



THE WINSTON CHURCHILL MEMORIAL TRUST OF AUSTRALIA

2001 CHURCHILL FELLOW

To assess innovative youth schemes such as the YMCA Prevention Through Recreation Youth Development and Education Program – USA.

Report by

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1. PROFILE

I have been working in the Recreation and Sporting field for ten years and have developed strong management, planning and organizational skills. I have worked in a range of positions in that time, which have included centre management, program development and implementation, sport and recreation planning and evaluation, policy development, organizational development and land and event management.

I currently hold the position of Sport and Recreation Officer, Community Development Team West with Brisbane City Council, Queensland. My role is to ensure that sport and recreation opportunities are delivered in the region to the expressed needs of the community and sporting groups, general public and Councillors. This includes undertaking community consultation and integrated planning to ensure policy and program development remains relevant to changing needs.

My role involves the management facility and field maintenance and improvements, including, assisting clubs with major development. A major component of my work is to offer information, advice and advocate for sport and recreation clubs and continue to expand the options for active and passive recreation in parkland.

I have adopted the Social Justice Framework of Council and work with disadvantaged groups to develop partnerships and accessible sporting and recreation opportunities. In my work I strive to build sustainability into programs and planning ideas that are trying to achieve social outcomes. I am currently working with young people and establishing small enterprises and employment opportunities.

I hold a Bachelor of Applied Science (Recreation Planning and Management) from the University of South Australia.

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2. INTRODUCTION

During March and April 2001, I visited San Francisco to study youth programs organised by Urban Services, Central YMCA. The majority of my time was invested with Katie Thompson (KT), Prevention Services Director at Urban Services who provided invaluable support and information for my study.

Whist in San Francisco I took the opportunity to research youth activities and services offered by the Berkeley YMCA and YWCA at UC Berkeley. I also extended my visit to include evaluations of skate facilities in California.

Overall the visits provided a wealth of information, covering new service delivery methods for youth development, youth program design and implementation, mentoring programs, crime prevention at school and within the community and utilization of school space for community education and activities.

The organizations visited were open and very helpful in providing me with a valuable experience. They provided not only resources and information to assist with my study, but introduced me to other people and groups in the community who would add to my study and research regarding young people. This was invaluable in establishing further contacts and networking with the Bay Area of San Francisco.

3. EXECUTIVE SUMMARY

My Churchill Fellowship was awarded to assess innovative youth schemes such as the YMCA Prevention Through Recreation, Youth Development and Education Program – USA.

My study and research at Urban Services, Central YMCA was based around the Urban Core Program.

Urban Services have modified the Prevention Through Recreation Youth Development and Education Program (PRYDE) to better accommodate the needs of young people and the youth movement. The new modified program is called Urban Core. Urban Core has the same principles as PRYDE and is funded under public safety like PRYDE. Urban Core focuses on youth development as its Core. It is Urban Core's goal, to ascend youth programming into the youth development movement in objectives, evaluation, and staff training.

Urban Core focuses less on measuring a behavior as a program evaluation because it doesn't take into account family, gender, socio-economics, cultural diversity, sexuality and education. Instead it focuses on leadership, community building and relationships.

Urban Core focuses on using lunchtime, after-school and weekend hours as prevention. Prevention in terms of empowering youth in productive ways, keeping them from being victims or victimizing, and having lots of fun. Urban Core is unique in that it relies on collaborations with schools and community centers as well as other non-profit organizations.

In the last few years the "Youth Development" movement has swept through San Francisco. This is a movement among youth and service providers that look at community and youth needs rather than trying to improve or decrease attitudes and behaviors. Youth Development looks to build relations, community involvement, meaningful skill building and youth participation.

There is a trend among US youth funders, policy makers and service providers towards concentrating on the general healthy development of young people in their transition to adulthood rather than on programs to fix particular behavior problems. Long term evaluations of "deficit-focused" programs indicated they were rarely as successful as hoped.

The programs within the YMCA Urban Services branch that I researched were; Youth Violence Project, HOOPS (prevention basketball league), Teen Centre, Urban Core lunchtime and after school programs and Visitation Beacon Centre.

4. PROGRAMME

4.1 Urban Core Program

I invested four weeks working with the Urban Services YMCA located at 220 Golden Gate Avenue, 3rd Floor Urban Services YMCA, San Francisco CA 94102. I basically shadowed the Prevention Services Director, Katharine "KT" Thompson who introduced me to the different programs offered by Urban Services.

