before us all to help our youth continue to live, connect and grow as we always have, but now better than ever. These successes measured in short- and long-term contexts, all feed back into the City's mission to be the most compelling, livable and well-managed community in Canada. Through the work of staff, volunteers and inter-agency synergies, our collective efforts put into place the myriad of variables that will inevitably allow our youth to THRIVE. We are the constituents of 'village' in the ancient proverb "**it takes an entire village to raise a child**".

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7. Acknowledgements

City of Richmond Staff

Project Implementation Team

John Foster, Manager, Community Social Development
Elizabeth Ayers, Manager, Community Services Planning and Projects
Kate Rudelier, Youth Services Coordinator
Mandeep Bains, Project Manager

Project Reference Group

Cathryn Volkering Carlile, General Manager-Community Services
Sean Davies, Diversity Services Coordinator
Paul Brar, Program Manager
Steve Baker, Area Coordinator
Krista Germyn, Roving Youth Outreach Leader
Melanie Au, Head of Kid's Place, Richmond Public Library
Lauren Burrows Backhouse, Media Arts Leader
Serena Lusk, Senior Manager, Recreation and Sports Services
Jane Fernyhough, Director, Arts, Culture and Heritage Services
Kim Somerville, Manager, Arts Services
Mike Redpath, Senior Manager, Parks

Anette Martin, (Cpl), RCMP Youth Section
Wendy Lim, Assistant Superintendent, Richmond School District 38
Henry Jiun-Hsien Yao, Youth Development Coordinator, City Centre Community Association
Debbie Brow, Public Health Nurse, Richmond Health Department, VCH

Contributing Partners

SPARC BC
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PeerNet BC

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9. Appendices

Appendix A: Definitions

Accessible: able to access (physically, financially and attitudinal) and participate in a wide choice of quality programs and services.

Activities: actions taken through which inputs are mobilized to produce specific outputs.

Barrier: a visible and/or invisible obstacle that prevents a person from using available programs and services.

Bullying: is used to describe behaviours as diverse as name-calling, social exclusion and physical assault. (Source: 2013 AHS, McCreary Foundation.)

Collaboration: the process of exchanging information, modifying activities, sharing resources and enhancing the capacity of involved parties to achieve a common purpose.

Community: a group of individuals, families or organizations that shares common values, attributes, interests and/or geographic boundaries.

Community Association: non-profit community organizations with which the City operates community facilities. The City provides the facilities and core staffing, while the partners plan and fund programs and services. The Association's mandate is to reflect the needs of the residents of the neighbourhood area and provide recreational opportunities to meet those needs.

Community Capacity: the assets and capabilities of a community, which can be developed and applied through community development.

Community Engagement: the process of working collaboratively with groups of people who are affiliated by geographic proximity, special interest or similar situations, to address issues affecting their well-being.

Community Organization: non-profit agency providing programs and services for Youth in Richmond.

Community Partner: the City and their Community Partners (Community associations, Richmond School District #38, Vancouver Coastal Health, RCMP, and other youth serving non-profit community organizations) together offer a variety of recreational, cultural, educational and social opportunities for youth to be involved in the community, stay active and receive the support needed.

Community Services: City's department which is responsible for the following City functions: 1) Parks; 2) Recreation; 3) Arts, Culture and Heritage Services; and 4) Community Social Development. The Community Services Division acts as the City's liaison with the Board and management of the Richmond Public Library.

Community Wellness/Well-Being: a broad indicator of quality of life. It is measured through individual and community health, fitness, lifestyle, environment, safety and cultural and social indicators. It defines a policy and service approach to community health and well-being. Building community wellness is an investment in people and society.

Consumer: an individual who is currently or potentially engaged in programs and services, places and spaces, such as parks, trials, special events, swimming and heritage. "Consumer" describes the broadest range of potential opportunities by implying all levels – from the individual to the City. There is no financial connotation.

Culture: includes the arts as well as heritage including exploration of our history as a community or as individuals. It relates to the interaction of society with arts in formal and informal settings.

Cultural Diversity: the presence and participation of many different cultural communities within society and the explicit recognition that the contribution and participation of all cultural communities have equal value and benefit to society.

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Developmental Assets: factors or qualities which have an influence on the social and personal development of youth. Examples include support, empowerment, commitment to learning and positive values. These developmental assets help young people make wise decisions, choose positive paths and grow up to be caring and responsible.

Deficit-thinking: refers to an approach that focuses primarily on "what needs to be fixed" as opposed to building on the strengths of the individual(s) or group.

Diverse youth: refers to youths' identity regarding *diversity* (see below), but also acknowledges the challenges (such as socioeconomic challenges) and supports which help youth flourish.

Diversity: the unique characteristics that people possess that distinguish them as individuals and that identify them as belonging to a group or groups. Notions of diversity include culture, ethnicity, class, gender, religion, sexual orientation or disability and other.

ELL Program: English Language Learners Program (formerly ESL – English as a Second Language)

Facebook: an on-line social gathering and network, immensely popular in Canada (www.facebook.com).

Inclusive: welcoming and enabling participation from everyone.

Indicators: are intended to indicate the progress of interventions and also used to indicate the changes in outputs in the Youth Service Plan.

Inputs: the financial, human and material resources used to achieve intervention.

Intercultural: the interaction, cooperation and collaboration between or among people of different cultures.

Inter-generational: the intermingling or coming together of multiple generations (such as youth, older adults, elders).

Integrate: coordination of resources, services and programs to address common goals, to reduce duplication and improve efficiency and effectiveness. The result is better service to citizens.

Leadership: creating an environment and processes that foster innovation and makes something extraordinary happen.

LGBTQ: Lesbian, Gay, Bisexual, Transgender, Two-spirit, Queer and Questioning.

Low-Asset Youth: youth who are described as ranking low (reporting less than 10 of 40 developmental assets) predisposing them to numerous high-risk behaviours (such as drinking, drug use, sexual activity, violence toward others, violence toward self, dropping out of school, poor family support, etc.). (Source: Search Institute. "Low-assets" youth in the 2008-2013 Youth Service Plan was changed to "vulnerable" youth)

Media Arts: the expression of human creative skill as it relates to film, video, new media and audio.

Metro Vancouver: previously known as the Greater Vancouver Regional District (GVRD). Metro Vancouver operates under provincial legislation to deliver regional services, policy and political leadership on behalf of 24 local authorities.

Needs: the gap between what is considered essential for an adequate quality of life and what actually exists. These needs are not absolute but are relative to the criteria used by whoever is defining them.

New Immigrants/Newcomers: community members who have come to Canada within the last five years.

Outputs: the results from activities and interventions.

Outcomes: the short-term and medium-term effects from activities and other interventions; change in the condition.

PRCS: Parks, Recreation and Cultural Services

Problem-Free: refers to a state where youth are not engaging in chronic, problematic or destructive behaviours. (Source: Forum For Youth Investment. Washington, DC.)

Policies: a set of broad government objectives to be attained through a number of related and specific programs.

Poverty: the inability to satisfy basic needs due to a lack of money, goods or means of support.

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Quality of Life: this describes the overall enjoyment of one's life. It is a healthy balance between work and family life, vocation and recreation and accumulating wealth and maintaining good health.

RCMP: Royal Canadian Mounted Police. The RCMP has been serving the community of Richmond since August 1950 after the dissolution of the BC Provincial Police.

Recent Immigrants: community members who have come to Canada within the last five to ten years.

Research: the collection of information about a particular subject. For purposes of the Social Development Strategy, the City's research could be relatively minor (such as reviewing website material) or extensive (such as undertaking a comprehensive community needs assessment).

SD #38: Richmond School District #38.

Senior Government: this includes the Government of the Province of BC and the Federal Government of Canada.

Social Infrastructure: all assets that accommodate and support social services and social development. These include physical buildings as well as social capital and the provision of services.

Social Media: a form of internet-based communication that provides immediate and interactive information sharing across different platforms. Social media promotes two-way communication, rather than simple information dissemination.

Stakeholder: any organization or individual that has a direct interest in an action or decision either because they have a role in implementing the decision or because they will be affected by the decision.

Strength-Based Approach: views an individual based on their strengths; what they're really good at and what they are passionate about. Focuses on building upon strengths rather than solely "fixing" problem behaviours.

Twitter: a currently popular form of social-media; twitter.com.

