

STRATEGY TO ENGAGE YOUTH IN SAN FRANCISCO PLANNING



**CENTER FOR
CITIES+SCHOOLS**
UNIVERSITY OF CALIFORNIA BERKELEY

Victor Phu & Michael Lau

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INTRODUCTION

PROBLEM STATEMENT

Population Density and Share of Households that are Families with Children < 19 in Large Cities Nationwide

	Population Density per Square Mile	Total Households	% of Households that are Families with Children
Los Angeles, CA	8,092	1,318,168	33.4%
Milwaukee, WI	6,190	230,221	33.4%
New York, NY	27,016	3,109,784	30.5%
Chicago, IL	11,844	1,045,560	29.6%
Baltimore, MD	7,676	249,903	27.9%
Denver, CO	3,915	263,107	24.7%
Portland, OR	4,347	248,546	24.5%
Minneapolis, MN	7,085	163,540	23.3%
Boston, MA	12,787	252,699	22.9%
Washington, DC	9,864	266,707	20.4%
Seattle, WA	7,255	283,510	19.2%
San Francisco, CA	17,169	345,811	18.0%

Population Density and Share of Households that are Families with Children < 19 in the Bay Area³

	Population Density per Square Mile	Total Households	% of Households that are Families with Children
Santa Clara	5,256	604,204	38.4%
Solano	476	141,758	38.1%
Contra Costa	1,300	375,364	37.3%
Alameda	2,048	545,138	34.6%
San Mateo	8,014	257,837	34.1%
Napa	165	48,876	33.8%
Sonoma	270	185,825	30.9%
Marin	476	103,210	29.0%
San Francisco	17,169	345,811	18.0%

San Francisco also has the least children of any Bay Area county by a significant margin.

Source: http://default.sfplanning.org/plans-and-programs/planning-for-the-city/family-friendly-city/Housing_for_Families_with_Children_Summary-011017.pdf

In order to retain San Francisco's population of children, the San Francisco (SF) Planning Department must educate, engage, and incorporate youth in their planning initiatives to develop a child and family friendly city. San Francisco's population of children has remained stagnant for the last 15+ years because families tend to leave the city once

their children reach school age¹. In comparison to the 12 largest cities in the United States and Bay Area counties, San Francisco has the lowest percentage (18%) of family households with children. Ultimately, maintaining families and children of all economic levels and racial demographics in San Francisco is difficult and includes multiple challenges, including, public safety, high quality schools, job opportunities, and affordable housing. This memo will specifically analyze San Francisco Planning Department's current Family Friendly City initiative, which seeks to develop an effective family and youth engagement process to meet the needs of all families in San Francisco. Given the intentional educational experience, children are natural planners that understand their neighborhoods and can provide meaningful feedback for SF Planning. Using Y-PLAN (Youth – Plan, Learn, Act, Now) and Balboa High School as a case study, we will explore opportunities to improve SF Planning's Family Friendly City initiative.

BACKGROUND OF SF PLANNING & Y-PLAN

The SF Planning Department is the City agency that facilitates the process of land use and building form decisions. They work with residents, businesses, and community leaders to decide where different kinds of businesses, institutions, or housing are located and their exterior design. Starting in March 2016, the SF Planning Department initiated their Family Friendly City Initiative to identify strategies and opportunities to make the

¹http://default.sfplanning.org/plans-and-programs/planning-for-the-city/family-friendly-city/Housing_for_Families_with_Children_Summary-011017.pdf

development of San Francisco more child and family friendly. These strategies included increasing family housing, child care facilities, safe routes to school, bike and pedestrian improvements, and public space enhancements.

The SF Planning Department is partnering with UC Berkeley's Center for Cities and School to implement Y-PLAN (Youth – Plan, Learn, Act, Now)--an educational strategy that empowers young people to tackle real-world problems in their communities through project-based civic learning experiences. Y-PLAN will educate Balboa High School students on the importance of public transportation, housing, and public space, by conducting community research on their local neighborhoods. Through project-based civic learning experiences, students will tackle real-world problems in their communities to propose recommendations to make city planning and development more family and child friendly.