The Urban Services YMCA is a YMCA without walls. It collaborates and partner within its communities to build diverse and accessible programs. These partnerships value, respect and empower youth, families and communities.

- Urban Core Mission

...to collaborate with schools, Beacon Centres and community based organizations to deliver quality programs for urban youth utilizing principles of youth development including youth leadership, meaningful skill building, community involvement and relationship building.

Urban Services YMCA offers life-changing programs for under-served youth and families throughout the Greater Bay Area.

- Program Goals

- ⇒ To use recreation as a tool to teach skills in team building, conflict resolution and mentoring
- ⇒ To connect youth, community and the YMCA
- ⇒ To expose youth to diversity in everyday activity
- ⇒ To create a safe and fun environment for youth to be themselves

Through research in the US, most violent juvenile crime takes place between the hours of 3.00pm and 8.00pm. To address this issue, the YMCA offers after school programs providing positive, safe and fun environments to spend time after school. Building safe and healthy communities is achieved not by what the YMCA works to present but rather by the supports and opportunities they provide.

Some of the programs offered by Urban Services to achieve these goals are; Hoops twilight basketball and prevention education programming, school based violence prevention projects, juvenile justice diversion counseling services and youth gang prevention and intervention services.

I undertook several training sessions with the Urban Core staff that included youth development, self-esteem and train the trainer training.

The youth Urban Services serves, are low income and non-white; African American, Asian, Latino, aged between 5-18, the average age is 14.

The staff is mostly recent college graduates and college students. They have a wide variety of backgrounds and are also mostly non-white. The most important thing is to match the staff with the population they serve ethnically. They need to have experience and can relate well with young people.

4.2 Youth Development

The YMCA of San Francisco in conjunction with the Community Network for Youth Development (CNYD) have received funding for two years to implement the Youth Development Approach in the Bay Area. I interviewed and undertook some training with Kari Lee, Youth Development Specialist, YMCA of San Francisco.

What is youth development? The definition approved by the executives of National Collaboration for Youth Members, March 1998 is as follows:

- Youth Development – a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader development needs of youth, in contrast to deficit-based models, which focus solely on youth problems.

The asset-based approach is a model of viewing and working with youth that focuses on resilience and the positive outcomes of behaviour, sees youth as assets to society, and seeks to partner with them to create opportunities and solutions to problems they identify.

The deficit-based approach is a model of working with and viewing young people that focuses on risk factors and the negative outcomes of behaviour. Sees youth as problems or by the deficits in their lives, and attempts to direct or control their behaviour. This approach called for intervening when young people had problems, or for identifying those young people “at risk” for problems and trying to prevent them from engaging in specific negative behaviours.

A great number of youth funders, policymakers and service providers are now concentrating on promoting the over all healthy development of young people instead of “fixing” specific problem behaviours through programmed solutions.

Why the shift?

As long term evaluations of these "deficit" focused programs became available, it became clear that single programs rarely achieved the success they envisioned in eliminating problem behaviours.

The ultimate long-term outcome the YMCA and CNYD want for all young people is:

- A successful transition to adulthood, where young people are able to support themselves financially, engage in healthy family and other social relationships, and contribute to their self-defined community.

The major focus of the two year program is Youth Development Practice at a Program Level and Organisational Level. This involves professional support for youth workers through effective training and supervision to strengthen their skills. Kari Lee is conducting training sessions for all levels of staff throughout the Bay Area YMCA 's. This training also includes building a persons capacity for self-assessment, in order to reflect on and continuously improve their skills.

Every YMCA branch is conducting a survey of its young people. A standard questionnaire is being utilised with amendments to reflect the specific YMCA. Training was undertaken with the staff who will be administering the survey, so that the optimal results are achieved.

The survey asks questions about attendance at school, school grades, participation at the YMCA, relationships with staff, safety, participation in decision making process, sense of belonging, opportunities to try new things, challenges, and sense of knowing their community.

An Action Plan and staff training requirements will be developed from the results of the survey. The Action Plan will be implemented throughout the YMCA's and the plan will be reviewed after 12 months to see what is happening on the ground. Young people will be re-surveyed for comparison and results of the Action Plan.

This project was just commencing when I arrived. I attended several training sessions with all levels of staff. The staff was supportive and receptive of the model and the overall outcome to be achieved. This model is a large-scale movement toward working with young people in a new way.