Values: what a community believes is and what it stands for. Values provide motivation to keep focused on why and what is done. Values serve as plans for resolving conflict and making decisions.

VCH: Vancouver Coastal Health, regional health authorities in Metro Vancouver.

Vision: based on values, this uses language to convey a sense of how success will look and feel. It should be memorable, evocative and compelling. It is the destination.

Vulnerable Youth: reference to "low-asset" youth in the 2008-2013 YSP was changed to "vulnerable" youth. Vulnerable youth are defined as youth who are facing multiple barriers in accessing services and building developmental assets.

Youth: The City of Richmond refers to youth as young people from the ages of 13 -18. (The UN Convention on the Rights of the Child defines youth as individuals up to 29 years of age.)

Youth-Specific: in reference to factors that take into consideration the unique interests, behaviours and needs of youth.

Youth Team: City and Community Association staff providing supervision and direct service to youth, and meet regularly to plan and collaborate on events, programs and services for youth. The Youth Team consists of the Youth Services Coordinator, Roving Leaders, Area Coordinator Youth Liaison, Media Arts Leader, and Youth Development Coordinators and Leaders.

YDW: Youth Development Worker who works at Richmond Community Centres.

YSP: Youth Service Plan

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Appendix B: Search Institute's 40 Developmental Assets

Why do some kids grow up with ease, while others struggle? Why do some kids get involved in dangerous activities, while others spend their time contributing to society? The Search Institute has identified 40 concrete qualities - developmental assets - that have a tremendous influence on youth's lives and choices. Research shows that the 40 Developmental Assets help youth make wise decisions, choose positive paths, and grow up competent, caring and responsible. (See: http://search-institute.org)

Asset Category	Asset Type	Description
Support	Family support	Family life provides high levels of love and support.
	Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	Other adult relationships	Young person receives support from three or more non-parent adults.
	Caring neighbourhood	Young person experiences caring neighbours.
	Caring school climate	School provides a caring, encouraging environment.
	Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	Community values youth	Young person perceives that adults in the community value youth.
	Youth as resources	Youth are given useful roles in the community.
	Service to others	Young person serves in the community one hour or more per week.
	Safety	Young person feels safe at home, at school and in the neighbourhood.
Boundaries and Expectations	Family boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.
	School boundaries	School provides clear rules and consequences.
	Neighbourhood boundaries	Neighbours take responsibility for monitoring youth's behaviour.
	Adult role models	Parent(s) and other adults model positive, responsible behaviour.
	Positive peer influence	Young person's best friends model responsible behaviour.
	High expectations	Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater or other arts.
	Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
	Religious community	Young person spends one hour or more per week in activities in a religious institution.
	Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.

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Asset Category	Asset Type	Description
Commitment to Learning	Achievement motivation	Young person is motivated to do well in school.
	School engagement	Young person is actively engaged in learning.
	Homework	Young person reports doing at least one hour of homework every school day.
	Bonding to school	Young person cares about her or his school.
	Reading for pleasure	Young person reads for pleasure three or more hours per week.
Positive Values	Caring	Young person places high value on helping other people.
	Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
	Integrity	Young person acts on convictions and stands up for her or his beliefs.
	Honesty	Young person "tells the truth even when it is not easy."
	Responsibility	Young person accepts and takes personal responsibility.
	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	Planning and decision making	Young person knows how to plan ahead and make choices.
	Interpersonal competence	Young person has empathy, sensitivity and friendship skills.
	Cultural competence	Young person has knowledge of and comfort with people of different cultural, racial and ethnic backgrounds.
	Resistance skills	Young person can resist negative peer pressure and dangerous situations.
	Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.
Positive Identity	Personal power	Young person feels he or she has control over "things that happen to me."
	Self-esteem	Young person reports having a high self-esteem.
	Sense of purpose	Young person reports that "my life has a purpose."
	Positive view of personal future	Young person is optimistic about her or his future.

**The 40 Assets provide a framework for action; to engage sectors that can affect positive youth development and is the expressed intent from the Search Institute. The list of assets should not be considered prescriptive in nature. The list represents a synthesis of exhaustive research as some, not all of, the determinants for youth health. It does not purport to prescribe one religion over another or one activity over another. The research indicates correlative reasoning, while having extreme limitations in causative determinants.

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Appendix C: Richmond Organizations Providing Services for Youth

Organization	Mandate
Big Brothers of Greater Vancouver	Big Brothers of Greater Vancouver is a registered charity and community-based organization that has been operating in the Lower Mainland since 1957. Big Brothers offer friendship-based mentoring programs for boys and girls and provide volunteer opportunities for men and women.
Big Sisters of BC Lower Mainland	Big Sisters of BC Lower Mainland facilitate life-changing relationships that inspire and empower girls to reach their potential, both as individuals and citizens. Big Sisters is committed to enhancing the confidence, self-esteem and well-being of girls through supportive relationships with female mentors.
Boys & Girls Club of South Coast BC	Boys & Girls Club of South Coast BC gives kids a place to be amazing, safe and have fun. Offering counselling, employment services, substance abuse services and support to youth, summer wilderness camping adventure and programs for families.
BC Responsible and Problem Gambling	The BC Government provides British Columbians with free information and resources to support informed choices and healthy behaviours with respect to gambling participation. Free treatment and support services are also available for anyone struggling with their own or a loved one's gambling.
CHIMO	CHIMO assists communities in preventing crises, helps strengthen capacities to support individuals, families, friends and neighbours through difficult times and provides direct support to people in crises.
City Centre Community Association	On behalf of Richmond City Centre, the City Centre Community Association provides accessible, quality of life programs and services at welcoming places where everyone can learn, grow and connect with their community.
City of Richmond Roving Leader Program	The City of Richmond Roving Leader Program establishes mentorship-based relationships with youth and develops and implements programs and services designed to meet individual youth needs. The Roving Leaders, working within an asset-based framework, support and aid in the transition of youth into social, recreation opportunities and/or other support services.
East Richmond Community Association	Provides accessible programs and services in East Richmond that promote community and enhance our quality of life.
Family Services of Greater Vancouver	A community-based, not-for-profit organization providing crucial social services to children, youth, adults and families. Family Services offers support, provides hope and presents opportunities—helping people realize and create possibilities for themselves. Through a combination of professional counselling, therapy, education, advocacy, planning and other supportive services, Family Services of Greater Vancouver works towards building healthy, vibrant tomorrows.

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Gateway Academy for the Performing Arts	Offers year-round acting, musical theatre and voice classes for youth aged 8-18. Professional actors and choreographers instruct our classes, giving students practical, real world skills.
Hamilton Community Association	The Hamilton Community Association strives to build a vibrant and connected community by recognizing the needs and assets of this unique community. Hamilton's programs, projects and partnerships focus on developing the assets of all citizens, in particular children.
Integration Youth Services Society (IYSS)	A non-profit society serving young people and their families in the City of Richmond and Greater Vancouver. Their approach is to facilitate self-help through providing integrated and holistic services in the areas of education, personal growth, community outreach and cultural and recreational activities.
Immigrant Services Society of BC	A non-profit organization providing a variety of support services for immigrants and refugees to help them get settled, find careers and learn all they need to know about starting their new lives in Canada. Through dedicated staff, volunteers and community partners, they provide settlement, education and employment services for over 23,000 clients every year.
Kaleidoscope	Kaleidoscope is a work and life skills program focused on preparing youth for future employment. The program pays participants while they embark on a 16 week film production experience that offers them the opportunity to learn many skills in digital filmmaking and teamwork while creating a variety of film productions.
Ministry of Child and Family Development	Offers a wide-range of programs and services to children, youth, parents, families, people with special needs and those fighting addictions, and is committed to having healthy children and families living in safe, caring and inclusive communities.
Pacific Community Resources (IRAYL)	A unique partnership/youth outreach program providing support and resources to youth who gather together on and around the Skytrain stations in the Lower Mainland. Youth outreach workers identify and connect with youth to provide support and build relationships. Youth are provided with resources, food and other items as part of a cross-regional crime reduction initiative.
PLEA Community Services	Helps children, youth, adults and families with significant challenges to lead fulfilling lives within their communities. PLEA is an accredited, community-based organization with a long standing reputation for delivering high-quality, creative services.
RCMP Youth Section	Works specifically with youth in the community and through Richmond High Schools. Emphasis is on addressing youth-specific needs, providing education and facilitating awareness about the justice system. The Youth Intervention Program is a preventive adolescent and family counselling service for Richmond youth 17 years and under who are involved in a first offence or are presenting antisocial or delinquent behaviour.
Richmond Addiction Services Society (RASS)	Offers counselling services for youth, adults, older adults and families in Richmond as well as prevention programs for children and youth in Richmond's elementary and secondary schools. Services are confidential and free. Public education and outreach services are also available to the community.

