

**TO WHAT EXTENT IS YOUTH PARTICIPATION IN PLANNING INSTITUTIONALIZED AT
THE LOCAL LEVEL IN CALIFORNIA?**

by

Adria N. Buchanan

A thesis submitted to the Faculty of the University of Delaware in partial fulfillment
of the requirements for the degree of Master of Arts in Urban Affairs and Public
Policy

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ABSTRACT

Youth Participation in planning is part of a larger normative discourse in participatory urban planning which argues youth are entitled members of the urban stakeholder community and thus its planning. This paper uses data from an online survey to investigate the extent to which youth engagement in planning is institutionalized in California. While we conclude youth participation in urban planning at the municipal level remains low across both structural and operational dimensions of institutionalization, there were widely perceived benefits, revealing a disconnect. Possible explanations for this disconnect are discussed, as are the potential limitations of existing participatory models. Ultimately, this thesis attempts to resolve the pre-diagnosed character of youth participation and proposes instead that youth participation is an exercise whose meaning is found in context where rungs on the ladder of participation serve not simply as ends to themselves but also as stepping-stones, facilitating the ever-increasing potential for youth engagement at the municipal level.

Keywords: youth participation; stakeholder; participatory planning; local government; survey data

Chapter 1

BACKGROUND

Urban planning can be a platform for securing the present and envisioning the future, yet in so doing, must account for the multi-faceted dimensions of both urban space and urban dwellers to address, mitigate and prevent those problems we call “wicked” (Rittel and Webber, 1973). “Wicked” problems include everything from alleviating poverty to planning for diverse communities because they are “complex all the way down” (Roe, 1998). While there are many ways to address such problems, involving stakeholders remains an essential feature of any successful plan because of their unique insight and local knowledge (Ludwig, 2001).

This thesis is inspired by the belief that “wicked” problems can be both better addressed and better defined through participatory governance structures where all stakeholders are seen as equally capable of contributing to the planning process (Smith, 1973; Healey, 1998).

Statement of the Problem

Stakeholder participation is an essential facet of legitimate planning (Healey, 1998) yet the ability to engage at present, those who will be most affected by plans in the distant future remains one of the great challenges of urban planning (Smith,

1973). Unfortunately, the extent to which planning can address this challenge often comes at the expense of young people (defined here as ages 10-24) who despite making up roughly 21% of the American population¹ are grossly under-represented in planning conversations (Lynch, 1977; Checkoway, 2011).

Politically, youth are not allowed to vote until age 21. Socially, they are heavily regulated by guardians and have little influence over their friends, lifestyle and environment until the age of 18. Urban planning meanwhile could be a platform for youth to be heard in their adolescence, and may give them an opportunity to actively shape their surroundings prior to either legal emancipation or voting power. Unfortunately though, youth have yet to be widely included in planning decisions (Checkoway, 2011) and when they are, it is frequently about the design of schools and playgrounds (Frank, 2006), which typically addresses just one dimension of a young person's being, ignoring other planning decisions that may impact them as adults.

There are great benefits to including youth in planning (Lynch, 1977; Hart, 1992; Checkoway, 1998, 2005, 2011) such as increasing civic involvement and compassion (Checkoway et al, 2005) and developing youth-friendly spaces (Francis, 1998) to name a few. Yet when we fail to include youth as stakeholders in planning we lose the benefits associated with their engagement. Furthermore our plans can

¹ 2010 U.S. Census

lose legitimacy because the exclusion of youth as stakeholders, intentional or not, also results in uncertainty as to whether our remedies have long-term feasibility, enabling forthcoming generations to bypass those problems we called “wicked.”

Purpose of the Study

There are many dimensions to youth participation in urban governance. Existing research has looked at youth advocacy organizations (Stoneman, 1988), youth participation in policymaking (Checkoway, 1998; 2005; 2011) and planning (Mullahey et al, 1999; Checkoway & Richards-Schuster, 2003), levels of youth participation (Hart, 1992; 1997) and a myriad of case studies since Lynch’s (1977) foundational Growing Up in Cities project (see Frank’s 2006 synopsis). However, despite the vast literature on youth participation, little is known about youth engagement in planning at the local government level (Frank, 2006).

This thesis investigates youth participation within local governments in California to uncover two facets of participation: 1) the level of youth participation at work in jurisdictions and 2) the extent to which youth participation is institutionalized – the difference being that while the levels may range from non-participation to increasingly more control according to Arnstein’s (1969) ladder of participation, the extent to which these levels are institutionalized remains a feature of the jurisdiction’s structure, i.e. key planning documents, allocated resources and attitudes of staff in the jurisdiction toward youth participation.

Significance of the Study

There is limited quantitative data addressing locally initiated planning efforts involving youth at the municipal level (Frank, 2006). According to existing qualitative research and extensive case study analysis (see Frank 2006 synopsis) we know the potential benefits of youth engagement in planning are too numerous not to cultivate locally. Burton (2009) cites an extensive list of internal benefits to youth including *increased awareness, increased knowledge of civil and political life, improved self-esteem*, the opportunity to express *self-identity* and *greater social citizenship* (p. 276, Table 2). Furthermore, participation aids in a young person's socio-political development (Watts and Flanagan, 2007), which can lead to increased civic responsibility and compassion for others (Checkoway et al, 2005) as larger positive externalities to society.

Youth participation also enhances policy decision-making by bringing diverse and under-represented voices to the table, imparts new knowledge to adults (Lynch, 1977) and creates adult allies (Checkoway, 1998). At the local level, youth participation in planning has also produced more youth-friendly open space (Francis, 1988) including ordinances permitting bicycle use (Carlson, 2005); environmental indicators (see Ke Ala Hoku case study in Mullahey et al, 1999) and the removal of school police presence and prevention of military schools (Checkoway et al, 2003). Youth have made valuable contributions to state policy by presenting their

perspectives on issues like foster care and mental illness before state boards (Foster et al, 2005) and nationally, youth have lobbied for their rights (Allison, 2002), including the establishment of a presidential youth council (see H.J. Res 68- 113th Congress) proposed in 2013 but not enacted.

To reap the benefits and sustain youth participation at any level, many researchers stress the importance of institutionalizing participation (Checkoway, 1998; Chawla, 2001b; Bartlett et al, 1999; Checkoway and Richards-Schuster, 2003) to have a mechanism “inside the system” (Checkoway et al, 2005: p. 1158), i.e. a formal policy and dedicated resources that prioritize and instill participation within the jurisdiction so the future of youth participation does not depend on the beliefs of a single person, but rather is protected by the jurisdiction as a whole.

This research adds to the limited body of research on youth participation in local government planning efforts to advance the practice of institutionalized youth engagement in urban planning and increase participatory planning overall.

Primary Research Question

To what extent is youth participation in planning institutionalized at the local level in California? This primary research question is further deconstructed into sub-questions: What local participatory mechanisms (and with what degree of formalization) exist to engage youth in decision-making in government generally and planning specifically? What attitudes do elected officials and staff have towards

youth participation in government generally and planning specifically?

Definition of Terms

To better understand the phenomena discussed in this thesis, a number of terms are presented with their definitions.

Deliberative Democracy- A form of democracy in which deliberation is central to decision-making

Participatory Governance- A form of governance that challenges traditional government structures to emphasize citizen participation

Participatory Planning- The theory and practice of engaging a diverse set of stakeholders in urban-planning decisions.

Stakeholder- Any individual or organization that is affected by the outcome of a particular course of action.

Stakeholder Theory- A normative theory addressing the management and ethics of an organization

Youth- Defined in this thesis as ages 10-24

Youth Participation- “Youth participation refers to their active participation and real influence in the decisions that affect their lives, not to their token or passive presence in adult agencies. In this approach, participation quality is measured not only by its scope, such as the number of young people who attend a number of activities, but also by its quality” (Checkoway, 1998; p.22).

Chapter 2

LITERATURE REVIEW

Youth Participation in planning is part of a larger normative discourse in participatory urban planning which argues youth are entitled members of the urban stakeholder community and thus its planning. This review discusses how the urban stakeholder has evolved, why participatory planning emerged and how together, these advocates have created space for youth to be considered stakeholders in planning conversations.

To begin, Freeman (1984) proposes, “a stakeholder in an organization is (by definition) any group or individual who can affect or is affected by the achievement of the organization’s objectives” (p.64). Within planning many proponents have theoretically advanced the stakeholder definition.

Hunter’s (1953) work on political pluralism called for increased diversity in decision making- citing a hierarchical power structure in which a few men, i.e. “everyone who counts,” make decisions, which are then carried out by many. Davidoff (1965) proposed advocacy planning as a counter to this hierarchy, and to alleviate public officials, mainly planners, from the sole burden of generating

alternatives; instead offering outside interests an opportunity to provide input rather than simply “criticizing plans they deem improper” (p. 333). Harvey (1973) argued our “social and cultural values” in effect help determine the distribution of resources in the urban system, and if one criteria for determining the just distribution is *need*, “...those who have lived and worked in a community for a long period of time can often draw upon their experience to provide subjective assessments which are nevertheless good indicators of need.” (p.104).

In addition, Habermas (1984) contends any plan must be arrived at through rational argument and consensus to achieve agreement (p.86) and states:

“In the one case, actions are judged according to whether they are in accord with or deviate from an existing normative context, that is, whether or not they are right with respect to a normative context recognized as legitimate. In the other case, norms are judged according to whether they can be justified, that is, whether they deserve to be recognized as legitimate” (p.89).

To this end Healey (1992a) asserts in any exchange, “...no act of communication is ever purely technical and neutral: *all technical knowledge is inevitably infused with biases reflecting particular interpretative predilections and normative values*” (p. 9), “*which can negatively influence the perceived legitimacy of a plan.* To encourage a less biased exchange of information, Forester (1989) suggests,

“Planners can respond to decision focused power by anticipating political pressures and mobilizing counter- vailing support (Fisher and Foster 1978, Forester 1980a, 1982, Hartman 1978, Kraushaar 1979, Lancourt 1979, and Needleman and Needleman 1974, Roche 1979)[...] In addition, planners may work to include or seek ties to those traditionally excluded, and encourage attention to alternatives which

dominant interests might otherwise suppress.” (p.76-77).

Among those traditionally excluded were not only African Americans and other racial minorities, but also women, the elderly, and the (dis)abled, yet because “the fundamental legitimacy of participatory planning is based on plans and programs being endorsed, supported, and created by recipients” (Smith, 1973: p.280), including these groups as stakeholders in the planning process became essential. As a result, theoretical proponents of participatory planning collectively diversified the language of urban development and shifted the conversation from planning *for* people to planning *with* people to produce greater consensus and therefore legitimacy (Smith, 1973).

Why participatory planning?

Generally speaking, advocates of participatory planning believe in such practices because the traditional participatory mechanism of voting has a discriminatory history (see Voting Rights Act of 1965) and even when the ability to vote is held constant, Mansbridge (2003) argues there is no guarantee voters will be able to hold their elected officials accountable for the policy outcome because “if we think of the representative as an entrepreneur, anticipating future customers’ preferences, the forces that make the representative “accountable” are all forward looking.” (p.518). Essentially, representatives seek only to satisfy those who can put them into office, so once elected, they feel little obligation to those who voted them

in and instead look to satisfy future voters for their re-election. Believing this to be the case, proponents of political pluralism feel policymakers have an obligation to include a broad range of voices in the decision-making process to increase their accountability not only to those who voted for them, but also to those whom they now represent.

As an extension of the administration, the planner has often been caught in the middle of local government bureaucracy and public opinion. Recognizing this, many have tried to define the role of the planner as advocate (Davidoff, 1965), mediator (Susskind and Cruikshank, 1987) and coordinator (Innes, 1995) for increased participatory practice- believing the planner, as keeper of the plan, holds central authority (and thus responsibility) for its justness (Harvey, 1965). However, when it comes to setting general planning priorities the planner can play few if any of these roles because setting the planning agenda involves a broader, complex set of government actors which can unfortunately create additional barriers for citizen participation (Arnstein, 1969; Healey, 2003).

The degree to which citizens can influence government decision-making is best outlined by Arnstein's (1969) foundational research describing a *Ladder of Participation*. *Arnstein's ladder* reveals the extent to which participatory mechanisms like town hall meetings, citizen-advisory groups, etc. can provide meaningful engagement for the public and their ability to impact the agenda.

In the lowest of three stages in the ladder, participation in local government that is of a manipulative and therapeutic nature is considered to be in fact *non-participation*, while the second stage sees participation meant to inform, consult or placate the participant, *for example,*

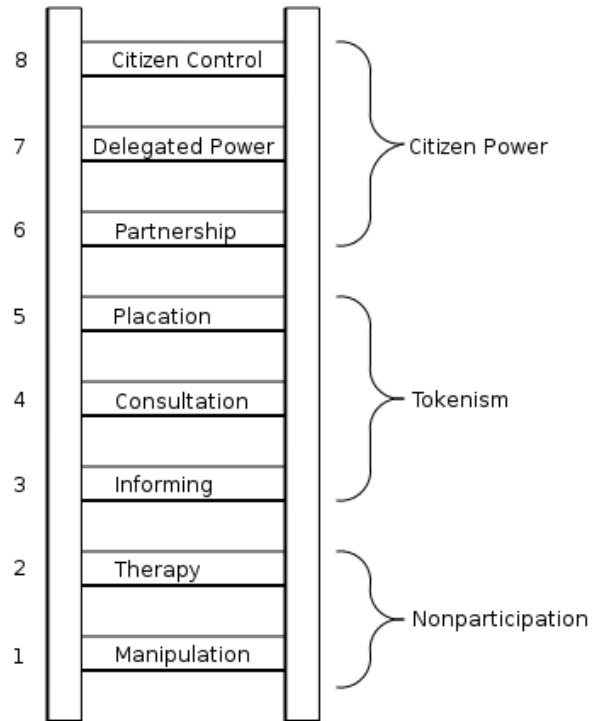


Figure 2.1 Arnstein's Ladder of Participation (1969)

asking someone to speak on

behalf of an entire group, as token. In the third and highest stage of the ladder, the top rung of *citizen power* is attained only through partnership, delegation and control where the public is given authority over the plan. Arnstein (1969) postulates that the hierarchy can actually exist in any domain since,

“The underlying issues are essentially the same -“nobodies” in several arenas are trying to become “somebodies” with enough power to make the target institutions responsive to their views, aspirations, and needs” (217).

Understandably then, the results of public participation depend largely on what type of engagement is sought- including who is engaged and for what purpose. For example, if citizens are asked to make comments on a document that has already been drafted without their input to satisfy a mandated citizen participation

requirement, their opinion is meant to have little weight in changing the existing narrative and their engagement has simply been therapeutic, allowing them an opportunity to voice concern. On the other hand, if participants are consulted in the beginning of a plan and can play a key role in shaping and evaluating proposed actions, their input becomes more meaningful to the process, and they become empowered and may even take control.

Why youth in planning?

Given youth will have to endure the future results of decisions made in the present, it makes sense to consult them in the beginning of the plan and encourage them to shape it so they may have an incentive to maintain the plan down the line.