4.3 Visitation Valley Community Beacon Centre

Visitation Valley Community Beacon Centre is run by Urban Services, Central YMCA. It is a school-based community centre that offers free programs to young people, adults and families in Visitation Valley. The Beacon is a safe place where the community can go and learn new things and make friends.

Run by community agencies, Beacons offer free academic support, leadership and career development, health services and recreation programs to everyone in the community.

The programs offered range from after-school activities and programs for youth such as circus aerobics, computer training, cooking/nutrition, girls circle to adult classes including English as a second language, computer training, network for women, recovery theatre and basketball.

I visited the Beacon Centre and spoke with the Program Manager, Chana Kennedy. The success of this Beacon is due to the stabilisation of the Executive Officer, the strong relationship with the school and Principal and the continued support and funding from local community businesses.

The Beacon was established fairly easily due to the school having the available space and that the Principal wanted a Beacon Centre. After lobbying the City, a Beacon was established, and has been operating for over 5 years.

The Beacon receives US\$370,000 per year from regular sponsors and has yearly or project specific sponsors, for example: PowerUp. Some of the sponsors are: The United Way, Mayor's Sports Fund, Department of Children, Youth and Families and the San Francisco Unified School District.

The Beacon Centre is located in a middle school and occupies a large room, which looks like a relaxed drop-in centre. The room has a teen-corner with lounges, resource area, tables and chairs, staff booths and a large open area. The Beacon also occupies a large training room with thirty computers, which were donated by PowerUp. PowerUp also donated staffing assistance to train others for one year at the Beacon. The activities run by the Beacon are not limited to these two rooms, and often use other schoolrooms. Other community groups can also use these spaces.

The Beacon employs five full-time staff, six part-time staff and also utilises sub-contractors for particular programs. Staff members sit on various community group committees, which create networks and links to the community.

The Beacon offers programs, which have been successful at other Beacons and also talk and survey the local community for their needs. The funders also have input into the programming at the Beacon.

The programs and activities are promoted through word-of-mouth, community events, open-house days, flyer distribution and on-going presentations to the community held at the Beacon Centre.

4.4 2nd Annual Youth In Action – School Violence Prevention Summit

I assisted as a volunteer at the School Violence Prevention Summit organised by Timothy Reaves, School Violence Prevention Director, Urban Services YMCA.

The United Way of the Bay Area's Youth Leadership Council (YLC) was established after the tragic incident at Columbine High School in Colorado on April 20th, 1999.

The inaugural YLC consisted of nine high school interns from seven different countries. YLC research solutions for violence prevention efforts in Bay Area schools and communities. The YLC created a School Violence Prevention "Tool Kit" as a result of their research efforts. The Tool Kit is a resource guide filled with ideas of how students can transform their schools into a safe environment.

The first Youth In Action Forum empowered and provided student and community leaders a platform to help start programs at their own schools. The main objectives of the forum were to create awareness of school violence and prevention methods and to launch the new and improved youth-friendly resource guide – "Youth Voice".

The Youth Violence Project held its second annual Youth Violence Summit where over 300 students from the Bay area came to the full-day summit to talk about violence in their schools and communities and to discuss solutions.

Violence is defined as "anything that denies human integrity and causes helplessness or and hopelessness".

This was a frightening and inspiring day. I heard young people plead with community leaders to take action against violence in schools and to help reduce the number of firearms taken into schools. Young people also accepted the challenge and provided useful insight to the ways that violence can be reduced.

Young people had the opportunity to speak publicly about their fears and issues concerning them regarding violence in schools and the community. Young people spoke of the fear of the possibility of a 'shoot-up' at school and expressed the need to keep weapons and guns out of school.

In depth discussion and debate was heard about the introduction of metal detectors and security cameras at school. Some young people suggested it would make the schools a safer place, others said that if you wanted to get a gun in school you would, and security cameras was a way of saying the school doesn't trust the students.

The young people mentioned that homophobia, racism, discrimination, confrontation, religious issues, stereotypes, drugs, date rape, peer pressure, lack of education, rejection to name a few all lead to violence at their schools.

Some of the solutions raised by the young people to reduce violence included:

- ⇒ undertaking home work assignments with students from different backgrounds,
- ⇒ reducing violence at home and having parents at home after school,
- ⇒ need more counselor's at school, need someone that 'listens',
- ⇒ more adult mentors
- ⇒ assemblies on 'how to reduce conflict',
- ⇒ peer mentoring, young people helping each other,
- ⇒ production of a video at school on raising racism awareness.