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Richmond Centre for Disability (RCD)	The RCD is committed to enabling all people with disabilities in making informed choices, creating opportunities, meeting their goals and reaching their full potential. Offer an empowering, friendly environment to provide quality services that lead to inclusion for people with disabilities and increase community awareness and accessibility.
Richmond Multicultural Community Services (RMCS)	RMCS provides a variety of services to immigrant and refugee communities in Richmond, including settlement, education, language development, job search and networking skills and integration of immigrants. RMCS hosts a wide range of programs and community events to facilitate and promote multiculturalism, diversity and inclusiveness in Richmond.
Richmond Art Gallery Association	The Richmond Art Gallery has been a primary source of art education and enjoyment in the community for over 25 years. The Gallery plays an important role in bringing contemporary art expertise to children, youth and adults in an understandable and interesting manner.
Richmond Food Security Society	Richmond Food Security Society supports Richmond residents in achieving personal and community food security through skill-building and growing and consuming local food.
Richmond Mental Health (Vancouver Coastal Health)	The Children and Youth Mental Health Program serves children, youth and their families with serious mental health difficulties and/or social, emotional or behavioural disturbances. Participation is voluntary and the program is committed to early intervention in preventing or moderating serious disorders. Services include direct client services, consultation to referring agencies, education, training and support and liaison with schools and community agencies.
Richmond Nature Park Society	The Richmond Nature Park Society commits to contribute to building a community that values nature through appreciation, education and conservation.
Richmond Public Health (Vancouver Coastal Health)	Oversees health promotion and nutrition, hearing, speech and language therapy, environmental health, community care facilities licensing, control of communicable diseases and primary care for children, youth and families. Youth Clinics provide youth (up to age 21) with free and confidential sexual health counselling, birth control, pregnancy tests, pregnancy counselling, testing for sexually transmitted infections, counselling for depression, anxiety, school and family problems.
Richmond Public Library	Provides access to informational, educational, cultural and recreational library materials and services in a variety of formats and technologies, to be responsive to the public library needs of the community and to uphold the public's freedom of access to information.
Richmond School District #38	The Richmond School District is dedicated to providing opportunities for all students to develop the attitudes, skills and knowledge which will enable them to enjoy a productive and satisfying life and to be positive, responsible participants in our democratic society and the global community. Offer a wide-range of educational services, including learning assistance, alternate education, community schools, education evaluation, diagnostic assessment, counselling, adolescent support team, continuing education and speech therapy.

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Richmond Youth Foundation (RYF)	Serves as a voice for youth in Richmond. RYF welcomes creative thinking, thrives on youth leadership, and fund bright ideas. RYF also acts as a hub for youth philanthropy in Richmond, by connecting youth with a variety of local non-profit organizations who may have common philanthropic interests.
Richmond Youth Media Program (RYMP)	The Richmond Youth Media Program (RYMP) is a free program for youth, designed to increase youth's media arts skill set, increase youth's inventory of free-time experiences, connect youth to peer and adult mentors, and help youth develop greater connections to the community. Programming includes drop-sessions and structured classes.
Richmond Youth Services Agency (RYSA)	Offers a number of services and programs in Richmond including: counseling for children and youth in partnership with the Richmond School District and Richmond Health Services, the only youth centre in Richmond, after school programs, volunteer and leadership opportunities, fun activities and recreation, special events and celebrations, cultural awareness activities, health and wellness supports and an Aboriginal Centre that supports the needs of local Aboriginal children, youth and families.
Sea Island Community Association	Sea Island Community Association includes a licensed preschool, community hall, multipurpose room and lounge, to offer a variety of quality programs and services.
South Arm Community Association	South Arm Community Association's mission is to provide effective and enjoyable recreation and cultural opportunities for people to develop socially, emotionally, intellectually and physically.
Steveston Community Society	The Steveston Community Society is dedicated to maintaining a positive by providing cultural, social and recreational opportunities for all members of the community.
SUCCESS	Promotes the well being of Canadians and immigrants, and works to encourage their involvement in the community. Builds bridges, harvests diversity and fosters integration through the provision of social, educational and health services, business and community development, and advocacy.
Thompson Community Association	The Thompson Community Association is an active supporter of the community by providing social and recreational programs, events and healthy living opportunities to enhance the quality of life and promote active living for all.
Touchstone Family Association	Offers services focused on preserving and enhancing family relationships through a wide variety of professional services to the community. Touchstone's mission is strengthening the social health and independence of families and children through effective intervention and support services.
Volunteer Richmond	Aims to bring people and services together through providing information and encouraging volunteerism in the community. Runs LEADERSHIP NOW – skills development and preparation for youth.
West Richmond Community Association	West Richmond Community Association is committed to connecting with the diverse neighbourhood of West Richmond through childcare programs, special events, fitness programs, youth opportunities and adult and seniors activities.

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Appendix D: Richmond Youth Recreation Organizations

Basketball BC	Creates opportunities throughout British Columbia for the participation and development of players, coaches, and officials at all levels in the great game of basketball.
Batons West Twirling Club	Offers quality programs for people of all ages and genders. Programs combine dance and baton instruction with certified coaches and include: Recreation and pre-competitive program for the beginner twirler, competitive program for intermediate twirlers and the elite program, based on National and World Baton Federation requirements for competition.
Connaught Skating Club	Provides power skating for kids and adults, adult skating lessons, a synchronized skating team, and StarSkate/ Competitive for skaters who want to go a little further with their skating.
DCYBA	Promotes and supports the development of basketball programs for youth with developmental challenges. Open to young men age 13 to 25 years.
Dynamo Fencing Club	Provides membership and a range of lessons from experienced to beginning fencers in the pursuit of the sport of fencing.
Richmond Aquatic Services- Swimming Program for Special Needs	Offers the Red Cross Swim Program at Richmond aquatic facilities for children requiring special attention in the water who will benefit from these lessons. Volunteers are arranged for each participant upon request.
Richmond Badminton Club – Youth Development Program	The goal of the program is to introduce juniors (age 9-17) to the game of badminton and teaching them the basics of the game. For intermediate players, the volunteer coaches will emphasize on skills and tactics.
Richmond Baseball Association	Baseball programs for kids aged 4 through 17. Emphasis is placed on teaching youth the skills of baseball, team play, good sportsmanship and building the youth's self-confidence and self-esteem.
Richmond Boys Fastball Association	Minor league fastball association for boys age 4-18.
Richmond Cosom/Floor Hockey Association	Emphasizes fun, healthy competition, good sportsmanship and most importantly safety. Coordinates weekly games and practices, for ages 6-17 years.
Richmond Cricket Club	Richmond Cricket Club is a multicultural club, welcoming new members and encouraging juniors.
Richmond Curling Club	Offers a Junior League. The Club supports groups in a variety of ways, including providing meeting space, equipment and hosting fundraisers. Curling promotes fun and fitness and inclusion, builds social skills, keeps kids active and includes everyone's participation on the ice.
Richmond Dragonboat Center	Offers community-based dragon boat programs for all ages and abilities. Richmond Dragon Boat Centre is the official training centre and home of the annual Richmond Dragon Boat Festival.
Richmond Field Hockey Club	Promotes girls' field hockey in the local schools and many of their players have advanced to play high performance at Provincial and National level.
Richmond Girls Soccer Association	Delivering challenging soccer programs for girls 5 and up.