However, there are challenges to this, as Smith (1973) holds:

“The inherent limitation of participatory planning is that planning decisions made in the present may eliminate options and constrain societal processes in the future; and participants tend to be biased toward or limited by the time frame in which they exist. There is pressure for immediate problems often with a disregard for future consequences. More important perhaps is that future participants are excluded from a planning process in the present which leads to an environment they will have to live in” (p.280).

It is inevitable that decisions made now will limit the amount of options available in the future, and while this is not a limitation only of planning, it is one that can be readily seen there. For example, the way a property is zoned now may significantly impact and inherently limit the type of development allowed on parcels of land in the future. Though older citizens may not be around to notice such

impacts, or may use their means to move to a more desirable location, youth are restrained in their mobility, forcing them to negotiate their environment and its limitations.

Unfortunately, while youth are a vulnerable population in this regard, they have yet to be widely included as stakeholders in planning decisions (Checkoway, 1998). Orts and Strudler (2002) argue a limitation of the stakeholder definition is “expansive views of relevant stakeholders tend easily to become so broad as to be meaningless and so complex as to be useless” (p.218) meaning that in our attempt to be inclusive, we can lose sight of who is in fact “legitimate” and therefore necessary in the process. However, young people could be just as legitimate, if not more so, than any other under-represented group for several reasons: 1) Young people are a large and diverse population with their age cutting across racial, political, religious, and socio-economic profiles. 2) Young people have faced the longest history of discrimination without proportionate representation because young people have existed since the beginning of time and are still not widely included, and 3) The life-cycle of society relies on young people becoming adults who can effectively manage the world around them. Recognizing youth as stakeholders prepares them to meet that challenge.

While stakeholder considerations may be one reason for under-representation, Watts and Flanagan (2007) describe additional “soft” and “hard”

barriers. Children growing up in a single-parent family or with lower-income for example, are faced with *soft* barriers making them less likely to participate in civic life (p.787). *Hard* barriers on the other hand refer to larger societal structures like disparities in the criminal justice and education systems, which create “uneven opportunities for different groups of youth to participate in the civic and political process” (p.787). Beyond these challenges, the formalization of the participation mechanism may also impact young people’s ability to engage. For example, they may be more familiar with a formal learning structure, i.e. school (Flanagan & Campbell, 2003), and less familiar assessing their environment, particularly in informal power structures (Santo et al, 2010). Finally, if adults are presumed to have young people’s best interests in mind and the ability to represent those interests effectively, youth may be seen as less necessary to the decision-making process (Checkoway, 1998).

To these claims, Lynch’s (1977) pioneering work from the UNESCO Growing Up in Cities project reveals 1) youth have a unique perspective that is not often captured by the technicalities of planning, 2) young people pay much attention to their environment, which can also impact their achievement in school and 3) adults are not always able to represent the interests of young people accurately or effectively unless they engage youth directly.

Even still, when young people do try to penetrate the planning process, they can face frequent resistance. Their potential for effectiveness is similar to that

outlined for the general public in Arnstein's ladder of participation, yet in Hart's (1992) "Ladder of Young People's Participation," the categories are re-named.

While the public engages in levels of *non-participation*, *tokenism* and *participation* in Arnstein's model, in Hart's model youth either do or do not participate, and *tokenism* is considered non-participation. In the lowest rungs of Hart's ladder the use of young people to sell an idea or fill a requirement is deemed both manipulative and decorative because their value is derived solely

from their presence with little or no attention paid to underlying beliefs, values, ideas, concerns, or fears about who they are and how they perceive their

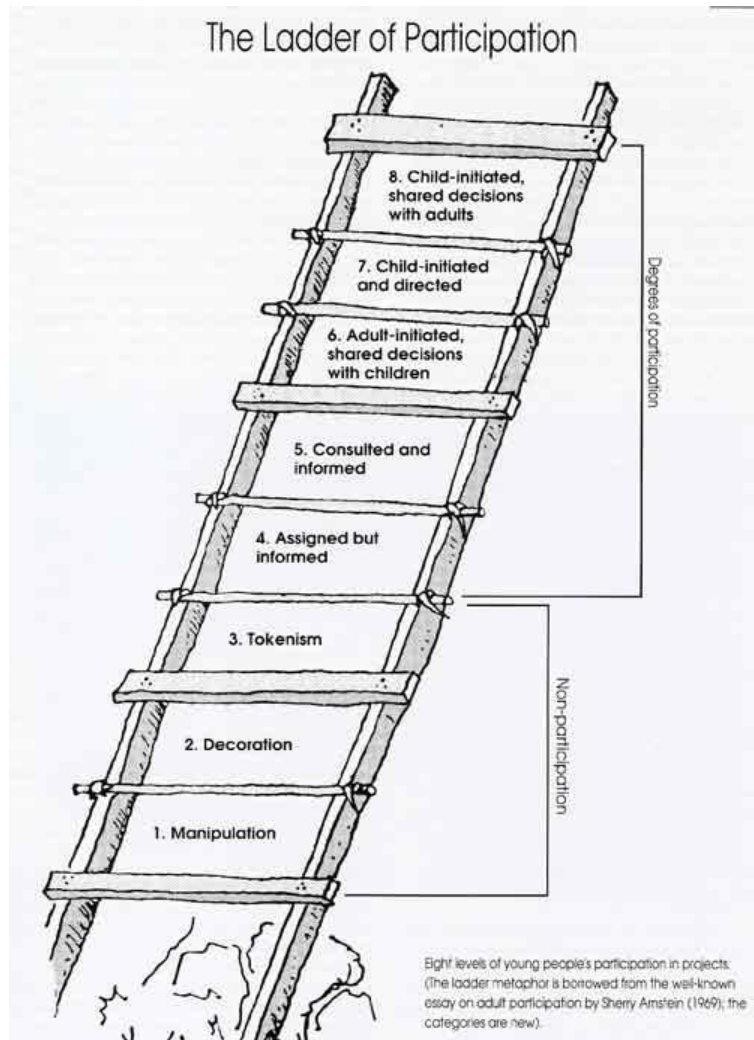


Figure 2.2 Hart's Ladder of Participation (1992)

environment. Non-profit organizations may fall victim to this level of engagement to satisfy grant requirements requesting the number of youth served where positioning youth on brochures and other marketing materials has a decorative affect. When involved for this purpose youth can become resentful and disengaged, making it harder to obtain their input in the future.

On the other end, when youth share in decision-making equally with adults, like in the case of a youth commission, they are participating at the highest possible levels, which can bring about benefits like greater confidence and civic responsibility (Hart, 1992). One might consider a single youth representative on any commission to be engaged at the highest levels as well, however youth representatives are often asked to represent the opinions of all youth which in turns makes them a token participant.

Youth commissions on the other hand provide a diverse spectrum of youth voices to be heard, and the collective action they are able to take together positions them more readily for social change. Non-profits who advocate for youth and allow youth to initiate their own programs may also be considered to engage youth at the highest level, although this would only be true if youth were able to share in decision-making equally with adults. However, this becomes difficult if adults are also facilitating the interactions between youth and the policy-making body, in this case, local government. Mullahey, Susskind and Checkoway (1999) explain the highest rungs

this way:

"Youth-based initiatives for social change are those in which young people define the issues that they work on and control the organizations through which they work and the strategies they use. In this form, youth employ a variety of strategies, including advocacy, social action, popular education, mass mobilization, and community and program development, to achieve their goals for social change" (p. 5).

Youth Participation Case Studies

The following three case studies are taken from Mullahey, Susskind and Checkoway's (1999) collection of youth participation initiatives in planning across the country. The three studies chosen show increasing levels of engagement for youth to illustrate the impacts of moving up both Arnstein's (1969) and Hart's (1992) ladders of participation and reveal the benefits and barriers perceived by those involved.

Case Study 1: Lemon Grove, California

To update its Comprehensive Plan, the City of Lemon Grove (population 25,320²) formed the Lemon Grove Kids City Planning Program. Youth ages 10-24 made up roughly 21.8%³ of the population, however due to limited time and resources, the city focused on engaging one 5th grade class. The purpose of the program was firstly to obtain children's vision for the future of Lemon Grove, and

² According to 2010 Census

³ Ibid.

also to educate them about city planning, and promote planning as a career while encouraging them to get involved in the community. The program gave students an opportunity to construct their ideal city and discuss what things they enjoyed and what they would improve in their city. In between the sessions with the planners, students were given homework assignments where they were asked to discuss the neighborhood with their parents and what characteristics they also liked and disliked.

A document called *Kids Element* was produced which summarized the feedback of the children regarding what elements made up their ideal vision for Lemon Grove.

Some of the factors they mentioned, included:

- Focus on the need to upgrade and improve public facilities;
- Locate housing close to shopping and activities such as parks, theatres, and schools;
- Improve transportation and mobility in the Lemon Grove by emphasizing a system oriented to pedestrians; and create safer, cleaner neighborhoods.

According to the 5th grade teacher who was a partner in the project:

“This has been a great experience for the kids. It's been a number of lessons in language arts, math, and social studies incorporated together. But most important of all, it's taught the kids to have a sense of involvement and pride in their community. After all, they are our caretakers of the future of Lemon Grove” (Mullahey et al 1999, p.18)

In this scenario, children were consulted and informed of the purpose for their involvement, engaging at the fifth rung of Hart's ladder: *consulted and informed*. Although obtaining youth opinion was a central feature of the initiative,

the 5th grade teacher's comments suggest greater emphasis was placed on educating the 5th graders and instilling citizenship rather than involving them in higher-level decision-making. In this sense, they were seen as "caretakers" rather than future stakeholders even though the Kids Element project showcased the breadth of concerns young people are able to observe about their environment and elements they find most salient.

Case Study 2: Loveland, Colorado

In 1992, the City of Loveland's (population 66,859⁴) planning division initiated a new planning tool, the Town Image Framework plan, as part of the Agenda for the 90s and Beyond planning effort. The Agenda for the 90s and Beyond steering committee was comprised of approximately 25 members, including a student, as the committee recognized early on youth were an important voice that needed to be included. A special task force was created to engage students at multiple levels. *High school students received a survey asking about their ideal Loveland, Middle school students developed a weekly call-in show for teens to comment on their neighborhood, and elementary school students learned about the town through their curriculum and engaged in cognitive mapping – a process by which children associate particular images with a place.* A principal of one of the participating schools noted:

⁴ According to 2010 Census

“The picture collages completed by the children displayed some recurring and powerful messages. Their "hopes" included more attention to the environment, clean water/air/land, open spaces and protecting wildlife. The family, through pictures of caring and happy people, was also evident in their work. Their "fears" were shown through pictures of wars, violence, and crime as well as concerns related to drugs, smoking, and alcohol. The issues expressed by adults were remarkably mirrored by the children” (Mullahey et al 1999, p.17).

While the comprehensive plan did much to involve citizens from the community, this unfortunately seems to have been one of the only incidents of public participation initiated by the city until 2004 when the city of Loveland’s planning division updated its Comprehensive Plan. One of the reasons for doing so was to “[p]rovide a vehicle for greater community---wide public participation (which has not been realized since the early 1990’s)” (p.27).

In this case youth were engaged differently depending on their age yet all were given the opportunity to voice their opinions about the future of Loveland. More youth were able to participate so their engagement was not token, however, like Lemon Grove, youth in Loveland did not share in decision-making with adults. Instead they were limited to informed consultation despite the fact that many of the issues they observed in their environment were similar to those pointed out by adults. However unlike Lemon Grove, youth participation in Loveland seems to occur only by way of Comprehensive Plan updates. In this way, it becomes a priority on paper but the frequency of youth participation then depends solely on how often the Comprehensive Plan is updated.

Case Study 3: Hampton, Virginia

Since 1997, the city of Hampton (population 137, 467⁵) has institutionalized the participation of young people with the creation of two youth planning positions within the department of planning. One Junior Youth Planner and one Senior Youth Planner work with the Hampton Planning Commission and the Hampton Youth Council on important youth issues. In 2010, youth 10-24 made up 23.1% of the population and since then, youth planners have been responsible for writing a section of the Comprehensive plan that is entirely devoted to youth and their strategies. The city also empowers young people with the skills to engage by offering training so they may survey their peers, appear before city council, present recommendations to the commission, and participate in the planning department. Since its inception, it has employed more than 20 youth planners. As Carlson (2005) explains of the initiative,

“Each year, Youth Commissioners determine the issue(s) they will tackle and Youth Planners begin the research that will help the Commissioners make informed decisions or create appropriate strategies to address chosen issues. Getting to the actual strategies is a process of negotiation; often-adult staff, Youth Planners, and Youth Commissioners differ on what needs to be done. Youth Planners are reminded that, like any other planner, their first responsibility is to the Community Plan, and so

⁵ According to 2010 Census

they must create compromises with their peers to keep the work focused on strategies that will support and implement the plan” (p. 217).

In this partnership, youth participated as planners, organizers, advisers, policymakers, advocates, and ultimately change agents. For example, it was once illegal for anyone to ride a bicycle on the sidewalk in Hampton. While this remains a popular law in other parts of the country, the youth in Hampton felt it posed a threat to their safety. As a result, they voiced their opinions at town hall meetings, raised awareness in their communities, and caught the attention of the city such that “after a year of research, poring over street maps, meeting with city officials, and drafting policy—Youth Planners presented City Council with a new bicycle ordinance allowing young people to ride on sidewalks” (Mullahey et al, 1999: p. 219). As Carlson (2005) found,

“One of the greatest challenges, according to the Youth Planners, is the “cute factor”—a sort of condescending or patronizing view of young people that expresses surprise at their preparedness, confidence, and articulateness. It took a number of presentations in front of the Planning Commission before the novelty of a youth presentation wore off and the Youth Planners could finally believe that they were being taken seriously” (p.221).

This is part of what Arnstein refers to as “tokenism;” young people included solely for show, and not as valid contributors. In order to overcome this challenge, it took adult allies to work with the youth of Hampton and empower them with the skills to be credible. As Sirriani (2005) reveals, “By investing in training, the city enables youth to add genuine public value today (safer neighborhoods and schools, better city planning), as well as to provide an expanded pool of dynamic civic and

political leaders for tomorrow's Hampton" (p. 6).

Today, anyone who is a rising junior, under 18 and a resident of Hampton may apply to be a Hampton Youth Planner. This puts Hampton's youth at the top rung of Hart's ladder: *child-initiated, shared decisions with adults*.

The three case studies explored illustrate small towns and cities engaged in increasingly higher levels of participation with youth (Hart, 1992). The Lemon Grove, California and Loveland, Colorado studies engaged youth to consult and inform. The result was a collection of observations about what was important to the youth which allowed them an opportunity to express themselves, learn about planning and enhance their citizenship, however there was no evidence to suggest any follow-through was conducted to engage them at higher levels of decision-making to negotiated action. The Hampton, Virginia case meanwhile illustrates what can happen when youth are able to make decisions alongside adults and create their own projects.