The Y-PLAN fits into San Francisco Planning Department's larger mission of public outreach and engagement by building positive working-relationships and responding to the changing needs of its diversity of students and families. Observing Y-PLAN and Balboa High School as a case study in its pilot implementation, this report will answer the following questions:

- I. How might we individualize San Francisco's school engagement to meet the goals of the SF Planning Department's Child and Family Friendly City Initiative?
- II. How might we enhance the community engagement process and experience for students, families, and SF Planning Department in the following years of implementation?

- III. How might the SF Planning Department utilize the findings and recommendations from the case study?

WHAT IS Y-PLAN?

Y-PLAN is not only intended to engage schools and young people in city planning projects, but also foster learning experiences for all participants including SF Planners. It is a reciprocal strategy that builds the capacity of young people to effectively contribute youth-driven data and insights, while encouraging civic leaders to value and use youth insight to create more effective policies and healthier communities. Y-PLAN attempts to change the way professionals and civic leaders think by viewing young people as legitimate community contributors by challenging their assumptions and beliefs of young people. Moreover, it attempts to change the process of city planning and policy making by catalyzing a cross-sector collaboration strategy that is sustained, informed, and solution-oriented. Lastly, Y-PLAN changes the way that cities are planned, designed, and built because youth-driven data and insights are critical to community issues and pushes the agenda in policy discussion.

Y-PLAN provides a 5 step module that includes a series of student activities and lessons that students will learn and accomplish:



Source: <https://y-plan.berkeley.edu/diy>

In regards to student outcomes, Y-PLAN attempts to connect and apply what they learn in classrooms to relevant issues in their city. Implemented by the Y-PLAN staff and teachers, the curriculum equips students with the toolkits, content, and frameworks to understand their city and identify critical community issues. They conduct research projects by collecting and analyzing data, and develop recommendations in collaboration with city planners. In developing their recommendations with planners, they provide data- and community-driven recommendations that city planners can feasibly consider.

EXCELSIOR OUTER MISSION NEIGHBORHOOD STRATEGY WORKGROUP & BALBOA HIGH SCHOOL CONTEXT

The Excelsior & Outer Mission Neighborhood Strategy workgroup, will develop a strategy to enhance the Excelsior, Outer Mission, Mission Terrace, Crocker Amazon, and Cayuga neighborhoods. The workgroup will attempt to identify and implement projects that improve the neighborhood conditions and makes it a better place to live and visit. The

Excelsior & Outer Mission Strategy work group is a team of developers, nonprofits, and city leaders that currently meets with San Franciscan residents every month to discuss development plans and compile feedback. While the process is open to all San Franciscans, the monthly meetings are not adequate to solicit meaningful feedback from families and their children. Due to location, time, language barriers, and personal constraints, families and their children have difficulty attending these meetings and voicing their opinions. According to SF Planning Department, older retired White with the time, opportunity, and organizing skills heavily attend these meetings. These monthly meetings do not adequately represent the diversity of opinions and voices living in the Excelsior and Outer Mission.

In order to ensure that the strategy caters towards local families and their children, SF Planning reached out to Center for Cities & Schools and San Francisco Unified School District to pilot the Y-PLAN at Balboa High School. Balboa High School is located in the outer mission and educates a diversity of students from the neighborhood including socioeconomic status, ethnicity, English Language Learners, and newcomers. Therefore, Balboa high school was a suitable pilot site, where diverse participants with the neighborhood context/experience could be reached. However, participation was limited to teacher volunteers, which determined the student participation demographics--12th grade students in the Wilderness Arts and Literacy Collaborative (WALC) program². WALC is an academic program that students elect into that focuses their curriculum on environmental

² <https://bhs-sfusd-ca.schoolloop.com/walc>

education and integrates science, English, social science, technology, and math. Therefore, teachers co-teaching the program with Y-PLAN staff are very intentional to ensure that the Y-PLAN curriculum overlapped with their WALC learning outcomes to enhance the learning experience.