At the end of the day the participants were given a resource guide which they can use to help start a violence prevention program at their school and community, with the help of both youth and adults. The guide also provided valuable information on where to get help through a community resource guide.

4.5 Skate facilities – City of Berkeley

City of Berkeley is building a new skate facility at Harrison Park, located on an old industrial area (contaminated land). This site is the last remaining undeveloped area in the City of Berkeley. I followed this up with Mark Mennucci, Landscape Architect, City of Berkeley.

The City of Berkeley has approximately 120,000 residents. To date, there has been no skate facility built by the City for public use. Cities and Counties in California have been reluctant to build public use skate facilities due to Californian Legislation and the fear of lawsuits.

In 1997, Assembly Bill 1296 was amended to add section 115800 of the Health and Safety Code, relating to Liability. However, this section remains in effect until January 2003, unless a later enacted statute, enacted before 1 January 2003 deletes or extends that date.

The Law provides that neither public entities nor public employees are liable to any person who participates in a hazardous recreational activity. Existing law defines "hazardous recreational activities" to include various activities and that skateboarding at a public skateboard park is a hazardous recreational activity for purpose of those provisions if the person skateboarding is 14 years of age or older, the skateboarding activity was stunt, trick or luge skateboarding, and the skateboard park is on public property, as specified. (More information on the actual Assembly Bill can be obtained from http://info.sen.ca.gov/pub/97-98/bill/asm/ab_1251-1300/ab_1296_bill_19970930_chaptered.html)

The Friends of a Berkeley Skate Park (FBSP) is a small group of skaters who are auspiced by "Friends for Parks", a non-profit organization. The FBSP are assisting the City of Berkeley Landscape Architects with design and implementation of the new skate facility. FBSP is not membership based and

only hold meetings when needed. FBSP is responsible for holding and organise annual skateboarding events.

The new park is 90 x 200 ft, with 7.5 ft deep bowls, located in a industrial area with no residential. The park is estimated to cost US\$450,000. The park will have lights for night use and will be fenced so that it can be locked during closed times.

4.6 YWCA at University of California (UC), Berkeley - Mentoring Program

I introduced myself to Sharon Bettinelli, Executive Director, YWCA at UC Berkeley, basically to create a network of contacts in the area, but also to gather information and process that were working well at the YWCA.

I was impressed with the range of activities that were offered and how the YWCA building was utilised. The YWCA is located adjacent to the University of California, and this is where the majority of members come from.

The YWCA operates a Youth Mentor Program, which matches UC Berkeley students with middle school students in one-to-one relationships for an academic year. The program seeks to foster a stronger resiliency and greater confidence with youth, empowering them to accomplish their individual, educational and career goals. This program currently attracts 100 University student mentors and 100 students aged from 11-13 years.

The outcome of the participation in the program varies, However, the program aims to provide adolescents with someone who can offer friendship and support with day-to-day issues as well as preparing for the future, both academically and socially.

The YWCA recruits mentors by handing out and posting flyers in dorms and on University billboards. The 11-13 year olds are recruited by handling out applications at two middle schools in the Berkeley area.

Mentors and students are matched by same interests (however, this doesn't always work). References are checked and the potential mentors are interviewed. A mentor is required to invest 2 – 3 hours a week with their students, participating in activities that they both enjoy. The mentor is also required to build a good working relationship with parents.

All mentors receive training and the YWCA organizes a monthly event where all participants of the program can come together to meet each other.

One problem currently arising is the mentors are predominantly from an Asian American background and the students are from African American backgrounds. From past experience these do not make good matches.

This program has continued to be successful and is subsidised by the other programs run at the YWCA.

4.7 YMCA of Berkeley – Scholars Program

YMCA Scholars Program is partnered with UC Berkeley's Early Academic Outreach Program and Berkeley High School's Students Learning Centre. This program continues from 9th grade through the first year of college.

YMCA Scholars is dedicated to students in Berkeley High School who intend to be the first one in their immediate family to graduate from a four-year university. YMCA Scholars Program will partner with these students as they make critical decisions, plans and relationships that will turn college plans into reality.

The YMCA offers free YMCA membership, leadership-training programs, adventure trips, college tours, opportunities for community service involvement's and weekly group discussions to address issues important to students.