The benefits for those involved were numerous in that children and youth were able to express themselves, work with others, form relationships with adults in a new way, advocate for themselves, draft legislation and ultimately create meaningful change in their communities. Across the three locations, local governments were able to enhance existing and future comprehensive plans, and occasionally use innovative techniques like cognitive mapping. The practice of

engaging youth and hearing their perspective also confirmed for some adults that youth are equally as capable of assessing the positive and negative features of their environment and can propose solutions that are equally if not more viable.

Beyond these studies youth engagement also encourages environmental responsibility (Hart, 1997), civic-mindedness (Santo et al, 2010) and young people's participation in a democratic society (Checkoway and Richards-Schuster, 2003). It can foster local knowledge (Hart, 1997) and democratize it (Checkoway and Richards-Schuster, 2003). From a developmental psychology perspective, participation can also increase youth confidence (Schwab 1997). In addition, youth participation research can generate new knowledge for the planning community (Boyden & Ennew, 1997). For example, Horelli's (2007) *10 Dimensions of a child-friendly environment*, has been used as a comparative tool to assess child-friendly environments internationally (Nordstrom 2009).

The *10 Dimensions* look at housing and dwelling, basic services, participation, safety and security, the ability to form close relationships, urban and environmental qualities, provision of resources, sustainable development, a sense of belonging and good governance (p.516, Table 1). The study asks a group of 12-year old students to write down what came to mind for each dimension. Horelli concludes *basic services, safety and security* and *urban and environmental qualities* were most salient for children as their concerns ranged from "too much traffic" and "more crosswalks" to

“better nature” and cleaner environments. Differences in inner-city youth versus suburban youth responses suggest school conditions affect children’s focus. While inner-city youth maintained a desire for better books, chairs, food and quieter classrooms, suburban youth expressed “almost global wishes” like “having schools in every country...”, “medicine for every sickness,” and more jobs, “appear[ing] to reflect an adult-like concern about everyday life” (p.522). While local schools facilitated Horelli’s study, few youth in the public education system receive adequate exposure to the tools needed to participate effectively, if at all (Camino and Zeldin, 2002; Checkoway & Richards- Schuster, 2006).

In addition to inadequate school curricula, youth participation at the local level has been increasingly cited as a dish best served institutionalized (Hart, 1997; Checkoway, 1998; Mullahey, et al, 1999; Checkoway and Richards-Schuster, 2003; Frank, 2006; Kudva and Driskell, 2009) because a permanent commitment can sustain participation and increase its quality over time (Checkoway, 1998). Kudva and Driskell (2009) describe “the role of organizational practice in youth participation” and list both the structure and operation of an organization as *tangible* elements to practice. They describe the structural dimension in these terms:

“The structural dimension is embedded in normative space, and is an issue to which conventional organizational analysis pays substantial attention. It is embodied in the organization’s programs, staffing, and budget priorities. Without appropriate structures, normative declarations ring empty, and efforts toward operationalizing participation can go adrift... In other words, participation doesn’t just happen. Someone has to facilitate it. Someone has to pay for it. Someone should even be

leading critical reflections on how to do it better” (p.372-3).

Operationally speaking, Kudvall and Driskell (2009) contend:

“Operational space is embedded within structural space, but focused on “the way we do things” more than “what we’re doing.” It is concerned with actual decision-making practices rather than the codified structures for them. For example, while the creation of a youth advisory board defines a structural space for youth input, the actual ways in which the advisory board works- its operational dimension- shapes its effectiveness as a space for participation” (p.374).

As dimensions of organizational practice, the extent to which youth participation is institutionalized depends largely on the structure and operations within an organization, in this case within local government. To institutionalize youth participation is to devote internal resources, i.e., time, staff, money, and policies toward making participation a permanent feature of municipal practice. When done well, the most benefits occur as a result of institutionalized participation and though youth perspectives on place-making suggest a spectrum in which some youth offer ideas similar to adults, there are generally weak connections between adults and youth in this regard with youth having unique perspectives (Lynch, 1977; Hart, 1992; Checkoway 1998; Frank, 2006), which is why the argument for youth participation in planning remains.

Unfortunately, despite the unique perspective youth bring and the internal and external benefits that occur from their engagement locally, there simply isn’t

enough evidence to suggest youth participation in planning is happening widely at the local level. In fact, after an extensive review of cases involving youth Frank (2006) finds:

“The biggest deficiency in the literature was the lack of reporting about cases of youth participation originating within local government planning, where the presence of strong, competing agendas will have a significant effect on impacts and process considerations. Research in the nexus of traditional planning and youth participation should seek to understand planners’ incentives (and disincentives) for working with young people, with greater attention paid to the prospect of manipulation and tokenism” (370).

More quantitative research must be done to uncover the level of youth participation in planning occurring at the local level and the degree to which it is institutionalized, specifically along structural and operational dimensions to understand the potential for and increase the practice of engaging youth in planning locally. This thesis is a contributor to that end.

Chapter 3

METHODOLOGY

The primary research question for this thesis is: To what extent is youth participation in planning institutionalized at the local level in California? This primary research question is further deconstructed into sub-questions: What local participatory mechanisms (and with what degree of formalization) exist to engage youth in decision-making in government generally and planning specifically? What attitudes do elected officials and staff have towards youth participation in government generally and planning specifically?

To explore these questions, primary data was collected through a 45-question survey (see Appendix for survey questions, consent form and email template) administered online to the chief elected official, i.e. mayor; city manager; planning department director; and chair of the planning commission in each jurisdiction. The state of California was chosen for this study and the survey was sent to the census of local governments in the state. In recent years, California has garnered a number of planning awards from the American Planning Association for implementation (Contra Costa, 2012); grassroots initiatives (Cathedral City, 2013) and communication platforms (Los Angeles, 2014) and hence appeared to be innovative.

In addition, according to Checkoway et al (2005), “the San Francisco Bay Area has the densest concentration of community-based youth initiatives in the nation” (p.1151) so California seemed an appropriate place to look at the potential of youth participation in local government planning. The state contains 58 counties and 482 municipalities. The universe of municipalities was gathered from the 2010 Census and compared against the most recent list according to the League of California Cities.

The unit of analysis for this study was the jurisdiction. However, because a jurisdiction cannot be surveyed, the survey was distributed to the mayor, city manager, planning department director, and chair of the planning commission in each jurisdiction, where current contact information was available, to obtain the highest possible response rate from those thought to possess the knowledge required to complete the survey. Prior to distribution, the survey was pilot-tested by a Senior Urban Planner who did not participate in the study.

Data Gathering Procedure & Timeline

Survey responses were collected in two phases between November 30th 2014 and January 31st 2015. The survey took approximately 20- 30 minutes to complete. Phase I began November 30th – December 21st 2014. The survey initially ended Dec. 21st to account for the holidays and closed government offices.

Phase I. In phase I surveys were distributed to planning directors, planning commissioners, chief elected officials, and city managers in each municipality.

The response rate for Phase I is below in table 3.1:

Table	Total jurisdictions surveyed	Number Bounced Back	Did not bounce back	Responses <i>Incomplete/complete</i>	Response Rate
TOTAL	522 ⁶	47	475	48/67	14.10% (67/475)

Table 3.1 Phase I Response Rate.

Description of Respondents

Since department directors were likely the target population most likely to respond, telephone follow-up calls utilizing a pre-approved phone script were made to 194 planning directors for Phase II.

Phase II. Phase II took place between January 12th and 23rd 2015 to encourage participation in the survey using a pre-approved phone script. In approximately 20% of instances a new contact person was identified and the survey was re-sent to their attention. The response rate for Phase II is below in table 3.2:

⁶ There were originally 542 jurisdictions in the universe, however 20 municipalities did not have contact information available.

Table	Total surveys re-sent in Phase II	Number of emails Bounced Back	Did not bounce back	Responses Incomplete/complete	Response Rate
TOTAL	301	0	301	11/ 37	12.29% (37/301)

Table 3.2 Phase II Response Rate

Phase III. Phase III began on January 26th when follow-up and reminder emails were sent to the entire list of 340 planning directors to remind them of the survey and its closing date of January 31st. Combined, the survey yielded a response rate of 21.89%, displayed below in table 3.3:

Group	Total jurisdictions surveyed	Number Bounced Back	Did not bounce back	Responses <i>Incomplete/complete</i>	Response Rate
TOTAL	522	47	475	59/104 ⁷ (67+37)	21.89% (104/475)

Table 3.3 Total Response Rate

Factors known to affect online survey response rates include pre-notification (Hagget & Mitchel, 1994), post-notification (Jobber, 1986), length of the survey (Jobber & Saunders, 1993), perceived topic salience (Watt, 1999) and most notably,

⁷ One jurisdiction had two respondents. The respondent with fewer completed answers was removed, yielding a final 1:1 [respondent to jurisdiction] ratio, and n of 104.

the year the survey was conducted as survey responses have been declining due to the increase in survey-based research (Sheehan, 2001). These factors can also impact the quality as Wright and Schwager (2008) find in terms of item omission and answer completeness (Bush & Hair, 1985), response time [minutes to complete] (Weible & Wallace, 1998) and response speed [in days] (Cobanoglu et al, 2001). Approximately 28.7% of those who opened the survey did not complete it and the average time was 20-30 minutes. No information was collected on the response speed for this study.

Scope and Limitations

Timeframe. The survey was conducted between December 2014 and January 2015, a period of time that is, in retrospect, less than ideal because it includes government holidays, extended vacation time and transitioning administrations, which made contact difficult.

Resources and personnel. A final limitation of the study was time and resource restrictions, which limited the ability to make follow-up phone calls to all 366 planning directors in phase III. Personal contact made a significant positive difference in the survey response rate. However, again, due to limited personnel and resources only 194 of the 366 (53%) of planning directors received a follow-up call, although all received follow-up emails.

Descriptive statistics including crosstabs and frequency tables in Statistical Package for the Social Science (SPSS) were primarily used for data analysis.

Chapter 4

RESULTS AND DISCUSSION

Traditionally, jurisdictions operate largely under one of two structures. These include the Council–Manager, and Mayor-Council forms of government either with or without a chief administrative officer, respectively. According to the National League of Cities, in a Council-Manager form of government the city council often determines the policies and sets the budget but elects a city manager to carry out the day-to-day duties while the mayor is usually chosen among the council on a rotating basis.

In a Mayor-Council form of government, the mayor is often elected separately, and maintains significant administrative and budgetary authority, often working full-time. City council holds legislative powers, and may hire a professional administrator who has limited authority but carries out administrative functions. The degree to which the mayor has strong or weak powers is based on charter. Oftentimes, if the mayor is elected outside city council, she has strong powers; enabling her to veto, appoint and remove department heads, and oversee daily operations. On the other hand, if elected among city council, a mayor may hold weak powers whereby she is unable to veto, is subject to a city council with strong

legislative and executive power, and may have little control over boards and commissions that operate independently from the city government⁸.

Mandated Citizen Participation: Strong-Mayor Councils Dominate

Based on survey responses, figure 4.1 shows more than half (57%) of jurisdictions reported operating under a Council-Manager form of government; 26% had a Weak Mayor-Council with a chief administrative officer; 14% had a Strong Mayor-Council with a chief administrative officer and 2.2% had a Weak Mayor-Council without a chief administrative officer while 1% reported other (n=104).

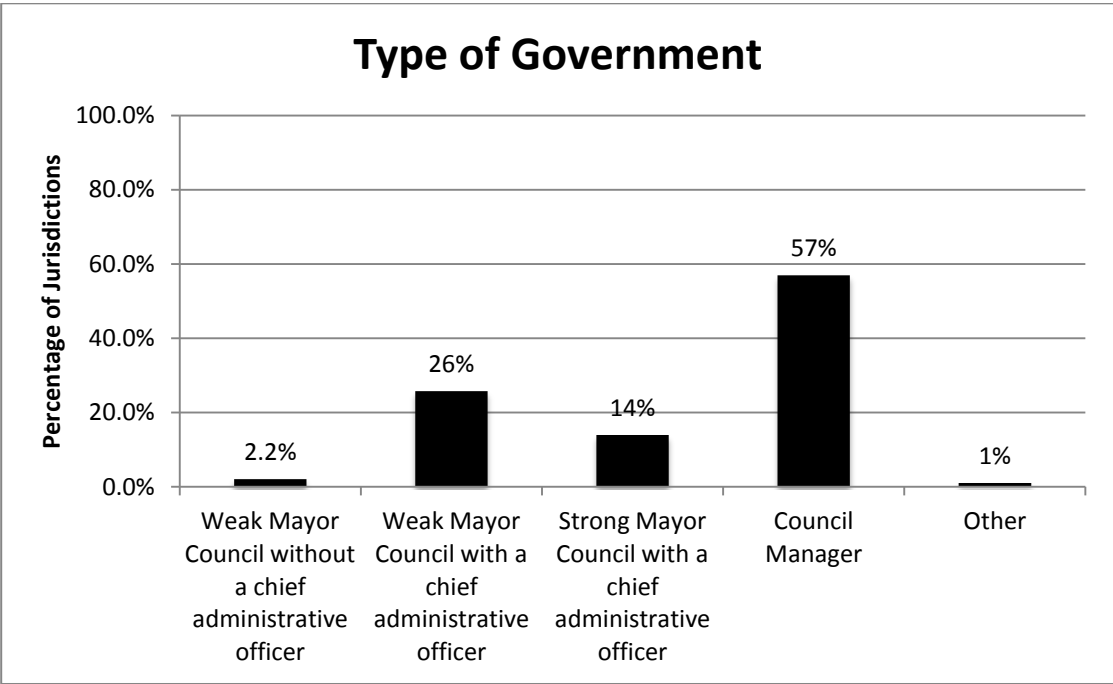


Figure 4.1 Government Structure of the Jurisdiction

⁸ The National League of Cities. Mayoral Powers. 2013.

Nearly all jurisdictions had both a comprehensive plan and zoning ordinance (99% and 100% respectively, N=103). This most likely is because “California was the first state to impose a planning mandate in 1937, when it passed legislation requiring all cities and counties to adopt comprehensive plans (Bunnell, 2011: 341).

Participants were asked if the jurisdiction has a separate mandate for citizen participation in the planning process. The data indicate the type of governments in California most likely to possess a separate participation plan are both Strong Mayor (15.4%, N=13) and Weak Mayor Councils (16.7%, N=24) with a chief administrative officer as opposed to Council Manager (6%, N=47) or Weak Mayor Councils without a chief administrative officer (0%, N=2). Strong Mayor Councils with a chief administrative officer were also twice as likely (16.7%, N=12) as Council Manager-type governments (8.5%, N=47) to have a separate citizen participation ordinance.

Though the California Office of Planning and Research’s 2003 General Plan Guidelines emphasize the importance of well-designed participation plans, it also reveals this is at the jurisdiction’s discretion, making the institutionalization of public participation, and hence youth participation, completely optional. More research must be done to assert whether or not local government structure impacts the presence of formal planning documents, duties and participatory outlets and its implications for institutionalizing youth engagement in the jurisdiction.

Comprehensive Plan: Traditional participation mechanisms persist

In the last major re-write of the comprehensive plan, jurisdictions reported most frequently utilizing advisory committees (32%, N=102) and public hearings (31%, N=102) then workshops (15%, N=102), focus groups (13%, N=100), charrettes (4%, N=101) and town halls (3%, N=102) before other forms of input (2%, n=101).