FIELD RESEARCH METHODOLOGY

In order to understand San Francisco Planning Department's current family and youth engagement process through the Y-PLAN program at Balboa High School, classroom site observations and focus group interviews were conducted. Four classroom site visits and one workgroup planning meeting observation were completed over the course of the semester, including an observation of Y-PLAN students performing a walkthrough of the Excelsior neighborhood with SF Planning staff members. Students were asked focus group questions regarding their understanding of the planning process and desired learning goals. Individual interviews were then conducted with two teachers of the Y-PLAN program to determine how well the projects were aligned with their curriculum objectives. Additionally, individual interviews were conducted with two SF Planning staff members to better understand their current process and desired goals to engage with youth.

To provide an overall process for understanding the intended vs projected outcomes of the SF planning engagement process with youth through Y-PLAN, a logic model was developed in the [appendix](#).

This logic model details the inputs, specific activities, and outputs behind this partnership between youth and SF. Inputs include SF Planners, Y-PLAN, teachers and

students. Specific activities include engaging students in project-based civic learning experiences and engaging SF Planners to reflect on their experiences working with students. Outputs include measurable results such as students presenting their recommendations to SF planners on their community needs. Ultimately, from informing the SF Planning process of youth perspectives to empowering students to become agents of change within their communities, this logic model shares the short-term, intermediate, and long-term outcomes behind the desired goals for this particular youth engagement strategy.

Based on the outcomes outlined within this logic model, the SF Planning department's youth engagement strategy is very much a work in progress. In regards to the immediate short-term goal outcomes, students remain unclear on the SF Planning's policy-making process and share doubt whether their ideas will be heard. While this past semester at Balboa high school has been an important first step for laying out the groundwork, there exists many opportunities to continue strengthening the partnership between schools and planners in subsequent years to come. It is clear from this logic model that alignment between the SF planning department and schools will be integral to accomplishing the long-term outcomes.

STAKEHOLDER ANALYSIS

STUDENTS

The focus group interviews with students revealed that they were strongly interested in issues beyond their assigned project around the Balboa BART transportation

hub. It was clear from these student interviews that they were concerned about the impact of gentrification on affordable housing in their neighborhood. As one student shared, “Gentrification is a big deal. Techies are saying our neighborhoods are cheap. But, my friend got evicted because they raised rent... local residents rely on affordable housing and rent control.” This specific theme of gentrification conveys the tremendous concern and high level of awareness that students have regarding the changing fabric of their communities. Students are particularly aware of how gentrification can create a lack of affordable housing. As a result, there exists a strong desire from students to be active participants in the development of their neighborhoods.

While there existed a lack of interest around BART, there was significantly more interest around the MUNI transit system. As one student shared, “We don’t really care about BART, none of use BART, we use MUNI because it’s cheaper.” Students were found to use MUNI more given that there is a heavily discounted student clipper card that can be used on board. Despite the initial intentions behind focusing on BART by the teachers, students were more invested in making sure that MUNI routes that went downtown came on time and continued stopping within their neighborhoods because some had jobs downtown. As a result, focusing on the planning projects that students are interested in such as MUNI and affordable housing would be important for engaging youth in urban issues in subsequent years.

Moreover, students shared their lack of knowledge surrounding the SF planning and policy-making process. As one student explained, “I wish we could understand more about how SF planning works and how we can use planning to improve our neighborhoods.” They

expressed a strong interest in developing a deeper understanding of how the SF planning process worked and how their ideas for improving their neighborhoods could become strategic projects. This existing gap in student knowledge represents an opportunity for SF planning to intervene and develop content materials to educate youth more about how the process works.

SF PLANNERS

Despite the clear connection between cities and schools, there currently exists no formal partnership to engage with youth within the SF planning department. As one SF planner explained, “There is no formal process in place to engage youth and schools. Planning Managers get to decide on their own.” There is no requirement to incorporate youth voices into SF planning projects, which diffuses the responsibility of considering youth voices. Each SF planning project is subject to the discretion of the manager to determine whether a youth engagement strategy is necessary as part of the proposal.