The participants receive a handbook that they use at their weekly group discussions. The themes and activities in the handbook are drawn from the "Youth Asset Model", which identifies building blocks to promote the healthy development of youth (as discussed above).

Berkeley High School has 3000 students. Predominantly white students graduate and there is a high drop-out rate with African American and Latino backgrounds. The school is not a closed campus, students can leave for lunch.

At present there are 84 students participating in the YMCA Scholars Program. Students are required to leave class to attend the weekly group discussions.

The weekly sessions are lead by young university students 18-25 years. I attended one of the sessions, where 5 young people attended. The group discussed their family heritage and backgrounds, and talked about their religions and family history. The participants were surprised by the differences in family backgrounds and asked each other many questions. They also mentioned that they never talk about this with their friends or students from different ethnic backgrounds. There was also some conflict between religious beliefs, which was discussed openly.

The YMCA is actively raising funding for the program, with the Chief Executive Officer aiming to raise US\$1 million. The funding will be used to support the program and to also offer scholarships to the young people when they enter university. Most of the participants in the program are from low economic backgrounds.

The YMCA is committed to stay with the program for the long-term. The Scholars Program has only been operating for 12 months and the YMCA has yet to assess the final grades of the participants to evaluate the effectiveness of the program. However, the YMCA feels that they are succeeding by just having the young people attend the program.

5. CONCLUSIONS

The purpose of my overseas study project was to investigate and assess innovative youth schemes such as the successful San Francisco YMCA Prevention Through Recreation Youth Development and Education Program (PRYDE).

The reasons for my application were:

- To learn more about the PRYDE program, have hands on experience
- To witness the outcomes and effects of the PRYDE program and to speak face to face with the staff
- To gain ideas, so that I could influence Local Government decisions in relation to recreation planning for crime prevention
- To learn the necessary skills and methods to be able to program activities for young people in a way that decreases criminal activity and boredom across Brisbane
- To provide more informed input into planning for new and innovative recreation programs and facilities for young people

5.1 Major Conclusions/Comments

My study and research challenged my thinking in relation to youth development, and made me think about the way funding is channeled in Australia towards developing youth.

I also realised that Australia can be regarded as a leader in engaging young people in participation and decision-making processes, from youth participation to youth leadership. However, I recognise there is more that we can do to improve the environment for the development of young people.

It was pleasing to reconfirm that the work that I have been undertaking in my current role with youth empowerment, is regarded highly by others. I was fortunate that the people I visited wanted to learn as much from me, as I was from them. We exchanged ideas of engaging youth in developing activities and programs and in influencing government policies and direction.

Two areas that I would particularly like to pursue are, the implementation of a beacon centre and programming for crime prevention. I believe that schools are already established community hubs and could be further utilised. A beacon centre established within a school ground is a great idea in communities that lack community centres/hubs etc. The beacon centre could also indirectly affect and reduce levels of boredom and crime prevention. The goal is to identify key stakeholders and to pursue the idea.

The major conclusions I have made from my fellowship include:

- The study trip provided an avenue to exchange ideas. The face-to-face contact was invaluable in regards to seeing the young people participate in the programs and to experience and hear their issues and concerns first-hand. I could not experience this without visiting the program.
- My network base has increased considerably. The people I met and invested time with have continued to be helpful on my return to Australia. They have offered assistance with questions and further information.
- The level of violence experienced in US schools and the community is far greater than experienced in Australia. We should take steps to ensure that this doesn't become an overwhelming problem in Australia in the years to come. Empowering and assisting young people in making informed decisions, in a supportive and safe environment is a major component of the work that is required.
- Many of the programs developed to reduce incidences of juvenile crime, have identified the times of the highest incidences of crime and have identified the young people who are at risk of engaging in this type of activity. Programming has been achieved through the engagement of young people and stakeholders to provide solutions. For example at one middle school a program called "GRIP" – Gangs Risk Intervention Program was established to give gang members something to do after school. It focused on increasing self-esteem and now has a youth development focus.
- Skateboarding is a widely recognized recreation activity for young people (especially males) in the US. However, City and County built skate facilities in California are very limited, however this is changing with the amendment to legislation.
- Skateboarding in the US is growing rapidly and new skate parks are incorporating more street course elements to accommodate the changing trends in skateboarding. Indoor private facilities are emerging across the US to accommodate the need for all year use, controlled environment and to provide for all levels of skill.