Event	Percentage	Total across Jurisdictions	Mean	Std. Deviation	n =
Public Hearings	31%	595	5.83	12.86	102
Focus Groups	13%	247	2.47	7.09	100
Advisory Committees	32%	615	6.03	16.87	102
Charrettes	4%	84	0.83	2.62	101
Workshops	15%	288	2.82	5.21	102
Town Hall	3%	67	0.66	1.86	102
Other	2%	46	0.46	3.14	101

Table 4.1 Number of events for last major re-write

The use of advisory committees and public hearings over workshops, focus groups and town halls suggest a preference toward forms of public engagement that are both structured and limited. In California, the Ralph M. Brown Open Meeting Act (Government code § 54950) requires cities and counties to provide advance notice of their meetings for commissions, councils and other bodies, and mandates (with a few exceptions) they be open to the public⁹, which may explain the widespread use of

⁹ A Citizen's Guide to Planning (2001). CA Governor's Office of Planning and Research. p.10.

public hearings. A public hearing provides an opportunity for the public to comment on proposed changes yet they are most likely posted in the newspaper (Baker, 2005), a document not often read by adults, let alone youth. To compound this, “public hearings are commonly held late in the decision-making process, so public impact will likely be minimal” (Buttny, 2010: p.637). Furthermore, public hearings are said to bend favorably toward experts who can raise the level of technical discourse to the exclusion of residents and their interests (Buttny, 2009). This type of engagement can pose barriers for young people not well-versed in the technicalities of the project under discussion or unfamiliar with the rigidity of such public proceedings; rendering them less effective as stakeholders.

Meanwhile, regarding advisory groups, Gaines (1983) suggests “...[m]ost typically they act as a sounding board, a screening device for new ideas, a chance for officials to test the waters. In a significant minority of cases they offer expertise and make specific recommendations”(p.224). This may be due to the fact that members are not equally represented on such boards. For example, though they are made up of “Experts – citizens with expertise; Representatives- members chosen to represent different groups in the community such as PTAs or professional associations; Clients or constituents- members chosen from among those immediately affected or receiving services... [t]he interesting point is how few of the commission are

composed of clients, those most immediately affected by the work of the boards” (p.223).

Workshops, focus groups and charrettes on the other hand are less formal methods of engagement and require frequent, sometimes longer-term face to face interaction among government and stakeholders to share ideas and work out solutions. This can present a predicament for policymakers looking to balance broad input with controlled efficiency and for young people looking to participate in ways perhaps more comfortable to them. Informal modes of participation require more time and hence more work and they exist in part to breakdown the power dynamic that can exist in formal venues.

In addition to time and money, monetary resources may also play a role in determining which participatory mechanisms jurisdictions utilize.

Comprehensive Plan: Youth Least Emphasized

Aside from citizen participation plans or ordinances, jurisdictions can emphasize youth participation in the Comprehensive Plan. Figure 4.2 shows the degree to which each sub-group was emphasized compared to general citizen participation. When compared to other groups, youth participation was least likely to be mentioned in the comprehensive plan, with 29.5% of jurisdictions omitting youth participation. In contrast, 25% of jurisdictions reported emphasizing youth

participation to moderate degree, yet fewer reported placing high (10.2%) or very high (5.7%) emphasis on youth participation.

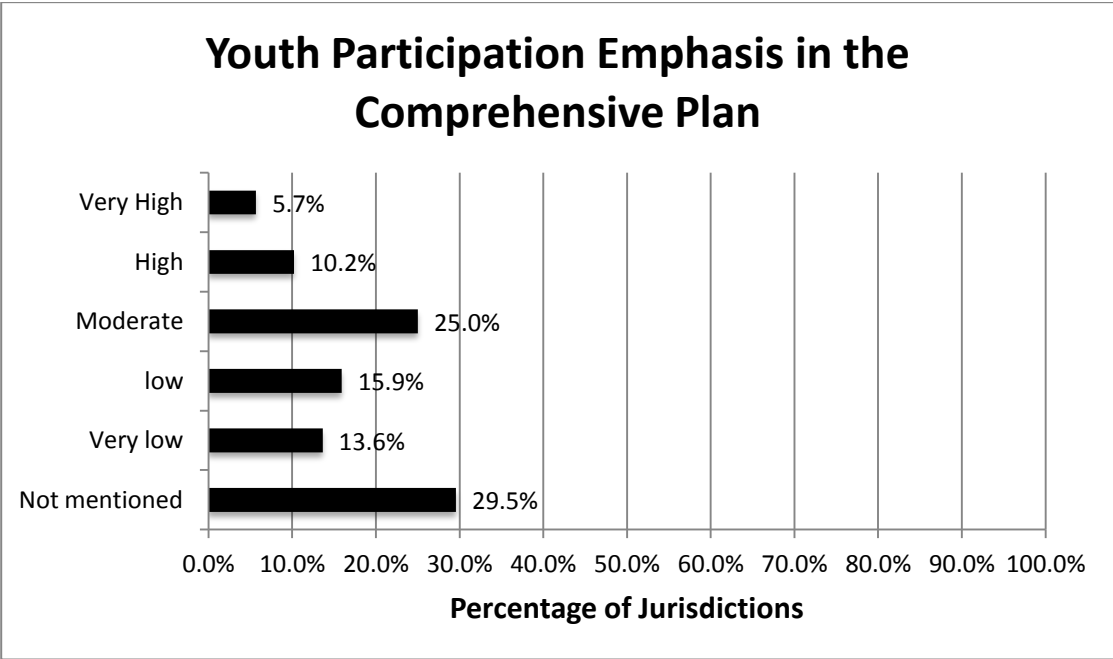


Figure 4.2 Comprehensive Plan Emphasis

As mentioned previously, more information is needed to determine if including youth is a necessary part of writing/ updating major planning documents or if youth participation must be articulated in such documents to be actualized at the local level. For example, while 22.1% of jurisdictions reported having a youth commission only one reported having a youth participation ordinance. To this end Wildavsky (1973) states, “[p]erhaps the existence of a formal plan suggests a greater commitment to the objectives and the subordinate goals in the plan than one would

expect in the absence of such a visible public document [but] [t]his question should be resolved by observation rather than by definition” (p. 129). By observation, the data proves a document is neither indicative of- nor a prerequisite for- such action.

One might assume an addendum to a federally mandated citizen participation plan might provide the necessary push to lean governments towards greater youth engagement, but given Bunnell’s (2011) belief that “... state-mandated planning requirements may be contributing to the production of unimaginative plans that are less creative and engaging than those prepared by municipalities where planning is not mandated” (p.350), municipalities and youth may both be better off trying to realize youth participation outside the confines of formally mandate documents such as the comprehensive plan. Yet, if youth participation is not operationalized through mandated planning documents, there can be no means for institutionalization.

The Comprehensive Plan is the jurisdiction’s way of capturing long range planning priorities, and with little mention of youth, neither current plans nor revisions down the line are likely to seek the youth perspective. In fact, attempts to do so will likely occur only through a) external pressure, i.e. public demand for increased participation, or b) an internal shift, e.g. staff realizing the benefits of youth participation. However, if no internal shift occurs, or competing priorities arise, without a comprehensive plan that emphasizes youth participation, staff might not be driven to this end. It then could fall on the public to demand youth participation

and its institutionalization so the public’s fight is not an ongoing one, and rather, youth participation becomes sustained through formal practice.

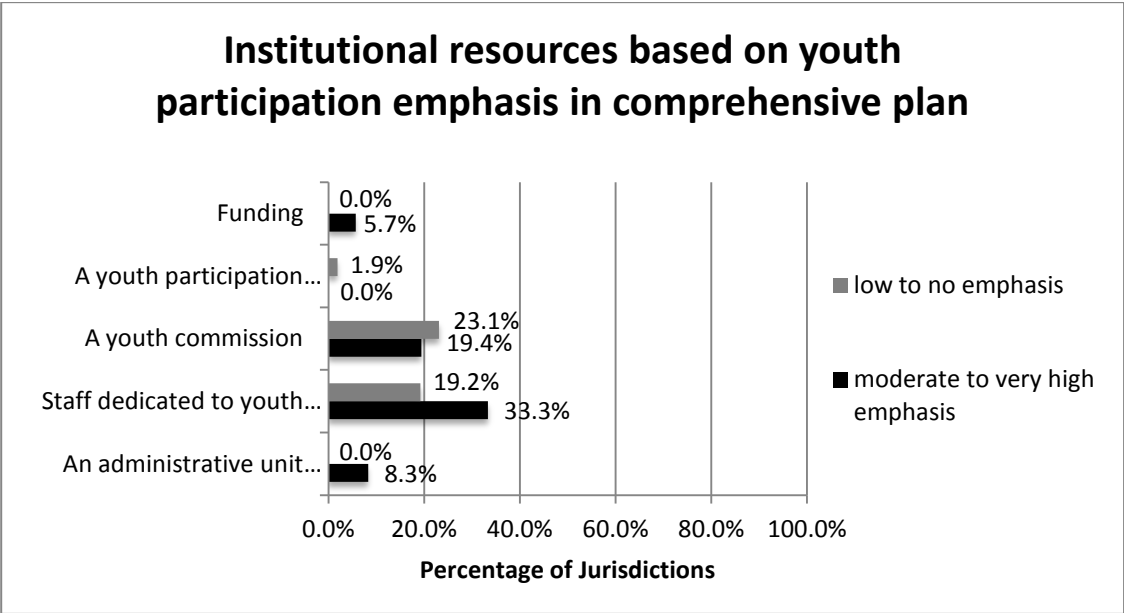


Figure 4.3 Institutional resources based on comprehensive plan

Comprehensive Plan: Dictates Resources

To test Wildasky’s (1973) claim that a formal document may indicate a greater commitment to a particular set of objectives, Figures 4.3 illustrates what resources are available in the jurisdiction depending on the degree to which youth participation is emphasized in the Comprehensive Plan. For jurisdictions that emphasized youth to a moderate, high or very high degree, 5.7% of jurisdictions provided funding, 19.4% had a youth commission, 33.3% had staff dedicated to youth, 8.3% had an administrative unit and 0% had a youth participation ordinance

On the other end of the spectrum, of the jurisdictions that placed low, very low or no emphasis on youth participation, 0% had funding for youth participation, 19.0% had a youth participation ordinance, and 23.1% had a youth commission. While 19.2% had a staff dedicated to youth involvement, 0% had an administrative unit focused on it. Comparatively, those jurisdictions that placed higher emphasis on youth participation in the comprehensive plan were more likely to have funding (5.7% vs. 0%), staff (33.3% vs. 19.2%) and an administrative unit (8.3% vs. 0%) for youth involvement. Surprisingly though, jurisdictions that placed low emphasis on youth participation in the comprehensive plan were more likely to have a youth commission (23.1% vs. 19.4%) and a youth participation ordinance (1.9% vs. 0%).

This suggests that some key resources, i.e. funding, staff and an administrative unit, are more likely to occur in jurisdictions where youth participation is formalized, underscoring the comprehensive plan's influence in setting the policy agenda in the jurisdiction and the potential for institutionalizing youth participation. At the same time, given that youth commissions were present throughout jurisdictions despite their emphasis on youth in the comprehensive plan. It could be that youth commissions are a response to youth participation not being addressed in the comprehensive plan and have been created in the jurisdiction as a way to ensure youth are still represented in planning and other land use decisions. Or it could be that because a youth commission already exists in the jurisdiction, there is no

urgency to emphasize their participation in the comprehensive plan because they already have a means to influence policy at the local level. Currently, it is unclear which resulted in the other or if these phenomena exist outside each other. More research is needed to determine what drives the establishment of a youth commission, and if such commissions require the same resources as would broader youth participation at the municipal level.

Major Rewrites: Youth Rarely Involved

Aside from the Comprehensive plan, youth were also largely absent from the re-writing of other major plans. Figure 4.4 (below) shows 72.5% of jurisdictions never involved youth in major re-zoning decisions, 71.1% of jurisdictions never involved youth in zoning ordinance re-writes, 65.2% never involved youth in comprehensive plan re-writes, 59.3% of jurisdictions never involved youth in neighborhood plan development and just over half (55.1%) never involved youth in any other re-write.

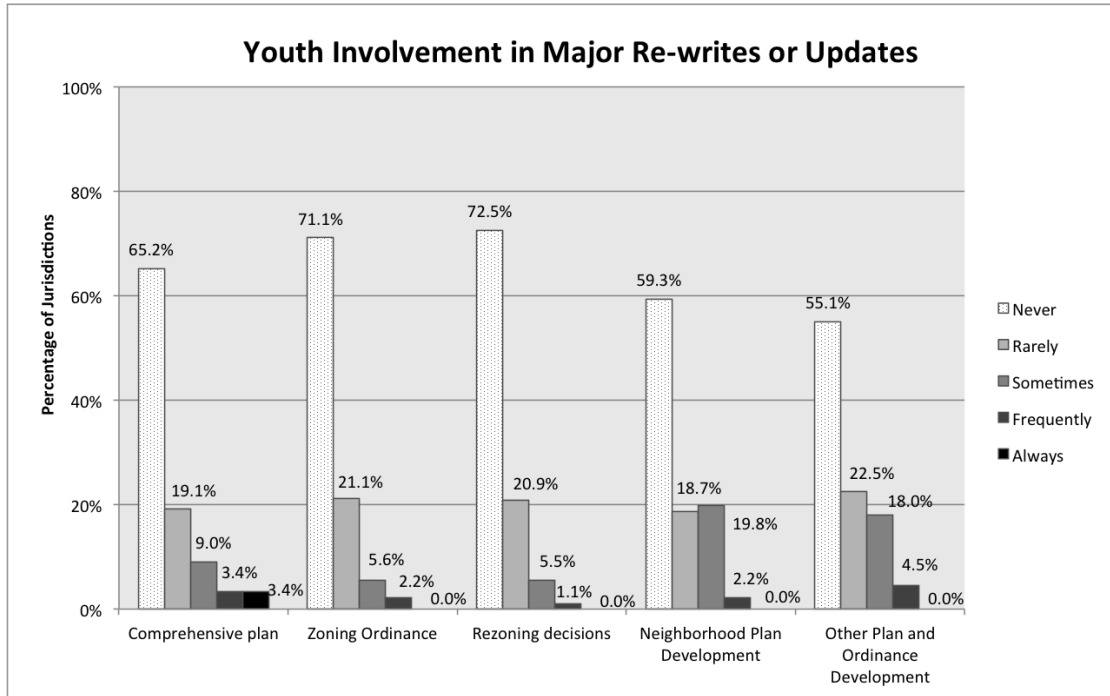


Figure 4.4 Youth involvement in major re-writes or updates

Collectively, if public participation mechanisms (Table 4.1), emphasis in planning documents (Figure 4.2), and involvement in major re-writes (Figure 4.4) can be considered structural and operational aspects of the jurisdiction, and hence the institutionalization of participation, the data suggests youth participation is not a strong feature of municipal institutions. Surprisingly, although four jurisdictions reported having a comprehensive plan that placed either a high or very high emphasis on youth participation, cross-tab analysis reveals none of the four jurisdictions targeted youth for participation in the last major re-write of that plan. While this finding is too small for great explanation, this may be due to some

municipalities feeling they did not need youth input to emphasize it in their plan, part of a general belief that youth are not necessary to carry out the duties of local government (Richards-Schuster and Checkoway, 2009).