Richmond Girls Softball Association	Offers programs for girls and young women that range from beginners to competitive fastpitch. Players have the opportunity to remain in recreational softball or advance to high-level competition.
Richmond Gymnastics Association	Provides challenging gymnastics training programs in a safe and fun environment. Instructors are certified through the National Coaching Certification Program and provide professional training as well as character training for athletes to use in later years.
Richmond Kajaks Track and Field Club	A recreational and high performance level club based in Richmond. The club hosts a number of meets and races throughout the year, giving all athletes the opportunity to test themselves in competition, while raising the funds necessary to maintain a high level of coaching and support.
Richmond Kigoos Swim Club	A perennial competitive swim club that has made achievements at the regional and provincial level. The club is a member of the Fraser South Region under the British Columbia Swimming Association.
Richmond Kyokushinkaikan Karate Club	Offers classes for children (6 to 9 years old), juniors (10 to 15 years old), seniors (16 and over) and women. Over the years, the Club has trained hundreds of students at all levels. All belts issued are internationally recognized.
Richmond Lacrosse Association	Offers Minor League and Senior League Indoor Box Lacrosse programs and Outdoor Field Lacrosse programs.
Richmond Minor Hockey Association	Richmond Minor Hockey association is open to players of all ages and skill levels, building confidence by developing our players and coaches, while competing in a fun, safe and sportsmanlike environment.
Richmond Olympic Oval	The Oval offers an inspiring environment for all ages and skill levels to progress towards their own personal podiums.
Richmond Raiders Football (Richmond Minor Football League)	A volunteer supported league. Teams begin practicing in June and play a few exhibition match ups before the season starts in September. Includes teams in several divisions of the Vancouver Minor Football League (VMFL).
Richmond Rapids Swim Club	A swim club that swims out of Watermania Pool and Minoru Aquatic Centre. It offers swimming programs from the "learn to swim" program to the elite national and international performance level.
Richmond Ravens	Female Hockey Programs-provide players with a fun, safe and respectful environment in which to enjoy hockey and realize their potential.
Richmond Ringette Association	Ringette is the fastest game on ice and is played with a straight stick and a ring instead of a puck. It is designed for maximum participation with lots of passing and skating. Ringette is a no-contact sport and full gear is worn. Ages 5 and up.
Richmond Rockets	A short track speed skating club for the community of Richmond. Founded in 2006 with the aim to provide training, coaching and social facilities for skaters and their families, and to allow speed skaters of all ages to develop, compete and enjoy the sport.
Richmond Rod and Gun Club	A fishing and hunting club with strong interests in target shooting, including archery and air gun. Canadian firearms safety training course instruction is offered. Includes an Archery range with champion archers to teach and assist.

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Richmond Sockeyes Jr. Hockey Club Inc.	A Richmond-based Junior Hockey League, also a member of the Pacific International Junior Hockey League.
Richmond Sports Council	An organization of sports groups affiliated with the City of Richmond that functions as a liaison and advocate for sports.
Richmond Tennis Club	Aims to promote and foster the sport of tennis in Richmond.
Richmond Therapeutic Equestrian Society (RTES)	Provides the therapeutic benefits of horseback riding to people with disabilities. Reported benefits include improved balance and coordination, increased confidence and a sense of achievement.
Richmond Trailblazers Volkssport Walking Club	A club for people of all ages who enjoy walking. Routes normally cover distances of ten kilometers or more, held in all weather conditions. Events can also be cycling, swimming or cross-country skiing.
Richmond Volleyball Club-Air Attack Volleyball Club	Air Attack Volleyball Club is a non-profit, volunteer driven organization based in Richmond BC. The purpose of the club is to help young adults with life skills, to develop a sense of community and to become better people through volleyball.
Richmond Youth Basketball League (RYBL)	Offers developmentally appropriate basketball programs and leagues for children and youth. Promotes self-esteem, friendship and cooperation, venues for community contribution and leadership opportunity in Richmond, for youth at all skill levels.
Richmond Youth Dance Company	Performs throughout the year and presents a feature showcase in the spring. Company dancers attend multiple ballet classes each week and work with guest artists throughout the season. Admission into the company is by audition.
Richmond F.C.	Fosters, develops and governs the game of soccer among youth in the City of Richmond, developing a sportsmanlike attitude at all times.
Riverside Equestrian Center	Trains students from the beginner to national champions. Services provided by Riverside Equestrian Centre include; beginner to advanced riding lessons, horse sales, horse training, stabling, hosting competitions, clinics, and coaching competitive show jump athletes
Seafair Minor Hockey Association	Seafair Minor Hockey Association is a community based non-profit organization that provides a complete minor hockey program. Registration is open to all children and youth residing in Richmond.
Softball BC	Softball BC is the Official Governing Body of the sport in the Province of British Columbia. Richmond is part of District 6 and offers several programs for youth.
Special Olympics BC	Provides quality sports programs for intellectually challenged athletes. Offers year-round sport programs and competitive opportunities in a variety of sports. Volunteers and sponsors are always welcome.
SportAbility	Provides opportunities in sport for people with physical disabilities. Affiliated with the national organization, Canadian Cerebral Palsy Sports Association.

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Sport-Art Taekwondo Club	Promotes Taekwondo and trains youth to have a healthy body, self-confidence and good character.
Steveston Judo Club	Offers recreational and competitive level Judo classes for all ages and abilities. Instruction is available in English and Japanese.
Steveston Karate Club	Offers karate lessons to all skill levels, ages 6 and up.
Taoist Tai Chi Society	The gentle movements of Taoist Tai Chi convey the essence of this tradition to the modern world. The Society provides classes to discover a genuine path for health and tranquility.
Ultra Rhythmics	Rhythmic Gymnastics combines natural body movements set to music with the Rhythmic Gymnastics apparatus of balls, hoops, ribbons and more. Coaches are qualified in the sport of Rhythmic Gymnastics under the National Coaching Certification Program. Offers beginners to advanced levels for children and youth.

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COMMENTS RELATED TO THE YOUTH SERVICE PLAN "GUIDING
QUESTIONS"

*1) What are your overall thoughts or impressions regarding the Draft 2015-2020 Youth
Service Plan?*

(School District #38)

- the layout and chunking of the Draft Plan makes the information easy to access
- the graphic showing the 3 priority issues and 9 themes of actions is excellent
- the quotes, photos, charts, and graphics enhance the presentation of the content
- the Draft Plan is very comprehensive and provides multi-entry points to achieving the 3 goals

(West Richmond Community Association)

- The overall thoughts are good. It covers all the areas of youth involvement and talks about creating partnerships and looking at the needs of youth.

(East Richmond Community Association)

- All that commented said they liked the plan.
- _____stated that he was very pleased with the report. That it is an excellent document. It indicates that the City is way ahead of many other communities in addressing the needs of our youth. I would like to commend the City staff, especially people dealing with the youth for doing an excellent job in this regard. You can pass on my compliments to Kate and her team. Thanks _____

2) Does the Draft capture the priority issues for youth that need attention in Richmond over the next 6 years? Are there other priority issues that need attention?

(School District #38)

- The Draft Plan captures priority issues for youth and the 9 themes of action are appropriate and in some areas the actions require more specific details
- Furthermore, if the Plan was developed in collaboration with the School District, there might be more collective actions proposed. There is definitely a need to involve Youth in the design and implementation of actions.

(West Richmond Community Association)

- I think the priority issues are correct. Talking about programming needs for youth, getting input from youth on possible programs and increasing the rate of youth who are employed

(East Richmond Community Association)

- The draft does not discuss engaging youth with special needs (Autism, hearing impaired, and disabled) (Or did I miss reading that content)
- Several said the plan captures the priorities.
- The Draft Plan captures priority issues for youth and the 9 themes of action are appropriate and in some areas the actions require more specific details.

3) Does the Draft identify an appropriate range of proposed actions for the City to pursue over the next 6 years?

(West Richmond)

- Yes 13-18 years old is the primary age group for youth and the plan looks at factors that could affect youth over the next 6 years

(East Richmond)

- I liked the list of actions and expected outcome on pages 31 and 34-All that responded liked the list of actions.

4) Do you have specific comments regarding particular sections of the Draft?

(School District #38)

- If the Youth Service Plan "continues utilizing the Search Institute's 40 Developmental Assets framework which informs the philosophy of community service intentionally building Developmental Assets to assist healthy youth development," (page 1 of Draft Plan) what is the plan to support ongoing training of staff across partner groups?

(Hamilton Community Association)

- *Youth Trends:* I thought this section was a great way to highlight just how much the youth population of Richmond has changed and developed over the years. I do know that some of these surveys are out of date (up to 6 years old) but I realize that these studies do not happen very often which accounts for outdated stats. It would be interesting to see just how much the stats on Activity Participation change as we move into a more digital age. I also appreciated the inclusion of youth poverty and youth behaviors and health. I think reading about these trends is very eye opening, especially for people who are usually not exposed to mental health issues or poverty issues. Having the concrete facts and statistics

backing up these trends really solidified how much of an issue we do have with this in Richmond, something a lot of people (including myself) might not realize.