5.2 Information Dissemination

This report will be distributed to key stakeholders within Brisbane City Council and youth service providers.

Further documentation and reporting will be developed and distributed to key personnel within Brisbane City Council and the YWCA of Australia. For example these reports will include the study of Californian skate facilities, mentoring programs and the profile of the YWCA at UC Berkeley.

A list of my documents, brochures, maps and photos, has been attached. These resources will be provided on request.

6. RECOMMENDATIONS

I have listed the key recommendations that I feel I can achieve in my community and work environment. I have listed the recommendation and the action to achieve this.

- **To educate and inform youth workers and youth service providers within Brisbane about the Youth Development Pilot Project (Youth Asset Model).**

ACTION: This can be achieved through the networks already established through my position as Sport and Recreation Officer at Brisbane City Council.

- **To educate and inform the YWCA of Australia about the Youth Development Pilot Project.**

ACTION: On my return I attended a National Young Women's Training Forum and the YWCA's Annual General Meeting in Canberra where I discussed my findings with the National Young Women's Director and the Young Women's Committee members.

I have forwarded Youth Development information to the National Office for further distribution.

At this forum I also discussed the possibility of conducting research around the Youth Development Asset Model.

- **To inform and influence the Brisbane City Council's Youth Strategy and programming for young people and to promote the principles of the Youth Development Model.**

ACTION: To discuss the principles of the model with the Youth Policy Officer and key stakeholders within Council.

- **Provide the schooling system with information regarding the Youth Violence Project and details around the outcomes of the Youth Violence Summit.**

ACTION: To contact Education Queensland, and to forward copies of the documentation obtained and to respond to questions as required.

- **Inform Brisbane City Council and Councillors of my discoveries in relation to Beacon Centres and management of youth facilities, in particular skate parks.**

ACTION: Distribute reports to key stakeholders and Councillors and to follow-up with information sessions. To identify opportunities to present information regarding my findings regarding skate facilities in California.

- **To inform and disseminate information about crime prevention programs and the HOOPS basketball program in Brisbane.**

ACTION: To work with and distribute information to Brisbane Basketball and to identify and work on projects which have a crime prevention focus.

- **Identify potential sport and recreation organizations and schools to pilot the Scholars Program.**

ACTION: To contact the YMCA and PCYC within Brisbane to discuss Scholars program.

7. ACKNOWLEDGMENTS

I would like to take this opportunity to sincerely thank the Churchill Memorial Trust for the opportunity to research international projects in the youth development area. The contacts and knowledge I have gained is invaluable to my own personal development and has certainly made me challenge my thinking and ways of doing things in a progressive manner.

I also want to acknowledge the trust and sincerity the staff members have shown me over the past eighteen months. The staff have always been very helpful and obliging to requests for information or assistance with travel arrangements.

The experience of applying and succeeding in obtaining a Fellowship has been a memorable experience and one that hold strong in my memory.

Without the support of the Trust, this experience would not be possible.

I would also like acknowledge my employer Brisbane City Council for its support and encouragement to undertake the Fellowship.

8. CONTACTS

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- Program Manger
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San Francisco CA 94134
Ph: (415) 452 4907
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- YWCA of UC Berkeley
Youth Mentor Program
2600 Bancroft Way
Berkeley CA 94704
Ph: (510) 848-6370
Fax: (510) 848-6375
Univywca@ix.netcom.com
- Landscape Architect
Parks and Waterfront Department
Parks Planning and Design Section
City of Berkeley, California
2201 Dwight Way

Berkeley CA 94704
Ph: (510) 665 3454
Fax: (510) 644-6827

9. RESOURCES

- *Youth Development: Issues, Challenges and Directions*
Public/Private Ventures, One Commerce Square
Suite 900, 2005 Market Street
Philadelphia PA 19103
Ph: (215) 557-4400
<http://www.ppv.org>

Appendix

• Urban Services YMCA

Article	San Francisco Chronicle – Mentoring Builds Kids Futures
Brochure	Urban Services YMCA
Brochure	Urban Services YMCA – Scheduled of Events and Programs
Brochure	Urban Core Collaborating Organizations with Recreation and Education
Flyer	Urban Core if Hiring
Brochure	YMCA of San Francisco – HOOPS a youth basketball league
Newsletter	YMCA of San Francisco Staff Development News
Newsletter	Urban Beat
Brochure	H.E.A.T – Help Educate a Youth Today
Brochure	YMCA Youth Centre – Weekly schedule of programs