When and How Are Youth Considered?

If not emphasized in planning documents or involved in major re-writes, when and how are youth considered in planning by the jurisdiction, if at all? Figure 4.5 (seen below) shows just 1.9% of jurisdictions specifically targeted youth for participation in all major planning and zoning decisions. Meanwhile 57.7% expressed keeping youth in mind but not specifically targeted for participation in decision-making; 55.8% involved youth as part of the larger citizen participation process for planning and zoning decisions and 51% targeted youth only when the need arose, e.g. when youth were the primary end users.

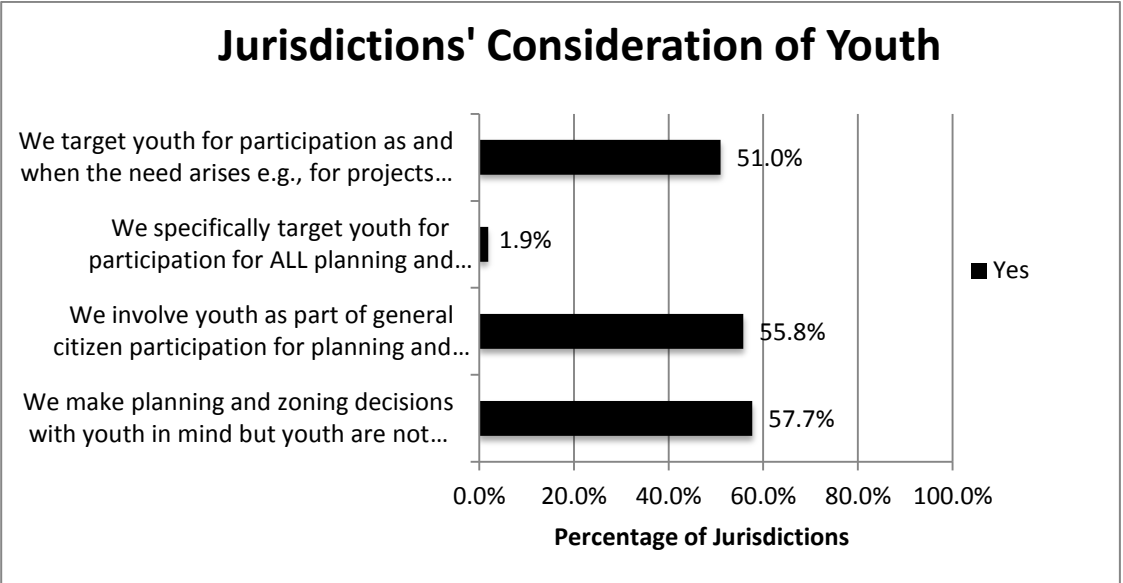


Figure 4.5 Statements describing jurisdictions' consideration of youth

This may again reflect the belief that youth input may not be necessary (Richards-Schuster and Checkoway, 2009) because staff in the jurisdiction feel they have a pulse on the needs of youth and can realize those needs without youth input. However, just because one has youth in mind does not mean the interests of youth will be reflected in the final decision, or that those interests will be protected from other competing priorities in the jurisdiction. Just over half of jurisdictions (51%) targeted youth as and when the need arose, yet more research is needed to determine under what circumstances jurisdictions see youth participation as a need, and if this is on par with when youth would ideally like to be included.

Youth Participation: Reflects Youth as Clients, Not Stakeholders

While opportunities for youth to engage in planning directly were quite low, local governments did offer other forums for participation (figure 4.6); allowing youth to learn leadership (69.2%), art (57.7%), play sports (27.9%), receive academic enrichment (70.2%), summer employment (50%) and participate in summer camp (34.6%) as well as job training (78.8%). On the surface these opportunities do not appear to facilitate learning about local government decision-making or how to influence it, yet they are part of the public services administered by the jurisdiction and it would be unusual if those services were not present.

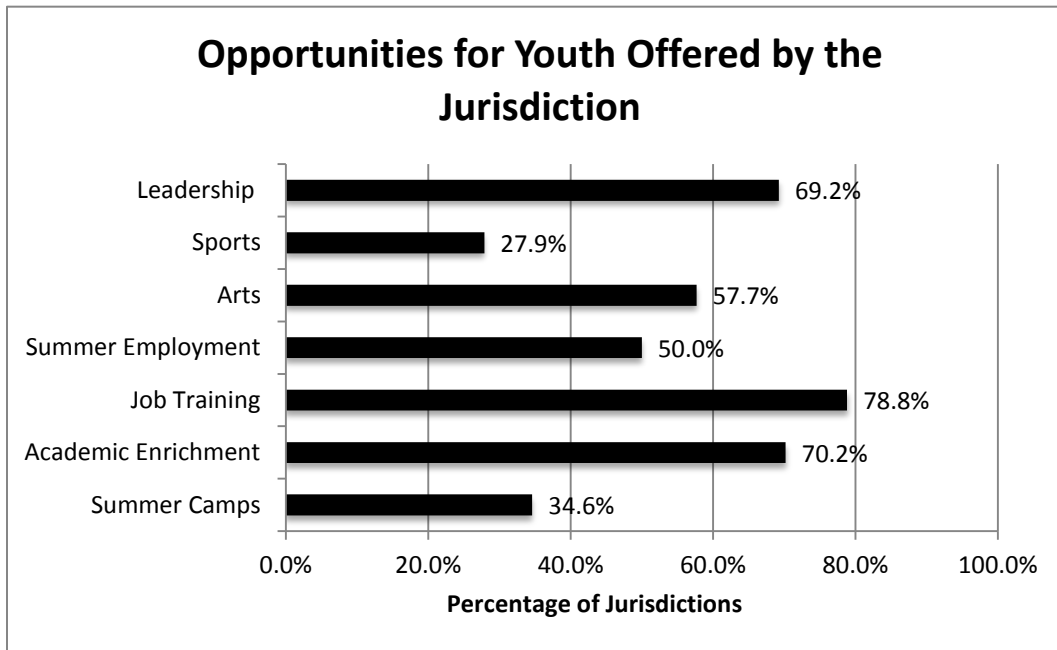


Figure 4.6 Opportunities for youth in the jurisdiction

Interestingly, the most jurisdictions (78.8%) offered job training for youth in the municipality. Anyone preparing to enter the workforce knows such an endeavor requires ambition, responsibility, diligence and guidance, beyond any specific training for the chosen field. While jurisdictions seem to invest resources towards instilling these and other qualities for job opportunities, they have not done so to facilitate youth participation at the local level when these are the same characteristics needed for effective municipal engagement. This may be due to a propensity to ensure youth do not become delinquent, a view consistent with previous findings suggesting youth are more often seen as clients, or “passive recipients of services”, rather than legitimate stakeholders (Checkoway, 2011, p. 341).

Youth Participation: Most likely through Parks and Recreation

While job training was the most offered public service, figure 4.8 (below) shows youth looking to participate as stakeholders and not clients were most likely to do so through the Parks and Recreation Committee, which they did in 29.6% of the jurisdictions. At the same time 12.5% of jurisdictions engaged youth in the Budget or Finance Committee, 11.5% included youth on the zoning board of appeals, 6.1% on the arts commission, 4.9% on the Environmental Board and 4.3% on the Library Board. Fewer (2.2%) included youth on City Council, 1.3% on public safety, just 1.1% on the historic district commission and none (0.0%) on the Planning Commission.

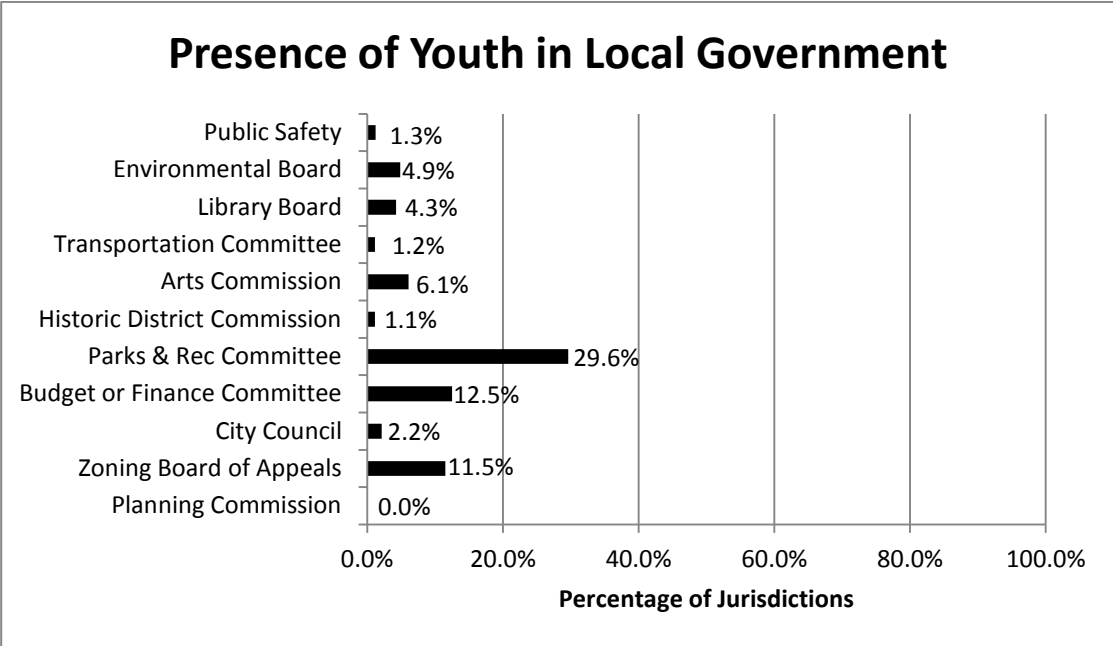


Figure 4.7 Youth in Local Government

One explanation for this could be the assumption that youth are at an age where recreational activities interest them over other forms of policy, but it could also be part of what O’Donoghue (2002) cites as a myth in youth participation – that adults are ready. She states, “[a]dults need to adapt to youth participation as much as (if not more than) youth do. This requires ongoing training and development of adults in how best to support youth and fulfill their roles as adult allies” (p. 22). In so doing, adults can help youth move beyond recreation to other aspects of government-- uncharted territory for those whose work with youth is significantly less frequent than parks and recreation staff but a necessary component for institutionalizing youth participation at the local level. The fact that no youth

representatives sit on the planning commission is also consistent with previous findings in this paper suggesting youth participation in planning is not institutionalized at the local level, and youth have the fewest opportunities to make formal contributions here than in other aspects of government.

Youth Participation: Giving Youth Control Least Likely Priority

In addition to the reasons already discussed, youth participation in planning may be lacking because priorities to engage youth meaningfully may not be fully established in the jurisdiction. Figure 4.8 closely resembles Arnstein's (1969) ladder of participation, and illustrates as the intensity of participation increases (from left to right), fewer jurisdictions view such engagement as a priority. For example, for 90.9% of jurisdictions, giving youth "some control over" decisions was either a low (22.7%) or very low (68.2%) priority.

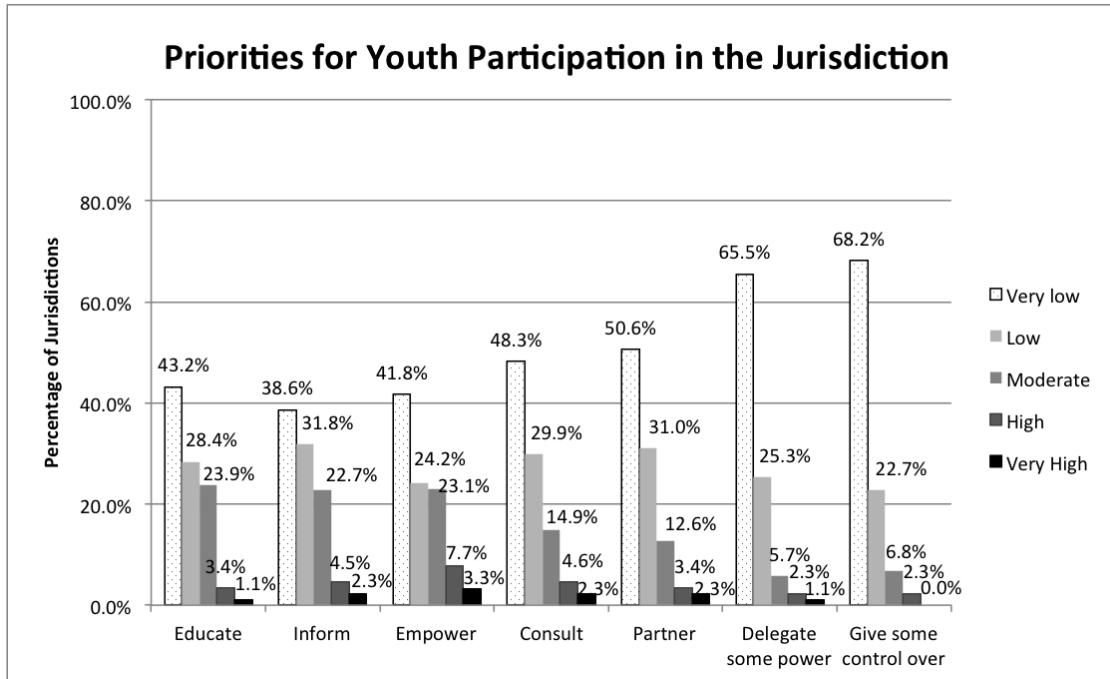


Figure 4.8 Jurisdiction’s priorities for youth engagement

This is not surprising given our knowledge of public engagement broadly (Arnstein, 1969) and of youth specifically (Hart, 1997; 1992) however, it is discouraging that in 2015, similar patterns emerge. Of all the priorities for youth engagement, “empowerment” was most often cited as a high or very high priority, yet even that was infrequent (11%, N=91).