- The 9 Themes: I really like the layout and organization of the 9 included themes. I liked that the objective of the theme was included along with the current challenges and gaps. I think identification of the challenges really helps when trying to build programs and figure out solutions for youth issues in the community. I found all of the themes to be well thought out and they really did cover various different facets of youth programming. My favorite was definitely Youth Engagement, Leadership and Empowerment. I thought it had a powerful objective, and truly addressed a lot of the challenges that our Hamilton Youth committee does have when we are planning for youth.
- *The fun facts:* I really likes the inclusion of some of the smaller fact boxes throughout the plan. It was interesting to read small snippets about different programs running in Richmond, and youth's comments on programs. I also thought it was interesting to read stats about the youth such as the combined number of volunteer hours in Richmond for all youth! It really helped to break up some of the more dense material.
- *Bridging Services for Vulnerable Youth:* I thought this theme was extremely well communicated and organized. I liked that the "Achievements" section was very robust to really show how the city is addressing the challenge of access for vulnerable youth and celebrating successes. I also liked that the challenges section was also very in depth and truly broke down the various barriers that we need to keep in mind when designing programs. This entire theme was very well covered, and was a great read to learn about the resources in Richmond for vulnerable youth.

5) *Is there anything else you'd like to share?*

(District Staff, Board Standing Committees, School Administrators)

- Given that "public consultations with youth and community partners revealed that youth would like to have more youth friendly spaces available to them," (page 1 and 13 of Draft Plan) the School District is able to provide the space in our schools in the afterschool and evening times as long as there is City staff available to supervise the youth.
- The Richmond School District had limited involvement in the development of the 2015-2020 Youth Service Plan. We were involved in two meetings of the Project Reference Group to discuss how best to invite input from youth and community groups in order to identify key goal areas but we were not involved in the discussion of possible actions and implementation strategies.
- The Richmond School District values opportunities to collaborate with the City. As noted on page 47 of the Draft Plan, "implementation of the Plan will be the responsibility of the City, its partners, and range of other youth-servicing organizations. It is only through partnership that this Plan will be realized and that Richmond will be the 'best place in North America to raise children and youth.' If this is truly the intent and the partnership with the Richmond School District is a prized one, then the School District would have appreciated the opportunity to meet with City Staff prior to the preparation of the 2015-2020 Youth Service Plan to discuss and develop common actions to activate in order to achieve the three goals of the Plan.

- We support the goal of the Youth Service Plan "to create an environment that generates for Richmond's youth to have a safe and healthy journey into adulthood." Having a comprehensive six-year Plan to strategically address Richmond's Youth Services priorities to support and serve Richmond youth is proactive and strategic.

(East Richmond Community Association)

- Improved access to transportation would be beneficial for youth to attend programs not offered in their community.
- More affordable programs
- Would like to see the partnership grow. More details on working with the schools in the community
- More programs with an emphasis on nature
- More programming on life skills and common sense
- There was one thing that came to mind, regarding kids who would have some mental & stress related issues, and that identifying them is really difficult, and sometimes it can be too late before a proper diagnosis can be made. The only ones who would be the first to notice initial indicators, might be the peers, and immediate friends so thinking on those lines, can the city have a confidential phone line or a Voice box where, someone can gather that info & direct it to the proper school authority or parents not sure about the logistics end of things here. Some suggested signs would be missing school, not showing interest in any activity/play, not sharing thoughts, failing grades, not talking too much, always glum am sure Kate could add a lot to it.
- Sometimes these individual signs are just the norm with kids, but cumulatively they can be something major.
- The draft is really long and some of the content seemed repetitive. Needs to be more reader friendly.

(Thompson Community Association)
- Could the term "poverty" be changed to "low income" when talking about youth and their families?
- Was social media utilized effectively when collecting input from youth on the plan?
- Was there enough parent and care giver involvement in the plan? School involvement? Transportation / Accessibility should be a priority (Noted under theme 4 Youth Program Development and Delivery - 4.7 on pg 34). Pick-ups scheduled from complexes, etc. to the community centers or events.
- The plan was really well put together and I liked that inclusiveness in such a diverse city will be a goal for the years ahead.
- The Draft does capture the priority issues of youth, and there are no other priority issues that immediately come to mind, and the range of proposed actions is appropriate.
- Here are some thoughts that came to mind while reading through the plan.

Youth assets

- Creating familiarity with assets framework
- Are there staff training procedures in place? Should we research our own opportunities or will the city be putting on a conference or Pro D opportunities?
- Mentorship opportunities for youth seem to be welcome from speaking with youth
  - Youth to youth mentorship programs
  - Programs such as teach a senior to use a phone or tablet have had good feedback
- Youth network meetings seemed like a great resource; can we collaborate on projects or initiatives to focus on similar goals? For example specific goals and outcomes of the youth plan
- Marketing; will partners/stakeholders be on board with creating consistent advertising for youth

Expanding opportunities

- Youth want to have meaningful volunteer experiences, not just set up tables
  - Maybe youth need to be trusted more by the organization utilizing their services; can we assist in educating these organizations?
  - provide programming to ready youth for volunteering
- YDC's can coordinate with the volunteer Coordinator at their facility to find suitable placements for youth to volunteer.
  - This can get youth familiar with the community centre and YDC can build relationship with youth by being present during recruiting process and at event or program with the youth
- Physical Activity
  - Participation is down, how do we increase this?
  - Grants and funding for programs and events
  - More partnerships or coordination between YDC and arenas/aquatics?
  - More partnerships/coordination with sporting community and organizations
  - Can we assist in subsidizing community sports? Or provide education and assistance to families on how to access subsidized sporting opportunities
- Youth spaces
  - Is there funding assistance to enhance youth spaces, should we ask our boards for extra funds for improvements?

Quality of services

- Creating ways to assess program standards is a good initiative to assist us to provide quality programming in the future through data collection.
- What are the best ways to do this? Are there more innovative approaches rather than surveys that the youth can connect with?
- The youth centered marketing approach is a great initiative. Creating a youth marketing or promotions programs that youth create ads and ways to market programs that would best reach out to youth. This could be a program for the media lab
- What does the marketing and education plan look like? I like this idea any chance for Pro D that we can get out of this is a huge asset

Barriers
- Transportation
  - What are ways we can provide equitable access to our programs
  - Can we acquire bus passes and provide them to families to prove a need?
- Bridging services for vulnerable youth
  - Develop ways to understand who these youth are and how to connect with them and their families. Is this through information sharing with stakeholders and other youth service agencies?

Questions
- What areas of the plan will be most difficult to achieve?
- Which areas of the plan seem least sustainable?
- How are we evaluated on our delivery of this plan
  - Work plans
  - Goals/objectives
- What role does each association play in ensuing we are following the plan or that the plan is being utilized in our programming
- To achieve the goals in the plan, and to create programs, will there be assistance in acquiring funding/grants?

(West Richmond)

- The only thing I would like to add is having a larger section on the social aspect. The plan lists "youth need more places to hangout" on page 13. I think youth have structure in school, with work, and extracurricular activities and they need more opportunities where they are able to hangout. By having programs that only benefit some youth, there are more youth that are abandoned and have no place to go. At West, I constantly have youth during their spare blocks, during lunch time and after school. By having structured programs, only certain youth will be permitted to stay. Instead having the games room open for youth to study, sit around and talk, play ping pong and pool and play video games, more youth are able to stay and participate in the various programs

(Hamilton Community Association)

- The 40 developmental assets: When we were putting together the youth committee in Hamilton, our guiding principles were all based on the 40 developmental assets. I thought it was a great idea to not only use this as a foundation for the youth service plan, but also to include it in the document so everyone is able to read it. I found them extremely useful, and they were a great starting point when we were discussing what youth programming we needed in Hamilton.
- Overall, I found the entire youth services plan a very informative and interesting read for anyone working in youth programming! I definitely know that at Hamilton we are looking to see which themes would best suit our center and will be working to integrate these themes into our youth programming moving forward. I also did find it very helpful to find out about different programs and resources available throughout Richmond.