• Youth In Action - 2nd Annual School Violence Prevention Summit

Worksheet	Workshop Facilitator Worksheet
Brochure	Summit Program
Newsletter	Epiphany – United Way of the Bay/ Youth Leadership Council
Form	Enrolment Form
Brochure	Driving Forces Against School Violence
Form	Summit Evaluation
Brochure	Youth Action Plan – Project/Essay Application
Brochure	Straight Talk About Risks (STAR) Center to Prevent Handgun Violence
Brochure	Youth Alive – Preventing Violence and Developing Youth Leaders
Newsletter	Teens on Target – Caught in the Crossfire
Brochure	Sister to Sister (promoting violence awareness)
Brochure	Sister to Sister – Lethal Violence Against Women
Brochure	American Psychological Association – Warning Signs – fight for your rights
Brochure	American Psychological Association – Communication Tips for Parents
Brochure	Marijuana facts for teens
Flyer	What do you know about AIDS?
Magazine	JAM the Performance Magazine
Brochure	Camp Fire – Kids with Dreams Program
Brochure	Camp Fire information
Brochure	Parent Teen Mediation Program
Brochure	What people have said about Conciliation Forums of Oakland
Brochure	Berkeley Dispute Resolution Service
Brochure	Berkeley Dispute Resolution Service Volunteer Mediator Training Application
Magazine	Youth Outlook March 2001

Brochure	Youth Commission, City and Country of San Francisco
Brochure	Court Appointed Special Advocates Program
Report	Xanthos, Inc 1998-1999 Annual
Brochure	Xanthos, Inc Tri High Health Center
Brochure	Xanthos, Inc Teen Girl's Group
Brochure	Xanthos, Inc Free Alcohol & Drug Treatment for Youth and Adults
Brochure	The Esperanza Youth and Community Center
Brochure	Xanthos information
Brochure	Stand! Against Domestic Violence – Formerly Battered Women's Alternatives
Info card	Stand! Against Domestic Violence – pocket information card
Postcard	Stand! Against Domestic Violence
Brochure	Programs About Leadership and Success
Brochure	Starting To Accept Responsibility
Booklet	Marin YMCA Summer Camps and Programs Catalog 2001

- **San Francisco Beacon Centers**

Brochure	San Francisco Beacon Centre
Brochure	Welcome to Visitation Valley Community Beacon
Brochure	Visitation Valley Community Beacon – questionnaire
Brochure	Visitation Valley - La Casa de las Madres – Teen Intervention and Prevention Program
Brochure	Visitation Valley Parenting Classes
Brochure	Vis Valley on the Move - Community Walk
Brochure	Visitation Valley – The City Wide Basketball League
Brochure	Visitation Valley – Girls After School Academy (GASA) Herstory Celebration
Brochure	OMI/Excelsior Neighborhood Beacon Centre – Summer Camp

- **Berkeley YMCA**

Brochure	Summer Camp
Brochure	Program Guide
Flyer	YMCA Scholars Program
Handbook	Y-Scholars Assets Handbook
Handout	Y-Scholars Training 19/4/01
Form	Volunteer Release Form
Brochure	EAOP (Early Academic Outreach Program) Student Guide

- **YWCA at the University of California, Berkeley**

Brochure	Volunteer City – YWCA Volunteer Placement Program
Brochure	What is the YWCA at UC Berkeley?
Brochure	Winter/Spring Program 2001
Brochure	Youth Mentor Program

- **City of Berkeley**

Brochure	Guide to Northern California's most Spectacular Waterfront Facility
Brochure	Guide to City Parks and Recreation Facilities
Flyer	The Affordable Housing Advocacy Project
Directory	Affordable Housing Resources in the City of Berkeley
Flyer	Women's Daytime Drop-in Center
Flyer	Bonita House Supported Independent Living Program
Brochure	Guide to Earthquake Preparedness Programs
Brochure	Guide to Berkeley's Rent Stabilization Programs
Newsletter	Christmas in April news

- **Skating**

Flyer	Vans Skatepark Milpitas - Rules of Safety/Conduct
Flyer	Vans Skatepark Milpitas - Skate agreements
Flyer	510 Skateboarding presents The Berkeley Demo
Magazine	Concussion Number Twelve
Information	The Next Cup