While SF planners have a strong desire to work with youth, many struggle with engaging students with effective questions and prompts for further discussion. As one SF planner discussed, “I would really like to be more involved in the entire process and ideally work on lesson plans and teach students more about the planning process.” Given that most planners have no prior experience working with youth, there could be an assumption that students are not aware of their surrounding neighborhood or are unable to engage on a more higher level around issues related to city development. Teaching and discussion facilitation support would be instrumental in providing SF planners with the tools to be able to successfully engage with students.

Furthermore, there was a firm belief in youth and their ability to provide insightful perspectives to inform the development of their communities. As one SF planner shared, “Children are naturally planners, they know their neighborhood but given the context. We are planting the seed where they can sprout into the planning process.” It is from this foundational belief in which SF planning can formally create a process to engage with schools and youth on planning projects. There exists significant potential for SF planning to catalyze on this opportunity to incorporate youth perspectives into the planning process. The SF Planning Department plays a crucial role in ensuring that the ideas and thoughts shared by youth is taken into consideration for each planning project.

TEACHERS

Transportation was the chosen project topic for engaging students with SF planning given its relevance to the environmental science curriculum. Environmental science teachers developed lesson plans that were tailored specifically to transportation routes to make it easier to create surveys and collect data for the students. Additionally, transportation was a tangible and easily accessible topic for students to learn and develop research questions around. From their perspective, choosing the SF planning project topic for them to ensure there was a defined scope and topic that would be reasonable for students to tackle.

As a stakeholder group, teachers were first and foremost concerned about the learning experiences and skill development of their students. As one teacher shared, “I want to make this a scientific process by focusing on collecting and analyzing data. It wasn’t easy to access data or going to BART to survey people.” This concern for incorporating a

more rigorous research process into the curriculum reflects the need for SF planners to identify projects that would be well suited for meeting the learning criteria that teachers are looking for. Moreover, this theme reflects the importance behind aligning the diverse desires and needs of all three stakeholder groups in the development of planning projects for students. As the first point of contact, teachers play a significant role in providing SF planners with the ability to access students and develop an ongoing partnership to engage with youth.

While students were able to develop a basic understanding of how to conduct research, teachers desired for them to learn more about real SF planning projects. As one teacher explained, “I want to give students examples of proper proposals and policies. Students did not learn too much about the planning process. Give students the ability to apply it to policy and SF Planning. Real world examples. Make learning applicable and relevant.” Teachers strongly desire that their students are able to develop an understanding of how the SF planning process works through relevant city policy case studies. There is clearly a strong interest in having a more rigorous learning approach that is both hands-on and grounded in real-world examples.

FINDINGS

Based on the stakeholder and logic model analysis, we conducted a list of overarching findings that will be instrumental for SF Planning’s attempt to engage schools and youth:

SF PLANNERS AND COMMUNITY MEMBERS SEEK YOUTH VOICES TO INFORM THE DEVELOPMENT OF THEIR CITY

Within the Excelsior and Outer Mission working strategy group, there exists a strong desire to understand what youth wanted to see improved around mobility access in the surrounding neighborhood. The mobility-focused working group seeks to use youth perspectives on transportation routes to better inform how MUNI can be better utilized. Additionally, there exists opportunities for other working groups focused on topics such as public realm to incorporate youth insights into their strategic plans.

TEACHERS AND SF PLANNERS ASPIRE TO EQUIP STUDENTS WITH THE CONTENT KNOWLEDGE, SCIENTIFIC METHODOLOGIES, AND SKILLS TO DIVERSIFY THE PLANNING FIELD

There exists a strong desire to incorporate the scientific learning process into the curriculum and to expose more students to the different career paths available within the planning field. Teachers believe that engaging students in the planning process represents an opportunity for students to learn methods to collect and analyze data on meaningful projects. SF planners seek to empower students with the knowledge and skills to propose project ideas to improve their own neighborhoods.