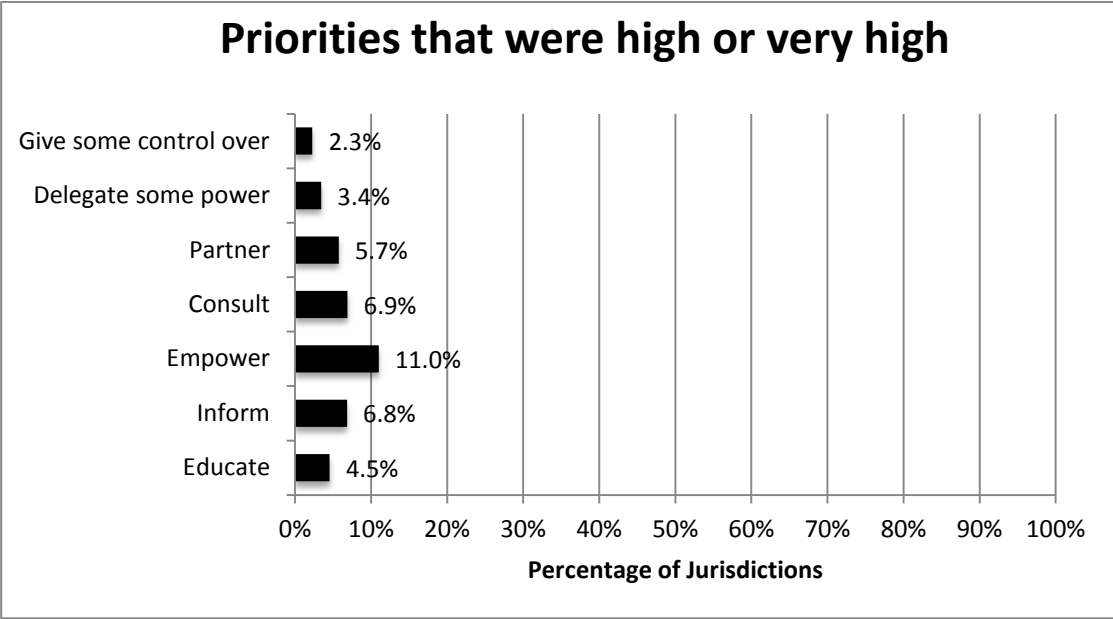


Figure 4.9 High and Very High priorities for youth engagement in the jurisdiction

A broad term in theory, Handy et al (2011) cites:

“An ideal way for youth to feel empowered is to participate in youth programs where the adult facilitator provides support and shares power (Camino, 2000b). For example, a facilitator who keeps all of the power and control can diminish youth's sense of ownership in the process and project, making the youth feel as though they did not play significant roles. In contrast, a facilitator who burdens youth with too much power and control may leave them feeling overwhelmed and helpless (Camino, 2005; Larson et al., 2004)” (p.12-13).

Though low overall, prioritizing empowerment may be a promising sign for moving up the ladder toward more intense forms of engagement. If adults can achieve a balance of power and responsibility with youth like that described by Handy et al (2003), youth may in fact be empowered to climb the ladder themselves by demanding more from their interactions with adults in local government.

Youth Participation Benefits: Least likely to enhance quality of planning and zoning

Despite giving low priority to youth engagement in planning specifically and government generally, figure 4.11 (below) shows many jurisdictions agreed or strongly agreed to the benefits of youth engagement. Many felt it facilitated leadership (92.4%), improved speaking skills (92.4%), promoted civic engagement (96.9%) and provided a different lens through which to view planning problems (90.5%). Jurisdictions also agreed youth participation increased academic achievement (75.6%), social capital (76.7%) and intellectual capacity (78.0%).

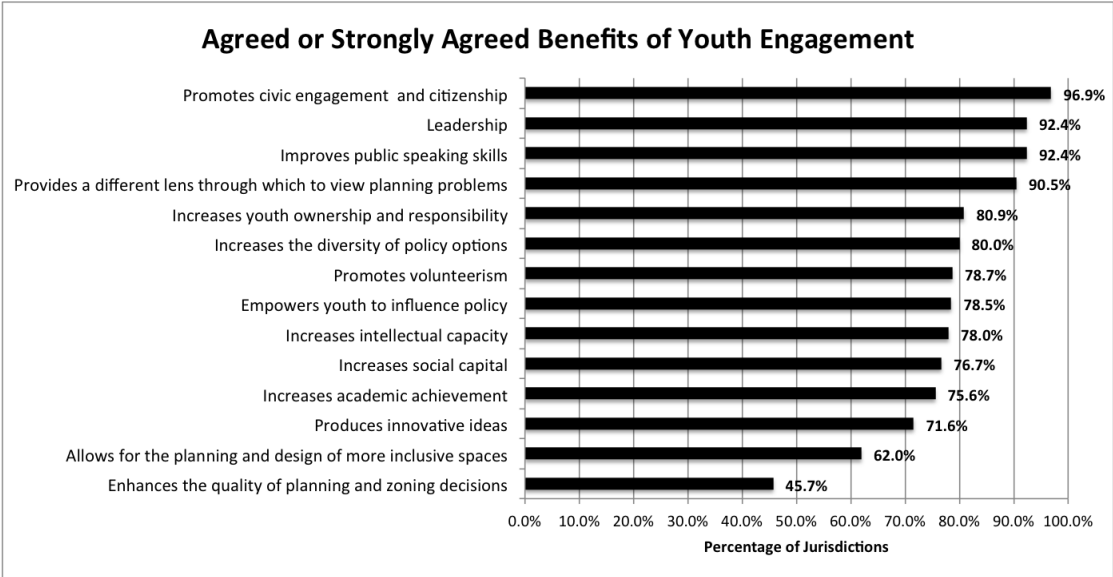


Figure 4.10 Agreed and Strongly agreed benefits of youth engagement

Jurisdictions also widely agreed participation empowers youth to influence policy (78.5%), promotes volunteerism (78.7%), increases youth ownership and responsibility (80.9%), and produces innovative ideas (71.6%) and increased policy options (80.0%). Fewer jurisdictions (62.0%) however believed it allowed for the

planning of more inclusive spaces and even less (45.7%) agreed it could enhance the quality of planning and zoning decisions. Still, some jurisdictions (19.2%) did cite specific instances in which youth had contributed to policymaking. These included:

“New park designs”

“Skate Park and Splash Park”

“Youth turnout at public hearing for recreation facility”

“Have made land use and recreation development decisions based on youth input”

“Climate action plan and green building ordinance”

One planner expressed:

“Youth participated in a City proposal to seek state funding for a bike and walking path [...] that would have provided amongst other things open space and an alternate safe route to schools in proximity to said wash. Youth participation at public hearings helped increase awareness of their support for the project and ultimately played a part in getting approval from the council to proceed with a request for state grant funds.”

“Recently [we] enacted a plastic bag ban. Youth involvement and advocacy in this process was significant.”

“Smoking ban at parks was enacted after youth commission findings and request. A parental responsibility ordinance was also designed written and requested from Youth Commission.”

These examples show a range of activities in which youth were seen as valuable to the process and enhanced the quality of the outcome. It is baffling then, because Figure 4.12 shows the median score across all perceived benefits and

despite the aforementioned cases of positive youth engagement, enhancing the quality of planning and zoning decisions was the only benefit to which jurisdictions Neither Agreed nor Disagreed.

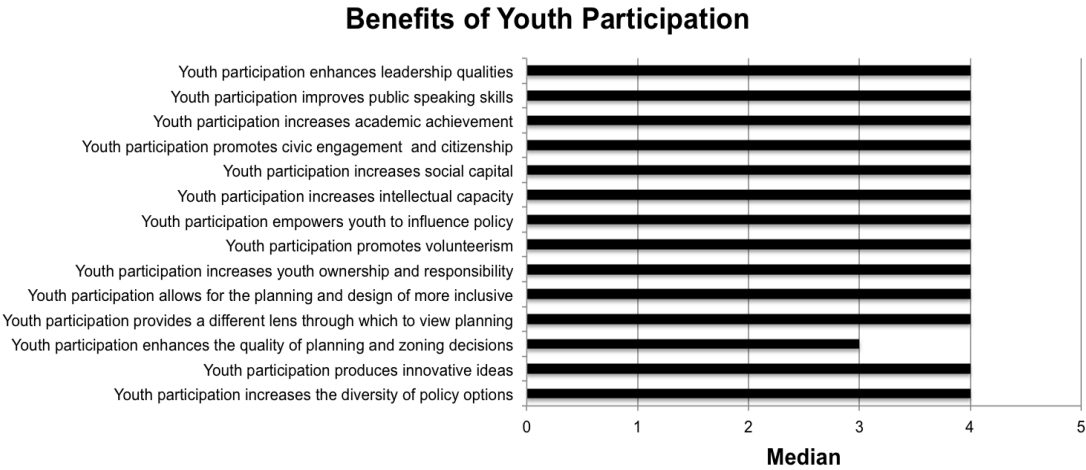


Figure 4.11 Benefits of youth engagement- Median score

This discrepancy illustrates that while there are potential benefits to youth engagement, some of which like civic engagement and citizenship (96.8%, N= 96), are undeniable (Stoneman et al, 1993; Checkoway and Richards-Schuster, 2003; Frank, 2006), when it comes to youth participation in planning, jurisdictions are still doubtful. This is problematic to the potential for youth engagement in planning because although 71.6% of jurisdictions felt youth could produce innovative ideas and 62% felt youth could contribute to more inclusive spaces, which has also been proven in the literature (Francis, 1998), planners appear reluctant to acknowledge

the benefits youth might bring to the quality of planning and zoning decisions. Considering the planning profession requires specialized knowledge and often coursework to obtain credentials, it makes sense that jurisdiction staff would reserve their judgment on the contributions of youth who have not undergone similar training. However, equally disturbing in this data is an apparent admission by jurisdictions that planning and zoning decisions, and creating more inclusive spaces, are separate realms that do not feed back into one another. It may very well be that while open space is a result of planning and zoning, inclusive space is something that occurs only once the community, and its youth, can provide input. Though beyond the scope of this thesis, additional research might seek to uncover just when spaces become “inclusive,” and to what extent the timeliness of public feedback aids in the creation of such inclusivity.

Youth Participation Barriers: Lack of staff and knowledge

Provided the mismatch between perceived benefit and realized participation, it is logical to assume there are in fact barriers to youth participation. Along these lines, figure 4.13 shows the median score across all barriers for engaging youth at three levels: 1) soliciting youth opinion, 2) including a youth rep on the planning commission and 3) creating a youth commission.

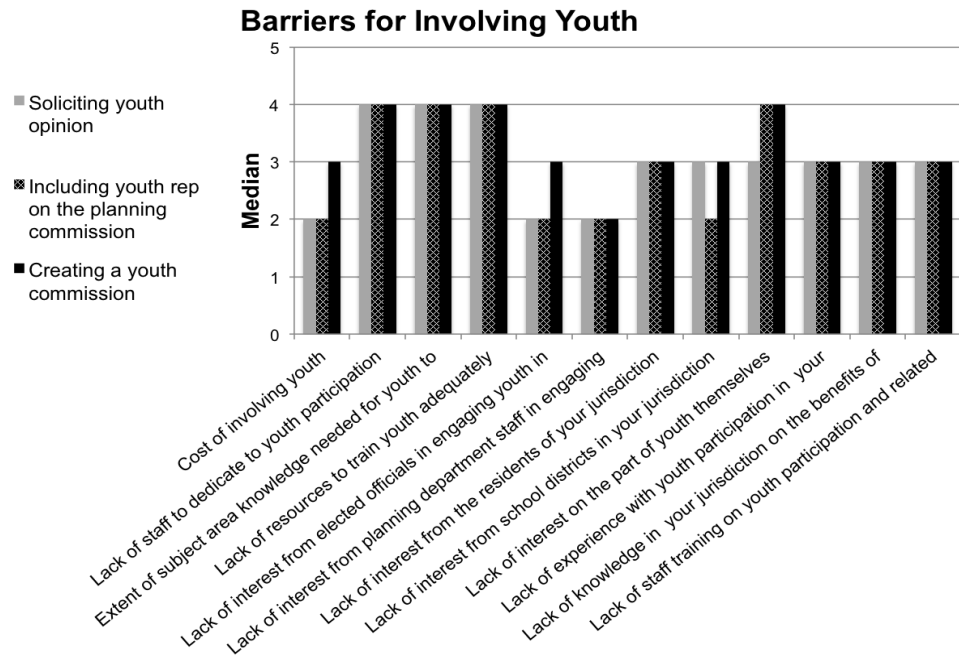


Figure 4.12 Barriers for involving youth

Across all three forms of engagement, *lack of staff*, *lack of resources to train youth* and *lack of subject area knowledge needed for youth to participate* were seen as the highest barriers. For including a youth representative on the planning commission and for creating a youth commission, the lack of interest on the part of youth was also a high barrier. This is not surprising because a greater level of commitment is required to become a youth representative of serve on a youth commission so a lack of interest on the part of youth would pose a greater barrier to

realizing youth participation at this level than would gathering youth opinion, where the lack of interest on the part of youth was only a moderate barrier.

Though *lack of staff, lack of resources to train youth and lack of subject area knowledge needed for youth to participate* may be considered resource-based limitations, one might argue *resources to train and subject area knowledge* are normative positions about the preparedness of youth to engage in local government and may be seen as what Dorothy Stoneman (1988) refers to as Adultism:

"Adultism refers to the attitudes and attendant behaviors that result when adults presume they are better than young people and that young people, because they lack life experience, are, therefore, inferior to adults. Children are taught, disciplined, guided, punished, and controlled without their agreement, as part of preparing them for entering the adult world. Often, adults were treated this way themselves as youth, and the process has been internalized" (Mullahey, Susskind Checkoway, 1999: p. 7).

Watts and Flanagan (2007) also consider this a barrier to authentic collaboration:

"When speaking about teenagers, we sometimes uncritically accept as truth terms that would easily be seen as derogatory stereotypes if applied to other social groups—terms such as immature, impulsive, self-centered, naïve, reckless, and silly. Although it is obvious that derogatory stereotypes provide a rationale for racism, sexism, and the like, it can be more difficult to see our views about young people as the basis of "adultism"—a word that is not yet in English dictionaries" (p. 782).

While adultism is certainly a barrier, it is important to note that planning as a profession does require a level of expertise not easily attained, nor inherent to youth. Case studies on youth engagement initiatives often cite the importance of invested actors (Hart, 1997; Frank, 2006), yet the data revealed the extent of support among

various stakeholders (planning commissioners, city council, planning staff, resident, etc.) for youth participation had no significant impact on whether or not a youth commission, an administrative unit, staff, or funding dedicated to youth participation was present in the jurisdiction. In addition, the following direct quotes from the survey illustrate potential challenges that can be categorized as follows:

Sentiments explaining lack of youth participation			
Youth Included by Default	Indifferent	No Need	Youth Never Asked
"We are a very small town. It is possible that adults that participate in the planning and zoning process have consulted with youth in their households."	"No particular reason why not. Just haven't."	"Circumstance has not arisen"	"Our youth population does not seem to be engaged in that type of activity."
"Planning Decisions are made for the benefit of the entire community not one sub-set exclusively regardless of ethnic group, age, or socioeconomic status."		"I have been in this job a short period of time but I don't see any urgency and/or importance in getting the youth involved in municipal government..."	"The youth have not asked for changes"
"Youth were not specifically targeted. The community at-large is consulted, and youth comprise a subset of that population such that youth input is subsumed in public feedback."	"I don't know"	"Never come up as an issue or priority. We have youth very involved in programs but not planning and zoning"	"It has never been brought forward."
	"I'm not sure"	"There has not been a need to do so."	"All are welcome at public hearings. There is no age restriction."
"Not considered separately."	"Do not know."		"It is rare for youth to participate and provide input in civic matters."