(<u>Steveston Community Society</u>)

- It's a great plan! It reflects on many of my thoughts about bridging the gaps for vulnerable youth and the importance of connecting them to services.
- I am happy to see that there is a plan for better connecting with youth via social media (hopefully we can get something like an app or maybe even a website!)
- Great to add actual quotes from youth, helps validate what we already do
- 4.6's title reads funny to me. You get it after reading the description but it almost seems like youth have issues with Richmond's Plans and Strategies
- The only other thing I would say is maybe jazz up some of the sections that may be a bit plan, it's just a lot of reading (maybe that's just me, I still like pictures in my books)

(<u>South Arm Community Association</u>)

- I don't have the draft in front of me but my thoughts at the time were that the strategy on how to engage the hard to reach youth and/or at risk youth was not clear. I think we are pretty good at engaging the 'keeners' but how do we get all the rest of them in here? This has been a challenge for us (and I'm guessing all the centres) for some time and I'm wondering what new strategies have been developed that specifically address this.
- I personally like all the work you've done on this and am impressed with the direction we are headed, good good!
- I think my main concern before moving forward is making sure that there are supports available to execute some of these things. For example:
- Removing language as a barrier this may require translators for promotions, notices to parents, etc.
- Mental health/vulnerable populations/adapted fitness plans and training/resources on how to work with this group.
- Standardized programming across all centres (ideally with room for flexibility that is population-determined).

(<u>Richmond Sports Council</u>)

- Learning: We have had limited success providing any structure to the 13-18yr old group. Overall we need to learn more about what they want.
- Richmond Youth Media Program: Over the past year we have developed a "Sport Broadcasting" camp, and a Skateboarding/BMX Camp both of which we target as being media rich. In addition we have some ongoing projects that may really spark interest for these participants.
- Richmond Youth Dance: We always like to have a up-to-date contact list of potential event entertainment.
- Life and Leadership Program: Career development, certifications, and high school credit. Most likely we are working with a similar demographic.

<u>(City Centre Community Association)</u>

- I think this report was not an easy read and could have been condensed
- It was disappointing to learn that the consultation only occurred in English. I feel that was very short-sighted of the city and calls into question the validity of the report.
- A lot of jargon in the report that "laypeople" would not understand (e.g. low asset)
- The pre-teen population is not addressed and needs to be; some pre-teens act like youth and others act more like children
- How does the City plan to introduce services and outreach to youth of different cultural background, and how does the City plan to address the language barrier for youth with limited English skills?
- How does the plan address the culture gap (e.g. international students vs. new immigrants vs. long term Canadians, etc.)?
    - this is more than just language, it's a cultural barrier
    - different cultural groups don't talk to each other (e.g. Taiwanenese vs. Hong Kong-ese vs. Mainland Chinese)
- There was no consultation or focus groups conducted in a language other than English
- How can the plan tie in with our community? We need sub-area plans like Social Planning uses
- The definition of vulnerability is not clear; perhaps a Glossary of Terms is needed
- City Centre needs to be addressed differently as it's very unique based on past City of Richmond analysis; it has exceptional needs compared to the rest of Richmond, eg:
    - Many low-income residents
    - Many single parent households
    - Many households which move around (within City Centre and across the Lower Mainland) each year
    - Transient flows of people through neighbourhoods daily
    - Massive ongoing changes to residents populations and demographics

School District #38 Comments related to the Youth Service Plan Framework

Goal #1: Building Youth Assets Through Engagements and Partnerships

Theme 1: Youth Asset Development

(District Staff, Board Standing Committees, School Administrators)

- Youth needs to be more aware of the actions proposed in this report so they need to be involved in its implementation.
- The more we get involved, the easier it will be to ensure that youth understands what the developmental assets are and how to develop them in ourselves.
- This involves training youth leaders so they can support other youth in the community as well as in the schools.
- The goal is to get involvement of students, parents, and teachers.
- To support youth and parents, use social media.
- Nothing will change in 6 years unless there is a strong plan that involves youth in the development.
- Positive actions equate to positive reinforcement with good outcomes.

(TABLE 38 Student Leaders)

- Completely agree with the goal; engaging students in meaningful work does build self-confidence, self-esteem and helps students develop a whole list of skills helpful in school and in everyday life.
- The theme of actions is also very good. It talks about making everyone community partners and youth aware of the asset development that occurs with community service.
- The document states that the staff is trained in asset development. Students who volunteer in many capacities at the community centre grow in confidence as a result of these volunteer opportunities.
- Incorporating the Developmental Asset language and philosophy into all City and Community Association youth marketing and communication tools will increase awareness.
- Educating parents, youth and the community will increase awareness
- Educating City staff in the development of assets and expanding the Youth Services Team will increase awareness.
- Establishing an asset based Leadership Group and coordinating advanced asset development within the Community Services and other youth serving agencies are great ideas.
- The youth asset development theme is an important component to consider in developing and guiding policy and programs for youth in Richmond.

- The City of Richmond pursued this vigorously in partnership with the Richmond School District, and RCMP about 7-8 years ago. There was a huge campaign where posters were created and put up, pins produced, city youth workers highlighting and promoting the theme, etc.

Suggestions/Questions

- Need to be more specific in whom the community services will be working with to increase the awareness of Developmental Assets
- However investment and communication in this area of developmental assets seemed to wane after the first few years.
- To sustain the interest and to continue to highlight the importance of this framework, there needs to be an emphasis on educating all interest groups youth, parents, city staff working with youth
- Considering youth spend a majority of their day in schools, schools should be consulted and included. Ten years ago when the city mobilized its campaign to highlight developmental assets, the responsibility seemed to fall on individual/small group to champion this theme. With employee turnover in the city, it is difficult to keep a campaign like this going unless there is a network of individuals working to promote and develop this project. The proposed plan seems to invest a lot of energy and resources to bringing youth asset development to the forefront with an emphasis on educating and training. Wondering if an equal if not greater amount of energy and resources will be used to sustain this theme? It is important for the city to clearly articulate what specifically they will do to work on sustaining this framework.
- Students and newer administrators are unaware of the concepts of the Developmental Assets. How will the City take the lead to ensure that community partners are once again involved in the design and implementation of the Developmental Assets Training?
- How can youth be involved in supporting the implementation of Developmental Assets training?
- What are the Developmental Assets and how will we learn more about this? At school? In the Community?

Theme 2: Youth Engagement, Leadership, and Empowerment

(District Staff, Board Standing Committees, School Administrators)

- Great goal volunteerism and empowerment: Most of the projects and ideas do not need a lot of volunteers when you compare it to the overall population of Richmond youth.
- This is only for a small group of youth. Although universities are seeking youth with volunteerism, this is often accomplished in the school.
- The goal and the theme are relevant. The actions and expectations do capture the priority issues for youth in Richmond.

(TABLE 38 Student Leaders)

- The goal and the theme are good because it is necessary to the building of character.
- Good that students are gaining experience from volunteering and have opportunities to helps in decision-making.
- Learning compassion and multiculturalism through leadership will help to improve Richmond.
- Youth need experiences in order to thrive. All skills are important life skills that will be beneficial later in life.
- The proposed actions bring unity to Richmond.
- All in all, the actions are good and will improve Richmond lifestyle through youth engagement and leadership; the actions improve the lives of kids and the public, and helps kids get out of trouble, which produces a safer Richmond.

Suggestions/Questions

- The proposed actions are comprehensive, but not sure if all is attainable in six years. Maybe should set some milestone markers within the six years and check to see if it is nearing expected outcomes.
- In the Action and Expected Outcomes, it would be nice to have concrete examples of what has been done.
- The actions seem more like broad goals and are difficult to see without more details on how this will be achieved.
- The actions seem quite vague, almost like a goal to create more opportunities.
- Building volunteer opportunities are great. How will this be done? What is the role of the school? How can this be communicated to youth?
- The actions are vague. Wondering if the City will involve schools in some way for the action items.
- Wondering what the plan will be to engage a representation of all types of youth, many of the opportunities suggested in the action plan already attract very capable and informed youth.
- How will the actions be realized?
- How will youth be chosen to be on planning committees?
- How are volunteer opportunities presented to youth?
- How can the community access youth to present these opportunities?
- What are the asset building opportunities for youth?

Theme 3: Collaboration with Community Partners

(District Staff, Board Standing Committees, School Administrators)

- In the past, we have worked in collaboration with the City in planning the Richmond Student Leadership Conference. This was a very successful partnership. Would love to see this happen with a Youth Forum in Richmond with the City taking the lead.