THERE IS LOW CAPACITY AND NO CLEAR PROCESS TO INCORPORATE YOUTH VOICES INTO THE PLANNING PROCESS

The San Francisco planning department currently lacks a formal strategy for engaging youth and schools in the planning process. While SF planning is strongly

interested in gaining more student input, existing resource, time, and budget constraints limit their ability to intentionally reach out to youth. Additionally, SF planners desire to be more involved with developing the lesson plan content and presentation materials to educate students about the planning process. Ultimately, SF planners firmly believe that youth are natural planners and have strong potential for sharing a unique perspective on neighborhood redevelopment.

RECOMMENDATIONS

WE RECOMMEND THAT SF PLANNING BUILD INTERNAL CAPACITY AND FOSTER A YOUTH-CENTERED CULTURE.

Based on our analysis and findings, there is a lack of structure and systems in place to incorporate youth voices into the planning process. Engaging families, schools, and youth is a shared responsibility that all planners should recognize before initiating a project, and throughout the process. Therefore, we recommend that SF Planners consider the following strategies to build internal capacity and foster a youth-centered culture:

1. Hiring a Family Friendly City Initiative Full-Time Employee
2. Integrate school and youth engagement into every Planner's job description
3. Contracting third-party provider to implement school engagement

HIRING A FAMILY FRIENDLY CITY INITIATIVE FULL-TIME EMPLOYEE (FTE)

This FTE should be tasked in creating authentic opportunities for school-based engagement by collaborating with schools to engage students, educators, SF Planners, and community members in reciprocal learning and urban planning. The FTE must ensure that all stakeholders involved in this process have a genuine investment in the project and

common understanding of the collective goals to learn and build. While many planners and community members might believe this is a learning experience for students, they must understand that this engagement is an equal enrichment experience for themselves and adults. This individual can prepare this engagement through the following steps:

ASSEMBLE THE CORRECT INDIVIDUALS

1. Identify SF Planners that have some direct level of decision-making power to implement student ideas (e.g. workgroup planning leads) and provide an overarching project question that matches with student interests.
 - a. SF Planner(s) must have a desire for student insights, ability to act on student's idea, collaborate effectively with teachers to develop project question, and transparent about project scope and constraints
2. Identify community partners (either community based organization or community member on workgroup) to support students in their projects and provide technical/professional knowledge.
 - a. Community partner(s) must have trust with the community, interest and knowledge in the project, and relevant skills and experiences to assist students (e.g. planning knowledge, youth engagement experience, resident)
3. Identify school principal and teachers who are willing to maintain and hold partnership engagement throughout the entire semester
 - a. School(s) must have administrative support, alignment with SF Planning curriculum and goals, and commitment to consistent engagement sessions.

COLLABORATE WITH SCHOOL SITES

Most SFUSD high schools operate on a bell schedule that begins around 8AM and ends around 3PM, with students changing classes at every hour. Every school has a different school schedule and each day can be dramatically different. It is essential that the new FTE consider the following conditions regarding school engagement:

BALBOA HIGH SCHOOL BELL SCHEDULE 2015-2016				
Monday	Tuesday	Wednesday	Thursday	Friday
	Building Opens	8:05	Warning Bell	8:10
1 st Period 8:15-9:13	1 st Period 8:15-9:25	2 nd Period 8:15-9:25	1 st Period 8:15-9:25	1 st Period 8:15-9:25
2 nd Period 9:18-10:16	3 rd Period 9:30-10:40	5 th Period 9:30-10:40	2 nd Period 9:30-10:40	2 nd Period 9:30-10:40
Study Hall 10:21-10:46	Study Hall 10:45-11:10	Homeroom 10:45-11:10	Study Hall 10:45-11:10	Study Hall 10:45-11:10
3 rd Period 10:51-11:49	4 th Period 11:15-12:25	Lunch 11:10-11:49	3 rd Period 11:15-12:25	3 rd Period 11:15-12:25
Lunch 11:49-12:25	Lunch 12:25-1:04	6 th Period 11:54-1:04	Lunch 12:25-1:04	Lunch 12:25-1:04
4 th Period 12:30-1:28	5 th Period 1:09-2:19		4 th Period 1:09-2:19	4 th Period 1:09-2:19
5 th Period 1:33-2:31	6 th Period 2:24-3:34		6 th Period 2:24-3:34	5 th Period 2:24-3:34
6 th Period 2:36-3:34				