Table 4.2 Sentiments explaining lack of youth participation

The above sentiments are a snapshot as to why one might not include youth in planning, and contribute to a general attitude in the jurisdiction, which informs how youth participation is operationalized, and thus institutionalized. "The public participation process, as the most visible mechanism for communication around

planning issues, plays a central role in the emergence (or not) of participatory democracy in planning" (Brown and Chin, 2013: p.584) and to place the responsibility on youth to make the first move, expressed by sentiments under the heading "*youth never asked,*" is to assume they have are empowered to make such complaints known when current attitudes from the data suggest an environment that is perhaps not yet ripe for such assumptions.

Furthermore, if staff in the jurisdiction do not see the benefit as shown under the heading "*no need,*" they will be even less likely to engage youth, especially in the absence of any formal citizen participation plan or ordinance. As a result, youth participation is less likely to become an institutional feature of the municipality, especially when many may feel youth are "*included by default*" and "...youth input is subsumed in public feedback." Perhaps for those jurisdictions that are indifferent, a reconsideration of youth participation and its benefit to the jurisdiction is possible.

Chapter 5

CONCLUSIONS

This thesis has attempted to answer the question: To what extent is youth participation in planning institutionalized at the local level in California? This primary research question was further deconstructed into sub-questions: What local participatory mechanisms (and with what degree of formalization) exist to engage youth in decision-making in government generally and planning specifically? What attitudes do elected officials and staff have towards youth participation in government generally and planning specifically?

The research shown here suggests youth participation in planning at the local level in California is low across both structural and operational dimensions, with the reasons for not including youth (51%) far outweighing instances in which youth were included (19.2%), and attitudes among staff in the jurisdiction reflecting a range of challenges for the potential of youth engagement. Structurally, youth participation is not widely formalized in the jurisdiction's participation plans or ordinances (1.9%), youth participation is least emphasized in planning documents compared to other sub-groups (29.5% not mentioned), and few jurisdictions had either staff (24%) or

administrative units (2.9%) dedicated to youth participation. Operationally speaking, priorities for youth participation in the jurisdiction gravitated toward empowerment (11%), and then decreased for higher levels of engagement such as consulting (6.9%), partnering (5.7%), delegating some power (3.4%) and giving some control (2.3%), illustrating overall low priorities for youth.

In terms of perceived benefits, while there was large agreement (81%) among jurisdictions as to the benefits of youth participation, the only benefit for which jurisdictions were unsure (45.7%) was whether youth participation could enhance the quality of planning and zoning decisions. At the same time, barriers to engage youth at several stages were highest when it came to staffing (57.8%), the extent of subject area knowledge needed for youth to participate (55.4%) and the lack of resources to train youth adequately (57.8%), reflecting potential *adultism*, a form of discrimination, towards youth. Surprisingly, only 20.7% of jurisdictions cited cost, lack of interest from elected officials (13.9%), and lack of interest from planning staff (15.7%) as high or very high barriers.

In practice, youth generally contributed to positive policy changes in the municipality through smoking and plastic bag bans, drug prevention, bullying awareness and the formation of a youth advisory council. Within planning specifically, youth were significant in deciding on new park designs, bike and walking paths, zoning ordinances for recreational opportunities, and General Plan updates.

While the institutionalization of youth participation remains low, the practice of youth participation in jurisdictions appears more promising, albeit ad hoc. The instances of participation suggest jurisdictions offer youth the ability to engage at various levels, yet expressed reasons for not engaging youth, such as seeing no need, assuming youth will be represented as part of the larger population, and believing youth must bring issue forward, suggest there is much to be done to facilitate “the potential for youth participation in planning” (Frank, 2006).

However, before one can question the level of youth participation in planning initiated by local governments, one must have ample opportunity to observe such engagement. Unfortunately, results from this study continue to affirm Frank’s (2006) discovery, despite more than eight years, and demonstrates that youth engagement in planning at the municipal level has not yet been widely recognized, at least in California, as a practice worth institutionalizing. Though there may be a spectrum of engagement, based on the sentiments expressed by staff in the jurisdictions as to why they had not engaged youth, we need not assume one level of engagement is inherently better than the other (Burton, 2009: p. 270) because at this point, it is unclear if any form of engagement (at least in the eyes of the jurisdiction) is better than none at all. To this end, Burton’s position and future directions recommended here contend further research should explore both the methods of originating youth engagement at the local level and the extent to which it is necessary for effectively

planning youth-friendly cities. The results of this study present larger questions of place making: Are youth and planners in sync as place-makers? Can planners and local government officials identify and resolve the needs of youth independent of their input? At what level of engagement are youth most satisfied?

A normative position on youth participation would say youth participation should be actualized and institutionalized at the local level because there are greater benefits to doing so, both for the youth themselves, and the community as we saw in Lemon Grove, California, Loveland, Colorado and Hampton, Virginia. Instead, Burton's claim, and the data discussed in this thesis, forces a reconsideration of meaningful participation. It is clear, based on the varied instances of youth engagement and the stated reasons for not engaging youth captured in the survey, that 1) jurisdictions and the staff therein have had different experiences engaging youth and 2) the degree to which that engagement is seen as significant will vary from person to person and across jurisdictions. Less clear is 1) if there were other instances of youth engagement that went undocumented, where participation may have been less noteworthy for the jurisdiction but impactful for the youth involved, and 2) if a jurisdiction prioritizing youth engagement at any particular level in the ladder will yield "better" participation (in quantity or quality) of youth in the jurisdiction. For these four reasons alone, though there may be others, the level of youth engagement in planning specifically and government generally may not be

easily determined or measured hierarchically. Instead the level of participation and its ability to provide meaning for those involved may be relative. While it's true the municipality must determine if, when and how it will engage youth - if it chooses to do so, it might also consider which form of participation youth in the jurisdiction will be most content with, regardless of where such participation falls on any "ladder." Consequently, each rung on the ladder of participation may not serve as an end to itself, but rather as an invitation for participation that is meaningful in context with age and situational appropriateness. In this way jurisdictions and youth can work towards finding meaning such that participation effectively facilitates youth contributing their ideas, leading to consensus and therefore legitimacy (Smith, 1973). To this end, exploration of local government planning from the perspective of youth commissions, or youth in the jurisdiction would be a start.

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APPENDIX A
STATEMENT OF CONSENT

STATEMENT OF CONFIDENTIALITY AND CONSENT

Adria Buchanan
Graduate Student Researcher
School of Public Policy and Administration
University of Delaware
184 Graham Hall
Newark, DE 19716
310.404.9756 / adria@udel.edu

Dr. Nina David
Assistant Professor
School of Public Policy and Administration
University of Delaware
298B Graham Hall
Newark, DE 19716
734.913.9354 / npdavid@udel.edu

Dear Local Elected Official/ Planning Commissioner / Planning Department Director/ Planner:

We are writing to request your participation in a research study. The purpose of this study is to better understand how urban planning policies involving youth are crafted and implemented by California local governments. Please note that we are surveying chief elected officials, planning commission chairs, planning department directors, and local youth commissions for this study.

We hope you will participate in this study by completing the enclosed questions. We have designed the survey so that it should require about 30 minutes to complete. We will not be providing any compensation for your time. You may not benefit directly from participating in this survey. However, we would be glad to send you a summary of the results when the study is complete. Your participation in this study will be tremendously beneficial to us for a number of reasons. This study will help

generate a comprehensive assessment of whether and how youth are included in local planning and zoning processes, and the factors affecting youth participation in planning. The study will also highlight the reasons for youth participation, obstacles to effective youth participation, best management practices, common debates relating to youth participation in planning, and the perspectives of multiple stakeholders on involving youth in local government. Your participation is therefore crucial to this study. The results of this study will be disseminated in the form of scholarly articles in academic journals.

Participation in this study is completely voluntary. You have a right to skip any questions or to decide to not complete the survey. There is no penalty for skipping questions or for not participating in this study. However, we are surveying only a limited number of local governments and therefore this research will be tremendously enhanced by your response. We are grateful for your participation and time. Your completion and return of the enclosed survey will indicate consent to participate.

All of your responses to this survey will be kept strictly confidential. We are asking for your name and title on the survey for survey administration purposes. However, none of the information that might link your identity to your responses or locality will be released. In addition, when the results of the study are reported, your responses will be combined with the other responses so that it will not be possible to identify you personally. If you are able to participate, please complete the survey by January 31, 2015.

We greatly appreciate your participation in this study. Finally, please do not hesitate to contact us directly at adria@udel.edu or npdavid@udel.edu should you have any questions regarding this work or this request.

If you have any questions or concerns about your rights as a research participant, you may contact the University of Delaware Institutional Review Board at 302-831-2137.

APPENDIX B

INITIAL EMAIL FOR SURVEY



Adria Buchanan <adria@udel.edu>

Survey on youth participation in urban planning efforts

Adria Buchanan <adria@udel.edu> Thu, Jan 15, 2015 at 7:14 PM

Cc: Nina David <npdavid@udel.edu>

Hi,

My name is Adria Buchanan. I am a graduate student working with Dr. Nina David from the School of Public Policy and Administration at the University of Delaware on research addressing youth participation in urban planning efforts. We are writing to request your participation in this study by completing an online survey.

We have designed the survey so that it will take less than 30 minutes of your time. Your participation in this study will be tremendously beneficial to us because it will help generate a comprehensive assessment of whether and how local governments engage youth in urban planning related decision making. The results of this study will be disseminated in the form of scholarly articles in academic journals.

Participation in this study is completely voluntary. You have the

right to skip any questions or to decide to terminate this survey at any time. There is no penalty for skipping questions or terminating this survey at any time. There are minimal risks associated with this study. Your name will NOT be associated with your response. All responses will be reported with a generic attribute, for example, “commissioners” or “elected officials.”

We would greatly appreciate your participation in this study. We value your input on this topic and your participation would greatly enhance this research.

Finally, please do not hesitate to contact us directly should you have any questions regarding this work or this request.

Please click on this link to access the survey:

https://delaware.qualtrics.com/SE/?SID=SV_5j8E9ifSukypln7

Sincerely,

Adria Buchanan
Graduate Student Researcher
School of Public Policy and Administration
University of Delaware
184 Graham Hall Newark, DE 19716
310.404.9756 / adria@udel.edu

Dr. Nina David Assistant
Professor
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APPENDIX C

REMINDER EMAIL FOR SURVEY



REMINDER: Survey on youth participation in urban planning efforts

Adria Buchanan <adria@udel.edu> Mon, Jan 26, 2015 at 2:11 PM

Cc: Nina David <npdavid@udel.edu>

Good morning,

I am writing to graciously remind you of our online survey and request your participation. Your input on this topic is extremely valuable and your thoughts are important to this research. The link below will be open until January 31st.

Sincerely,

Adria

Hi,

My name is Adria Buchanan. I am a graduate student working with Dr. Nina David from the School of Public Policy and Administration at the University of Delaware on research addressing youth participation in urban planning efforts. We are writing to request your participation in this study by completing an online survey.

We have designed the survey so that it will take less than 30 minutes of your time. Your participation in this study will be tremendously beneficial to us because it will help generate a comprehensive assessment of whether and how local governments engage youth in urban planning related decision making. The results of this study will be disseminated in the form of scholarly articles in academic journals.

Participation in this study is completely voluntary. You have the right to skip any questions or to decide to terminate this survey at any time. There is no penalty for skipping questions or terminating this survey at any time. There are minimal risks associated with this study. Your name will NOT be associated with your response. All responses will be reported with a generic attribute, for example, “commissioners” or “elected officials.”

We would greatly appreciate your participation in this study. We value your input on this topic and your participation would greatly enhance this research.

Finally, please do not hesitate to contact us directly should you have any questions regarding this work or this request.

Please click on this link to access the survey:

https://delaware.qualtrics.com/SE/?SID=SV_5j8E9ifSukypln7

Sincerely,

Adria Buchanan
Graduate Student Researcher
School of Public Policy and Administration
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APPENDIX D
TELEPHONE SCRIPT FOR SURVEY

Hi,

My name is Adria Buchanan and I am a graduate student at the University of Delaware working with Professor Nina David on a project that looks at youth participation in local government urban planning efforts and the factors that encourage or hinder such participation. I am following up on an email we sent in early December requesting your participation in our online survey. We are specifically looking for planning directors or planning staff to participate in this survey. It will take less than 30 minutes of your time and your response would be invaluable to us.

We really want to hear your thoughts on this issue. I can resend that email to you. Is that okay?

[If YES] OK, I will re-send the email with a link to the survey. I have your email listed as _____, is that correct?

[If NO] OK, I understand and thanks for your time.

If you choose to participate, we ask that you do so by January 31st.
We look forward to receiving your response and we really appreciate your time.

APPENDIX E
SURVEY QUESTIONS

Factors affecting youth participation in local government planning efforts – California wide survey

1. Your Name: _____

2. Your Title: _____

3. Name of your jurisdiction:

4. Name of the County where your jurisdiction (local government) is located:

5. How does your jurisdiction engage in planning and zoning functions (please select one)

- We do our own planning and zoning The county plans and zones for our jurisdiction
 We do not have planning or zoning We share planning and zoning functions with the county
 Other (please explain)

6. Does your jurisdiction have a master plan? Yes No

7. Does your jurisdiction have a zoning ordinance? Yes No

8. How many staff members does your jurisdiction employ for planning and zoning purposes?

_____ Number of Full Time Staff _____ Number of Part Time Staff

9. How many citizen engagement/public participation opportunities did your jurisdiction provide during the last major update or re-write of your comprehensive plan?

Type of participation session	How many?
Public hearing	Table
Focus groups	Table
Advisory committees	Table
Charrettes	Table
Workshops	Table
Town hall	Table
Other:	Table

10. What was the annual budget allocation for the planning department in your jurisdiction in 2013-2014?

\$ _____

11. To what extent does your jurisdiction's comprehensive plan emphasize the following?

Table	Not mentioned in plan	Level of Emphasis					Don't know
		Very Low	Low	Moderate	high	Very high	
Citizen participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minority group participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation of low-income and very low-income population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation of the elderly population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table							
Participation of those with disabilities Table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Does your jurisdiction have a separate citizen participation plan?

Yes No

13. Does your jurisdiction have a citizen participation ordinance?

Yes No

14. Does your jurisdiction offer any of the following programs and services for youth and children? (please consider only those programs where your jurisdiction plays an active role in program planning and delivery)

Summer camps Department with primary responsibility:

Academic Enrichment Department with primary responsibility:

Job Training Department with primary responsibility:

Summer Employment Department with primary responsibility:

Arts Department with primary responsibility:

Sports Department with primary responsibility:

Leadership Department with primary responsibility:

15. Does your jurisdiction specifically define “youth” in terms of an age group?

Yes No

If yes, what is the age group?