(TABLE Student Leaders)

- The goal and theme are very important because you would want to connect your school with your community and prepare students for the "outside world" with opportunities.
- City of Richmond is doing a good job. The RSYVA and AA are examples of student-based organizations that we should be more aware of.

Suggestions/Questions

- It seems evident on all levels of interaction with youth at home and in the community that the common starting point for initiatives and action should be our public schools. Youth drug addiction, counseling, police interventions, mental health, and social-emotional development among others should evolve out of a partnership with our schools and between the many service agencies. At present, this is not the case. These agencies support us when called upon and if they have the resources to do so, but there is no comprehensive plan in place. The quality of the individuals and programs within these agencies has created many success stories, but there are still too many that fall through the cracks.
- It is a concern that the Richmond School District is relegated the position of community partners along with numerous other organizations. The School District should be considered co-partners given that the District enrolls about 11,000 youth and in this report youth "is defined as young people between 13 and 18 years of age." We have the youth of Richmond for approximately 1/3 of the day, parents/home another third of the day, and the community can influence youth for a third of the day. Furthermore, many of the developmental assets are developed at school. The School District should have huge input and we should be working in partnership and our services complementing each other.
- How might the Richmond School District collaborate with the City to support the 2015-2020 Youth Service Plan?
- How might youth take a leadership role in supporting the City in its implementation of the Plan?
- How is the City working with our schools to enhance youth development?
- How can youth participate in the organization of the Richmond Youth Forum?
- What can the City and our Schools collaborate on to engage more youth?

Goal #2: Expanding Opportunities for Youth

Theme 4: Youth Program Development and Delivery
(District Staff, Board Standing Committees, School Administrators)

- The themes set out in this section are relevant and should be given thoughtful consideration in this review.

(TABLE 38 Leadership Students)

- The goal and theme about developing programs available to youth to enhance healthy lifestyles is important
- It is better to be proactive rather than reactive and this needs to start early to lead to healthier lifestyle, which involves both parents and kids.
- Low cost programs are a good idea; good that they're targeting specific age groups, and that they are including transportation options.
- Everyone is important and shouldn't be neglected
- How can youth be involved in setting up programs to engage other youth activity each day instead of spending excess time online?
- I think there are a great many options for youth in this city, but the coordination and evolution of these opportunities requires much more inter-agency coordination and collaboration.
- First and foremost we need a much more comprehensive and collaborative relationship between the City and Richmond School District. There should also be significant coordination between the many agencies that support youth. This probably occurs on some level, but much of the service seems in isolation from other agencies or initiatives. Services offered via City programming should have a more direct link to what we do in schools and the programs should support each end and work in synergy rather than simply plugging holes and gaps at the end of the school day. Programs and services should be integrated into the school day and the school integrated into the community beyond 3 PM. Information should be share about who, when, and where our students are accessing the programs and for what purpose. Facilities should be shared and be viewed as integrated units rather than isolated entities. This has been on the table for some time and done at Cambie, Burnett, etc.
- There are a great many options for youth in this city, but the coordination and evolution of these opportunities requires much more inter-agency coordination and collaboration.
- It is important to communicate the importance (of physical activity) to parents as well as youth. As accessibility is an issue (4.9 transit etc.) many kids need to rely on their parents for transportation. If the parents think it is important they may be more likely to take them. Also parents need to understand that some of the programs or opportunities that Richmond is providing for kids is as important as studying and homework.

- When opportunities come into the school then students make the connection with the youth leaders and may then pursue these experiences out of the school. These connections have not been common.
- The actions identified seem more like objectives or perhaps they are a bit vague. Some seek to identify but not much action. We can identify the transportation or accessibility problems, but then what actions will be taken to correct, expand, create, etc.?
- When it is written that there will be support for the Richmond Sports community, how is the City going to do this?
- How might youth actively participate in providing ongoing input to ensure appropriate program development and delivery
- How might youth be involved in supporting youth health and wellness
- Would also like to see the City provide more funding through KidSports to help youth participate in costs associated with playing sports. Give out more passes to recreational facilities in Richmond to schools. Offer a free week of use or a substantial discount during Youth Week focus on physical literacy.
- How do youth help to engage and educate parents about programs available?
- How do provide transportation to students to take them home after activities are done?
- Can there be more activities organized by the community and held in our schools?

Theme 5: Bridging Services to Vulnerable Youth

(District Staff, Board Standing Committees, School Administrators)

- Connecting all youth, including vulnerable youth, with community support services available to them is a good goal. No question that vulnerable youth need to have opportunities to make positive connections to the community.

(TABLE 38 Student Leaders)

- It is important to find ways to ensure that vulnerable youth are supported so they feel more comfortable, involved, and open to using services and resources.
- This requires creating a welcoming environment.
- Find ways to create relationships or connections with people
- Focus on creating and encouraging diversity to increase the happiness of everyone.
- Yes, the actions and expectations do capture the priority issues for youth in Richmond.
- The proposed actions are appropriate and they are taking the right steps.
- One long term plan is a good starting point.
- Qualitative feedback forms should be issued to gain better insights into how well we are doing to bridge services to vulnerable youth.

Suggestions/Questions

- How can TABLE 38 student leaders help to identify the barriers to existing opportunities for vulnerable youth?
- How can youth be included in designing activities to eliminate bullying?
- How can youth help the City engage parents of vulnerable youth?
- How can schools and the RCMP help the City with programs to build respectful relationships?
- If positive identity and social competencies are identified internal assets that are included in this part of the program, are youth who are marginalized/made vulnerable through inappropriate use of social media included within this plan?
- Bullying is identified as a challenge in the subheading, but there doesn't appear to be a reference to the impact of bullying through social media in the description. This continues to be an issue for school aged youth.
- There is no question that plans to connect youth with the community and the supports available to them should be ongoing.
- Budgetary limitations notwithstanding, it seems like there is a need for more community support for youth in the short term.
- Activities and options geared at breaking down cultural barriers need to be culturally neutral so that integration happens as a byproduct rather than a specific goal. Isolated, ethnically targeted activities will not break down the barriers; they will enhance the differences.
- Greatest concern with services to vulnerable youth is for our mental health supports. They are too fragmented, without leadership committed to inter---agency collaboration and support. Too many hoops to jump through and not enough integration between Coastal health, City services, community programs and school supports. We lose too many youth to drugs, depression, and crime because these agencies do not work in a comprehensive way to tackle the issues we see in our schools.
- 5.2 and 5.3 state the goals of improving access to and information about existing programs and opportunities for vulnerable youth and enhancing services for youth taking 2 to 4 years, are there ways to make a more immediate impact?
- There will always be a need for services for at---risk or vulnerable youth, but students with mental health issues (including autism) currently have very few options for safe places to 'hang out'.
- The Supporting Families Affected With Parental Mental Illness & Addiction is an excellent model for marginalized children and seems to be one that could be used to base supports for children and youth affected with mental illness. Added to that, activities for the parents of these children and youth would be beneficial (actually the opposite of the Supporting Families model).
- There is also merit in models where high functioning youth lead activities (under supervision) for other youth or children who are not able to access regular programs. This has potential to be a shared city/school district initiative where students who need volunteer hours can meet those requirements through community programs for vulnerable children and youth (i.e. with mental health issues).Wondering if one of the

barriers/challenges that's not specifically addressed in this part of the document are ways to address/change the perceived stigmas that exist among youth and some families with respect to accessing community support services (e.g. RASS). How might the Roving Leaders Program help with this?

- Are there plans for community supports with respect to responsible online citizenry and for those youth made vulnerable by misuse of social media?
- Some questions that need to be answered when talking about vulnerable youth include: How is the city going to answer when talking about vulnerable youth? How is the city going to find these students? Can agencies recommend programs for these youth that the city is running to help them get more connected? Any thought of doing a program with the Rick Hansen Foundation to educate youth about people with disabilities? How might the City connect with school counselors about what programs are out there for low---income families? How might the City connect with the Cedars program at Palmer and the LAND program at Richmond High to connect students with community programs? How might the City work with the Richmond Chinese Community Society to offer programs for students whose English skills are weak?

Theme 6: Safe and Social Space for Youth

(District Staff, Board Standing Committees, School Administrators)

- The spaces and structures we have in Richmond are quite good. Lots of Community Centre, Skate Parks, Libraries and other public venues for kids to gather.
- We already offer a great many social spaces for youth and create safe spaces for the most part in our schools.
- Offering youth spaces to hold meetings or events where normally adults are would give them more exposure and visibility in the community.
- It is a great idea to have spaces at the City Hall or even at the new Seniors Centre at Minoru.