- Teachers cannot leave their classrooms to answer phone calls or messages and only have 5 minutes between classes or short lunch breaks for their personal time
- Teachers and school staff are subject to changes in their daily schedule because it dramatically changes depending on year round testing, school drills, or assemblies
- Teachers and school staff often work many hats including mentor, friend, and social worker, where students rely on their teachers for unexpected crises

Therefore, some effective practices to work with schools should consider the following:

1. Contact the principal or assistant principal for permission to engage their school and teachers. Often times, principals or assistant principals can identify teachers that might be interested in the engagement process, but they must be aware of SF Planning's activities on school ground.
 - a. Principals and assistant principals have very little time in the day. Therefore, come prepared with a one-pager that outlines the objectives, expectations,

and timeline of the school engagement process. Be prepared to present SF Planning's prior work and student outcomes that led this new partnership.

2. Make an appointment with teachers via email to set a time for the FTE to visit the teacher and speak more about the engagement process. Teachers value their break time and experience unexpected conversations and tasks everyday. Therefore, it is best for SF Planning to contact the teacher ahead of time, as opposed to abruptly walking or calling into their classroom during breaks or lunch times.
 - a. More importantly, the FTE must be patient and understanding. Teachers will not respond right away, but with the right amount of patience and clear communication, the partnership will begin collaboratively.
3. Meet with the teachers and principal at least once after the program ended to debrief the outcomes of the program and identify opportunities for improvement and reiteration. Building partnerships with schools does not end with the project, but it should continue after program implementation to prepare for future years. Collectively, participants should highlight meaningful outcomes from the experience and building on those best practices. As the success of the program continues into future years, we should witness school and SF planning partnership to become an institutional practice that will be maintained regardless of school leadership or staff changes.

INTEGRATE SCHOOL AND YOUTH ENGAGEMENT INTO EVERY PLANNER'S JOB
DESCRIPTION

Require a youth engagement strategy into every SF Planning project that specifies the process and partnerships with local schools that will be leveraged. For each SF Planning project, there would be at least one person responsible for reaching out to the local schools to schedule a time in which members of the team could share with students the planning strategy proposed in their neighborhood. The SF planning team would coordinate with teachers to develop a student project that would help answer a research question that would help inform the development of their planning strategy. Additionally, these student projects would be aligned with the learning objectives of their curriculum and provide an opportunity for youth to be exposed to the different career paths available within planning. Furthermore, a professional development curriculum would be developed to help SF planners effectively facilitate dialogue and engage students in urban planning. All SF Planners should be trained on the following principles and framework:

PRINCIPLES TO ENGAGE STUDENTS:

All SF Planners may have varying comfort or experience engaging youth and eliciting thought-provoking conversations. Ultimately, all adults in the process must develop a growth mindset--the belief that everyone's abilities and skills can be developed through hard work and dedication. In other words, adults must have a growth mindset in the idea that they can and will effectively learn how to work with youth AND a growth mindset that youth can effectively engage in urban planning through the proper guidance and education. As a result, we highlight five principles based on the Y-PLAN Civic Partner Guide that we believe SF Planners must eventually develop:

1. **Respect:** Respect students and expect their respect in return. Show interest in their ideas and share your ideas. Take the time and patience to build a meaningful relationship with the student by getting to know each other.
2. **Teach:** Do not assume they have prior knowledge, but do expect students are capable of learning. Your knowledge as a professional might seem basic at first, but do not assume that students know much about planning and policy. Be prepared to explain terms and concepts that students should learn and believe that they have the ability to learn them.
3. **Connect:** Discover their shared interest, skills and common ground. Remember that you all live in the same city with common parks, sports, buses, and streets. Create opportunities for your students to stay involved with planning afterward whether that is through an internship, summer job, or student activity.
4. **Trust:** Genuine participation and empowerment of youth necessitates that their ideas are taken seriously. Trust that they will work hard and offer meaningful insights and recommendations. Be transparent to students about financial limitation or constraints of the project to help students create feasible proposals. Ask real questions and provide honest and critical feedback. This validates students' ideas and challenges students to consider the real limitations as planners.
5. **Learn:** Listen attentively when students talk and hear what they tell you. Students communicate through questions and discussions, and also through silence and defiance. Remember to ask questions that are thought-provoking and avoid the simple questions that elicit a "yes/no" response. A few example questions are listed below:

- What exactly did you mean?
- What are the pros and cons of this situation?
- What were you thinking when you said that?
- Sorry, I don't understand. Could you help by giving an example?
- Why did you say that?
- Could you tell me more?
- How good would you say it is?
- How do you know it is worthless?
- How did you feel about that?

CONTRACTING THIRD-PARTY PROVIDER TO IMPLEMENT SCHOOL ENGAGEMENT

Contract responsibilities of aligning and coordinating engagement between SF Planning and SFUSD schools to a third party. SF Planning can hire a third party contractor (e.g. Center for Cities & Schools) to conduct the responsibilities that was mentioned in hiring a FTE. This option may be more preferable if the SF Planning department does not have the capacity to hire a FTE or internally assign responsibilities. This can be effective in the short-term but less effective as each reiteration continues because the SF Planning department may unintentionally become reliant on the third-party contractor. Therefore, this recommendation can be considered to jumpstart the school engagement process but not depended on as a long-term solution.

CONCLUSION

In order for San Francisco to become a more child and family friendly city, the SF Planning department must educate, engage, and incorporate youth into their planning

initiatives. There exists a clear belief from teachers, community members, and SF planners that students have a unique perspective to share and innovative ideas to improve their community. Moreover, teachers and SF planners have a strong desire to provide students with the tools, skills, and knowledge to make their voices heard in planning projects and help shape the development of their neighborhood. However, despite these facts, there currently lacks a formal process for engaging youth and schools within SF planning. As a result, we recommend that SF planning focus on building internal capacity and fostering a youth-centered culture through integrating school and youth engagement into every Planner's job description, hiring a Family Friendly City Initiative Full-Time Employee, or contracting through a third-party provider to implement school engagement.

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LOGIC MODEL: A CHILD AND FAMILY FRIENDLY NEIGHBORHOOD

Situation: The Y-PLAN & San Francisco Planning Department will engage SFUSD students to conduct community research on their local neighborhood's and propose recommendations to make city planning and development more family and child friendly.

Inputs Human, financial, organizational, and community resources a program has available to direct toward doing the work	Activities Processes, tools, events, technology, and actions that are an intentional part of the program implementation	Outputs Direct products of program activities and may include types, levels and targets of services to be delivered by the program	Outcomes – Impact Specific changes in program participants' behavior, knowledge, skills, status and level of functioning		
			Short-Term 6 months – 1 Year	Immediate 1 – 3 years	Long-Term (4 to 6 years)
			Enhancing the partnership between SF Planning and Y-PLAN Inform the city planning process of student's needs Students are more aware and knowledgeable about the planning and policy making process	Increasing students' college, career, and community readiness skills Builds the capacity of young people to effectively contribute to planning and policy making process Builds the capacity of civic leaders to value and use youth insight to create more sustainable policies and places for youth Implement SF Planning projects that are responsive to student needs	Youth-driven participation diversifies the community engagement and brings students to the decision-making table SF Planning expands student engagement to other schools Empowers and educates students to become agents of change in their communities Trust is built between traditionally disenfranchised communities and SF Planning