16-24 Other (please provide numbers): _____ to _____

16. Which of the following best characterizes your jurisdiction? (please select all that apply)

- We do not specifically consider youth as a separate population when we make planning and zoning decisions
- We make planning and zoning decisions with youth in mind but youth are not specifically targeted for participation in our decision making processes
- We involve youth as part of general citizen participation for planning and zoning decisions (e.g., all public hearings are open to youth as well)
- We specifically target youth for participation for all planning and zoning decisions e.g., plan and ordinance updates and re-writes
- We target youth for participation as and when the need arises e.g., for projects where the youth are primary end users
- Our jurisdiction organizes programs and services for youth e.g., leadership training and art programs
- Our jurisdiction has a youth commission that advises our elected body e.g., City Council
- Our jurisdiction has a youth commission that advises the planning department and/or planning commission
- Our jurisdiction has a youth commission that advises other departments and commissions but NOT the planning department and commission
- Our jurisdiction has a youth representative on our elected body e.g., City Council
- Our jurisdiction has a youth representative on all boards and commissions
- Our jurisdiction has a youth representative on the planning commissions
- Our jurisdiction has a youth representative on some boards and commissions but NOT the planning commission

17. Does your jurisdiction employ youth representatives in any of the following councils, boards, or commissions?

Table	Yes	No	Don't Know	N/A
Planning commission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zoning board of appeals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
City council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budget or finance committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parks and Recreation Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Historic District Commission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts Commission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Library board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental commission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public safety commission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public works commission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Do youth representatives in the council, boards, and commissions receive training?

Yes No

If yes, is training provided by

- Universities
- Schools
- Your jurisdiction (staff)
- Community groups
- Foundations
- Other Please specify _____

19. Does your jurisdiction have any of the following? (check all that apply)

- An administrative unit that focuses on youth participation (e.g. office of youth participation)
- Staff dedicated to youth involvement and participation
- A youth commission
- A youth participation ordinance

20. Does your jurisdiction have funding to support youth participation in planning and zoning?

Yes No

21. If yes, what is the source of funds? (Please select all that apply)

- Public funds - A line item on your jurisdiction's budget
- Public funds - Grant funding through one or many of your jurisdiction's administrative units
- Direct foundation funding
- Other: Please explain _____

22. On average, how much funding is allocated per year for youth participation in planning and zoning \$_____

23. How much funding was allocated during fiscal year 2013-2014?
\$_____

24. In the past five years, to what extent did your jurisdiction use youth participation in the following?

	Never	Rarely	Sometimes	Frequently	Always	Don't know
Re-writes or major updates of your comprehensive plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Re-writes or major updates of your zoning ordinance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rezoning decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighborhood plan development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other plan and ordinance development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. To what extent do the following statements reflect the priorities of youth participation in your jurisdiction?

Table	Level of priority					Table
	Very low	low	moderate	high	Very high	Don't know
To educate youth on planning and zoning issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To inform youth about planning and zoning issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To empower youth to participate on planning and zoning issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To consult youth on planning and zoning issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To partner with youth on planning and zoning issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To delegate some power to youth over planning and zoning issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To give youth some control over planning and zoning issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Have elected officials in your jurisdiction ever enacted a major planning and zoning related policy change or policy because of youth input?

Yes No

If yes, please explain:

If no, why not?

27. Have elected officials in your jurisdiction ever enacted a major policy change or policy in other policy areas (e.g., public safety) because of youth input?

Yes No

If yes, please explain:

If no, why not?

28. What are the benefits of youth participation in planning and zoning?

Table	Level of agreement					Don't know
	Strongly	Disagree	Neither	Agree	Strongly	

	disagree		agree nor disagree		agree	
Youth participation increases the diversity of policy options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation produces innovative ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation enhances the quality of planning and zoning decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation provides a different lens through which to view planning problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation allows for the planning and design of more inclusive spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation increases youth ownership and responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation promotes volunteerism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation empowers youth to influence policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation increases intellectual capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation increases social capital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation promotes civic engagement and citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation increases academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation improves public speaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation enhances leadership qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. To what extent do the following groups/individuals support youth involvement in planning and zoning issues in your jurisdiction?

Table	Level of support					Table
Table	Very low	low	moderate	high	Very high	Don't know
Planning commissioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
City council members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chief elected official	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff from other administrative units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighborhood groups/associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local school boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Please indicate to what extent you think the following serve as barriers to soliciting youth opinion (e.g., involving youth specifically in plan updates) in planning and zoning in your jurisdiction?

Table	Table Not a barrier	Planning and Zoning					Don't know
		Extent of barrier					
		Very low	Low	Moderate	High	Very high	
1. Cost of involving youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lack of staff to dedicate to youth participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Extent of subject area knowledge needed for youth to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lack of resources to train youth adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Lack of interest from elected officials in engaging youth in your local government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Lack of interest from planning department staff in engaging youth in your local government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Lack of interest from the residents of your jurisdiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Lack of interest from school districts in your	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

jurisdiction							
9. Lack of interest on the part of youth themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Lack of experience with youth participation in your jurisdiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Lack of knowledge in your jurisdiction on the benefits of youth participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Lack of staff training on youth participation and related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (1): _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (2): _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Please indicate to what extent you think the following serve as barriers to including a youth representative on the planning commission in your jurisdiction?

Table	Table Not a barrier	Planning and Zoning					Don't know
		Extent of barrier					
		Very low	Low	Moderate	High	Very high	
1. Cost of involving youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lack of staff to dedicate to youth participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Extent of subject area knowledge needed for youth to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lack of resources to train youth adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Lack of interest from elected officials in engaging youth in your	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

local government							
6. Lack of interest from planning department staff in engaging youth in your local government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Lack of interest from the residents of your jurisdiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Lack of interest from school districts in your jurisdiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Lack of interest on the part of youth themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Lack of experience with youth participation in your jurisdiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Lack of knowledge in your jurisdiction on the benefits of youth participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Lack of staff training on youth participation and related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (1): _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (2): _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Please indicate to what extent you think the following serve as barriers to creating a youth commission that provides advice regarding planning and zoning issues in your jurisdiction?

Table	Table Not a barrier	Planning and Zoning					Don't know
		Extent of barrier					
		Very low	Low	Moderate	High	Very high	
1. Cost of involving youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lack of staff to dedicate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

to youth participation							
3. Extent of subject area knowledge needed for youth to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lack of resources to train youth adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Lack of interest from elected officials in engaging youth in your local government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Lack of interest from planning department staff in engaging youth in your local government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Lack of interest from the residents of your jurisdiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Lack of interest from school districts in your jurisdiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Lack of interest on the part of youth themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Lack of experience with youth participation in your jurisdiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Lack of knowledge in your jurisdiction on the benefits of youth participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Lack of staff training on youth participation and related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (1): _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (2): _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. Please indicate whether elected officials, commissioners, and staff in your jurisdiction have received training in the following areas:

Table	Elected officials	Planning commissioners	Planning staff	Other commissioners	Other staff
Youth sensitivity training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth issues training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth participation techniques training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. How important is youth participation for policymaking in the following areas?

Table	Unimportant	Of Little Importance	Moderately important	Important	Very Important	Don't know
Planning and zoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parks and Recreation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policing and public safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Historic preservation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local government (generally)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX F

RESPONDENTS' FINAL THOUGHTS ON SURVEY

Question 45: Lastly, do you have any final thoughts or comments?

Table

Survey questions limit nature of responses, but topic is applicable and thought-provoking

Table

As a 1983 Ph.D. graduate of the UD School of Public Policy (then Urban Affairs and Public Policy) I am pleased to have assisted by participating in this survey. I hope all is well at UD:)

Table

The "great recession" has put up some barriers with staff lay-offs and lack of resources to address areas for the the City's youth. With that said, the Community Services Department does provide a number of art, sport, and other youth programs that do address, at minimum, the community's needs. / / As a planner, I have personally held workshops and other events with the youth. However, none in Colton. Maybe, in the future.

Table

Table

Please note many questions related to update of General Plan. Our community has not completed a comprehensive update of our plan in the past 5 years. Also, our community is a small high end tourist community with a population of 3,000 which includes 1,000 residents of a state veterans home facility. Over 65% of our population is over age of 60. We only have an elementary school K-5 in our local jurisdiction with less than 120 kids.

Table

Table

Youth in my jurisdiction are defined as "middle and high school students."

Table

Table

Table

Am unable to answer question regarding the number of hearings, workshops, etc. for comprehensive plan update. The last update was done in 1996. Latest plan update started in 2006 and is still ongoing. Countless hearings, community workshops, and other public meetings have been held but I do not know the exact numbers.

Table

I would recommend that this survey be forwarded to City's Park and Recreation Department who oversee our Youth Council.

Table

Table

Table

Thank you for the opportunity.

Table

My understanding is that the Planning division (under Development Services) at this time does not have monetary or staff support resources to dedicate time to have youth participation. I have seen in the Public Works department that they have hired high school interns to work with staff regarding environmental programs such as recycling and other administrative tasks. If youth (aged 17 and below) participate in the public process I have seen their comments recorded and discussed at council level.

Table

Most small agencies do limited programs for youth due to lack of funding.

Table

Yes, while the survey focused on previous updates, etc. there were no question on future directions. For instance, in the City of Sanger we are changing our engagement with youth extensively as we Update our General Plan. First, we have been working with Senior Students from the City and Regional Planning Department at Cal Poly, San Luis Obispo in doing community outreach. This includes interviews with over 400 high school students, interviews at the city parks, a special planning charrette for youth, and a Photovoice project. Youth will be asked where they "hang out", the hot spots of the community, how it functions from their perspective, what works, what needs improvement, etc. As a recent hire by the City, it is my goal to greatly increase youth involvement. The other major planning effort we will engage youth is the Update to the City's Park and Recreation Master Plan. Workshops with youth will be included as well as park design activities. So, as City Planner, my goal is that what was in the Past is in the Past. We are building a new future with a strong emphasis on youth.

Table

Table

Table

Not focused on youth participation mostly because we are such a small jurisdiction with a high senior population. Our average age in the City is 56.

Table

As you can see we are way behind the 8 ball. If there are programs or materials on getting youth involved in all areas of local government it would be appreciated. We are a small city with limited financial and staffing assets. Thank you. Good luck.

Table

This City is a small community with a high component of very low income families. Fiscal resources are already strained beyond belief. To undertake any new initiative is improbable. Mission Viejo has a great staff and commission members---hopefully, new elected officials to the City Council will continue to support the youth in our Community of Character Committee!

Table

The City of San Ramon has a vibrant Youth Commission that participates in the decision making of the City where appropriate. We have representation from our Youth Commission in different areas of the City and we use them as a resource to help get work done in our

community. The lack of youth representation in the Planning and Zoning process is due to the lack of qualification of young people for an important civic function. We do consult their opinions on issues and certainly welcome them to participate in the public input process. However, they are not asked to be subject matter experts on issues they are unqualified to speak on.

Table

Last general plan update was over 10 years ago. City is fully built out. There are no planning/zoning issues.

Table

Table

No. Thank you.

Table

Table

The survey got better in the second half. I am not sure what the east coast does with planning and zoning involvement at the youth level but it is a fascinating question and study, but youth involvement in northern California in these two policy areas is virtually non-existent.

Table

Table

This survey brings to me a new idea, educating and learning from our youth regarding zoning and ordinances related to housing. We have never, to my knowledge discussed these types of issues with our youth.

Table

We define youth as high school age or younger. Because we are a university town, we also have a large population of individuals ages 18-24. This demographic is well represented across local government commissions, has full ability to be appointed to the Planning Commission or elected to City Council. While we don't currently have individuals in this age range on either board, we have in the past. /

Table

We're always striving for more youth involvement but have not yet found a successful way to get their participation.

Table

No

Table

NO

Table

It's a matter of the City's capacity to engage youth. There is the issue of training. Issue of staff knowledge in how to train. Interest of the Community in "trusting" youth decision on some very difficult policy issues.

Table

Table

Table

It is my understanding that the city previously had a youth council, but participation waivered once the councilmember that promoted the council left office.

Past efforts in this community to further engage the youth has not met with much success in

terms of government related zoning and planning related matters. Involvement by youths of differing ages has been fairly successful with the various Parks and Recreation Department programs. The city's limited budget and size of population limit our efforts to extend further out to the youth of our community and yet do want their participation and involvement when and where possible. / thank you.

Table

As Mayor I appointed a "youth" to Planning Commission and attempted to introduce a public participation ordinance that would include youth. I have not succeeded in this effort. We have strong youth presence on our Community Sustainability Commission and could encourage other commissions to add youth.

Table

None.

Table

Schools don't even have local govt in their curriculum any more. Programs to inform all students about basic Civics and local govt structure and process makes more sense than asking one or two exceptional students to participate in zoning decisions. / /

Table

My jurisdiction is very inclusive of youth in the community. My City Council colleagues, city staff, volunteers and myself are very aware of the value of participation of our youth. They are people with their own opinions that can contribute toward facilities and programs to a great degree. Despite the down economy, our city has balanced a second two-year budget including amendments without any cuts in any youth-related programs. / / Our youth are very much recognized as "the future of our city" and as a senior City Council member, I embrace this attitude. / / Paul V. Morris / San Pablo, California City Council

Table

the public participation component of what we do in planning is such a fundamental part of what we do here that we do not really have strong policies that advocate for it; it is just part of what we do. We do not have a focus on youth, and most meetings are in the daytime so youth have a difficult time participating. They do come to hearings where there is a significant issue in their neighborhood that would affect them, but most land use meetings here are attended by professionals and neighbors.

Table

Table

Table

Important to note that in Truckee Parks and Recreation is provided by an independent special district and not the Town Government.

Table

Survey its too long

Table

Table

1) There is a liability issue in involving youth for Cities; there always needs to be at least two persons around underage kids. / 2) All of the City's commissions operate after 7pm and often run past ten pm or later, and can interfere with school efforts. / 3) The City already has 12 commissions, which staff struggles to manage already.

Table

Table

The encouragement for youth to participate needs to start at school and home.

I feel involving all of the community including youths is a good idea in making public decisions.. Most people do not have any idea what goes on within a city government so they do not know they can be involved. I encourage the public to attend meetings but few if any come except to complain. They would rather do that then get involved in their community which is sad because all of the rules and regulations govern them.

Table

None

Table

Involving youth is generally something adults think is a good idea, but rarely do the resources exist to do it right. I've seen youth on school boards before, but never on land use/planning boards. Not necessarily a bad idea but it would take a high level of interest on the part of the youth involved, and that interest would have to be stoked by coursework that gets their interest.

Table

The survey seems to have been written with the conclusion that youth participation in planning and zoning is highly valued. Also, asking non-elected officials to determine whether elected officials value the opinions of youths in their community is dangerous and won't lead to accurate answers.

Table

Table

This survey made me think a bit more about how youth specifically are (or are not) being engaged in this community, and the extent to which they should (or need to) be engaged. Greenfield is a small city, 17,000 population, with very limited financial and staff resources (total staff including police and public works is 45, with admin staff for all city departments (Admin, Finance, City Clerk, Public Works, Planning, Building) other than police at 12). Most of the city residents or their families are engaged in agriculture as farm workers. This is a very low income community. Establishing any separate programs, boards, commissions, etc. with a focus on youth participation and membership is not realistic.

Table

Table

Youth participation has been excellent in City special events such as street fairs, public art projects, 5-K runs, cultural events and similar activities.

Table

Our City staffing was cut in half several years ago and has still not recovered. There is little time to respond to surveys or take on any activities that are not essential.

Table

Table

wish you success

Table