(TABLE 38 Student Leaders)

- It is great to have places for youth to go and be safe.
- It is important to have safe and social spaces in school and in the community.
- Safe places allow youth relieve stress.
- It is a great way to allow youth to grow and mature and to become independent.
- Need to reassure parents that their kids are safe.
- Yes, the actions and expectations do capture the priority issues for youth in Richmond.
- The actions encourage youth to do safe activities rather than doing illegal activities. However, these actions and expectations increase youth procrastination and make them depend on the government rather than parents.
- The proposed actions may die down and become a low priority over time if more social spaces are provided for youth to socialize and be safe.

- It would still be appropriate for the City to pursue this goal because it's good for youth to have structured activities and well as good community spaces.
- Good idea to help make participants feel enjoyment when in these spaces because if they are not structured, people may lose interest.

Suggestions/Questions

- May be interesting to see a Social house (like a coffee house) just for kids to gather and socialize and work on the Internet etc. (may be more popular than the library).
- McNair Secondary could certainly benefit from a Community Centre nearby. South Arm is close, but every time McNair students go there, they feel like they are trespassing on McRoberts territory.
- In the spaces that already exist, it would be good to have opportunities for more leadership and role modeling. In most cases, it is okay, but in some spaces like the skate park on River Road, the students are left too much on their own and some poor decision---making and behavior makes the spaces less inhabitable for some students who are bothered by what they see. A supervisory adult or perhaps a roving leader or another young adult acting as a leader would provide opportunities to be positive role models as well as time to get to know the kids. Unsupervised spaces may result in kids using them inappropriately.
- Night Shift and similar programs are great, but not if youth are allowed to commit crime, intimidate and harass and operate beyond reasonable hours without a more comprehensive strategy for change. It might be effective if administrators and youth leaders at any of the community centers meet to discuss Night Shift attendees to share specific data in order to have a comprehensive plan for the youth that use those spaces.
- It is one thing to provide youth with place to go and hang out. If some transportation were provided to get them there and home, maybe more youth would come.
- How might youth be involved in designing these youth---friendly spaces?
- How can youth work with the City to design and setup some of these spaces?

Goal #3: Improving Quality of Youth Services

Theme 7: Moving Towards Standards

(District Staff, Board Standing Committees, School Administrators)

- There is a definite benefit to having training standards for staff. As mentioned in the document, standardized training would allow for staff to be able to move from facility to facility if needed without jeopardizing quality of programs. It would also ensure equitable programs from facility to facility, regardless of who the staff was.
- The proposed actions as written are appropriate for the City to pursue, as the actions appear to address the challenges. The expected outcomes then match the overall goal. The timeframe seems manageable as well.
- The timeframe listed for the Challenge: Program & Service Standards is ongoing. This is extremely important as the needs of our youth are not static and require that programs and services reflect the regularly changing needs of our youth.

- Youth Services are the responsibility of the City of Richmond and 8 different Community Associations, thus it is a good idea to develop some standards for consistency in programming and services as well as training for staff. However, it would be important to allow local associations to still create some programming that may meet the specific needs of their local communities/neighborhoods.
- Developing a consistent approach for programming and professional standards for staff are good ideas. It will take effective staff development and internal leadership to sustain and bring to life.

(TABLE 38 Student Leaders)

- Good idea as there is a goal ensure that here is quality of programs and services.
- Youth deserve the best standards and quality of programs and services.
- Yes, the actions and expectations capture the priority issues for youth in Richmond.
- Youth need to be supported by good people who are kind and curious.
- It is important to have quality staff throughout the City so that they can support the different youth.

Suggestions/Questions

- Although there is standardization of training, the needs/wants of different corners of the city are still considered as unique and it would be important that the programs being offered throughout the different city facilities reflect the interests of the immediate community.
- One of the priority issues for youth in Richmond over the next several years will be access to community programs. Although standardization will enable those working with youth to be able to utilize the same standardized skill set, the skill set will need to be diverse to meet the needs of our ever increasing diversity of today's youth.
- Establishing "standards" for service and staff training and publishing them in a binder or on posters is the easy part. The ongoing challenge will be to support staff with ongoing learning/development to make the standards evident and visible in all services and staff practices.
- Theme 7 is also concerned with attracting and keeping quality staff, as a key to ensuring standards is maintained longer term. To keep good staff working in Youth Services as a career, the pay and benefits need to be attractive enough for good people to stay in the role beyond their teens and 20s.
- It is so important that we have quality people who work with our youth. Keep the standards high as well as the staff you recruit. It is also important that you continually give professional development to your current staff. Salaries need to be competitive to get great staff.
- A key consideration for the City of Richmond Youth Services Plan is the changing demographics in Richmond. How have and will youth services continue to adapt to meet the changing language and cultural needs of Richmond's youth?
- How will youth be invited to provide ongoing input into determining "what are essential attributes of an engaging and valuable community service program?"
- If the Developmental Assets are so important, how will the City train their staff?

- How can youth be part of the design of quality training of city employees who work with youth in the community centres?

Theme 8: Marketing and Communication

(District Staff, Board Standing Committees, School Administrators)

- Both the theme and objective seem logical and sound.
- The goals and theme is on point and trying to find better and more effective ways to communicate programs and services to youth is necessary and important over the next 6 years.

(TABLE 38 Student Leaders)

- Need more marketing and communication to get the word out about the programs and services offered by the City.
- In schools, information is always communicated to the same group of students who find out about opportunities. • It is hard to get involved when some students have no experience or connections to city programs and services.
- To completely get the message out, word of mouth is needed to maximize the message, especially at school.
- The proposed actions are not appropriate because they should plan more opportunities that are simpler as not all schools interact with each other.
- Every student council member should be a Youth Promotion Ambassador.

Suggestions/Questions
- Not sure this particular theme does capture the priority issues for youth in Richmond over the next six years. Hard to imagine what the next six years will bring; it does appear to be an appropriate starting place.
- There was no mention of what role schools and/or the district play in this plan. It was briefly mentioned under the "Achievements" section that presentations were held at schools and PAC meetings, but aside from this, what are schools and/or the district roles, or at least the possibility of a partnership is not mentioned at all.
- Promoting materials through school presentations and at PAC only reach a limited audience most often. Schools are sometimes inundated with promotional material as they became available (often via email) and so it becomes difficult to remember what services are available. It would be good if there was a central location (e.g. website, twitter feed) where information could be found that collates services in many areas for not only youth to access, but also parents and district staff (such as counselors and Admin). A central location for information for a variety of services/programs would help "get the word out" about what is being offered in the community, when they need it.
- Communication through social media seems to be the best way to inform youth about programs and support. Going to all the schools (not only the ones who are connected to a community center) is also a good way to see students and let them know about

opportunities available to them. Connecting with school administrators and counselors would also help. Going to T.A.B.L.E. 38 meeting would also be a good way to connect with schools.

- How will youth be actively involved in providing valuable input into "how best to market" community services and programs
- How can schools help to promote the City's programs, services, and facilities?
- How can youth help to promote community events and opportunities?

Theme 9: Tracking the Progress and Reporting to Community

(District Staff, Board Standing Committees, School Administrators)

- This theme speaks to accountability, so it's definitely a necessary, and important part of the overall service plan. For credibility and integrity, a process for "reporting to community" is necessary.
- The priority issues for youth in Richmond over the next 6 years are captured under this theme.
- Actions and expectations are reasonable.
- Yes, the proposed actions are appropriate for the City to pursue over the next six years."

(TABLE 38 Student Leaders)

- It is good that City is interested in having more youth involvement in their programs.
- Short term goal is too short and can start to see a change, but not fully.
- The actions and expectations capture the priority issues for youth in Richmond and we are heading in the right direction.
- It is important to measure the effectiveness of the strategies used by the City to engage youth.

Suggestions/Questions
- How do you go about go about determining what is success?
- There are at least 11,000 students who attend secondary schools. How many participate in community activities once a week? Once a month?
- How many students were involved in the development of the actions for the Youth Service Plan?
- How many students have seen this Draft Plan and been invited to provide feedback? Should there be a focus group that is reviewing this in detail?
- How can youth help to track the progress of these community programs and services?