

A young boy is captured in mid-air, jumping to shoot a basketball. He is wearing a light-colored t-shirt, dark shorts, and sneakers. The basketball is suspended in the air above his outstretched hand. In the background, a basketball hoop and backboard are visible on the left, and a large window with a grid pattern allows bright light into the gymnasium. The floor is polished wood with yellow and blue court lines. The overall atmosphere is bright and energetic.

Lincoln Community Youth Plan

**Centering Our Efforts
Around Our Young People**

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Lincoln Community Youth Plan

Letter of Introduction

Western Placer Unified School District and the City of Lincoln are proud to have partnered to provide our community with this comprehensive Youth Development Master Plan. It was developed in collaboration with other local agencies and organizations, from faith-based to juvenile justice- who are dedicated to serving the youth in our community. The dedication and efforts of these groups have been instrumental in shaping this plan.

As the Superintendent of Western Placer Unified School District, I am immensely grateful for the collective efforts that have gone into the development of this plan. It reflects our shared commitment to nurturing our young people and ensuring they grow into healthy, productive adults who will thrive and contribute positively to our community.

The Youth Development Master Plan is not just a document; it is a blueprint for our aspirations for youth. It lays out the guiding principles that will steer our collaborative work, emphasizing the importance of holistic development, inclusivity, and empowerment of young voices. Our goal is to provide every young person with the supports and opportunities they need to succeed.

This plan is a testament to the strength of our community and our dedication to its future. We invite all community members to join us on this journey. Together, we can create a brighter future for our youth and, in turn, a brighter future for our entire community.

Thank you for your continued support and partnership.

In community,

Kerry Callahan
Superintendent
Western Placer Unified School District

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Lincoln Community Youth Plan

Our Goal

Members of the Community of Lincoln set out to create a guiding plan that would redefine programs, practices, and policies that affect young people of the community. To do this they created a Youth Plan that involves aspirations and goals, actively identifying the landscape of the community, and creating guiding principles.

While creating this plan, key community members from supporting organizations went through phases of learning and incorporating the language, seeking out and actively listening to the voices of young people, as well as phases that included heavy dialogue and the creation of aspects of the youth action plan. Because of these phases and this learning, there is an understanding of the systems and services at play, and a common language used throughout the plan. Refer to Image 2 in the glossary of terms to learn some useful language that supplements the report.



Our Purpose

By fostering partnerships among local agencies and organizations, including faith-based groups and juvenile justice services, the plan aims to ensure that all youth have access to the supports and opportunities they need to grow into healthy, productive adults. Emphasizing inclusivity and the empowerment of young voices, the plan provides guiding principles to steer collective efforts towards common youth development goals.

Ultimately, the plan seeks to reflect and reinforce the community's shared commitment to its youth, creating a structured approach that will lead to a brighter future for both the young individuals and the community as a whole. By nurturing healthy, productive adults and strengthening community bonds, the plan aspires to build a stronger, more vibrant community.

Lincoln Community Youth Plan

Aspirations & Guiding Principles

Aspirational Identity

Who and What do We Want to Be?

Aspirational Identities are the first step in defining our goal. The purpose is to be ambitious and challenging, explore something that would be worth striving for, something compelling that would be true guidance.

Aspirations of the Lincoln Community

The shared aspirations of Lincoln prioritizes building the community around young people, with adults rallying to support them. They are:

- Bridging the gaps so every youth has access to services and opportunities throughout the community.
- Mentors from across the community guide youth, supporting their academics, personal development, career aspirations, navigation of challenges and celebration of successes.
- Every youth has abundant opportunities to engage in the arts, recreation, wellness, self-directed learning, outdoor spaces, or other arenas to foster their growth, creativity, and wellbeing.
- Youth have access to career exploration and development opportunities.
- Youth have access to safe and beautiful spaces to learn and play across the city.
- Youth positively impact their community, gradually developing independence and interdependence.
- With doors open to a future of their own choosing, youth are well-equipped to contribute meaningfully as adults in Lincoln and/or other communities.

Guiding Principles

What Do We Hold True in Our Work?

Guiding principles specify in what spirit a solution should be chosen, but not the solution itself. They emerge from our collective mind, and are grounded in the shared values, identity, and aspiration. They allow decisions to be made in real time. Based on the shared aspiration and their approach to the emerging situations, the Lincoln Community Developed the following guiding principles:

- We create physical, cultural, and emotional safety through meaningful connections among youth, adults, and community leaders.
- Youth are at the center of decision making, and they have a seat at the table.
- We will build supports and opportunities that help our youth meet their needs and achieve their dreams.
- We will act in the best interest of every youth - transparently, honestly, responsibly - no matter what.
- We honor and celebrate our differences while working collaboratively to unite as one community.
- We model and promote kindness and compassion to cultivate these traits in others, adults and youth.

Lincoln Community Youth Plan

Landscape

Landscape & Agents

What Affects Our Aspirations?

Examples of agents, organizations, philosophies, or events that could impact the aspirations include the following:

- Money
- Adult Behavior
- Parks and Recreation Department
- Transportation
- Political Parties
- Environment
- Greed
- School Board
- Internships
- Skill Building Opportunities
- Community Leaders
- Teacher Tenure
- Dialogue
- Accessible Businesses
- Unhelpful Focus
- Sun City
- Pre-Schools
- Unknown Future
- Post Secondary Education (Sierra College, Placer Center, William Jessup)
- Church
- Failure
- Social Media
- Death & Illness
- The Foundry
- Gap between Lincoln and Twelve Bridges
- Funding, Endowments, and Donations
- Athletics
- Service Organizations (Rotary, Kiwanis, Lions Club)
- Growth of Population
- Marketing
- Airport

All of the agents discussed are also connected to each other, the conversations illustrated a complex system within Lincoln, a few examples of how these systems and services interact are as follows:

Parks and Recreation: Connected to preschool and daycare programs, highlighting the offerings and development. Also linked to the concept of adults as "free" and the importance of funding for programs, as well as the role of volunteers and good, supportive people benefiting everyone.

Marketing and Communication: Linked to the ability to offer a variety of programs and classes through effective marketing and communication strategies.

Businesses: Connected through the opportunities provided by businesses, particularly in terms of entry-level employment and opportunities for growth and learning, impacting future generations.

The Unknown and Purposefulness: Highlighted the need to be purposeful and intentional in navigating uncertainties and discovering what's behind the curtain, while also avoiding getting caught up in the "weeds" of uncertainty.

Social Media and Greed: Noting that social media has spread the concept of two-faced leaders and their inability to truly connect with the community, and linked greed to decision-making processes.

Environment: Emphasized the responsibility to ensure that growth is tied to aspirations for a green environment.

School Board: Mentioned in connection to major decisions impacting the lives of students and their futures after schooling.

Lincoln Community Youth Plan

Youth Development Practices

Changing the Odds for Youth Changing the Way We Do Business

Youth

Expect adequate progress across the **outcome areas**:

Working
Learning
Thriving

Leading
Connecting

Support all age groups from early childhood to young adulthood

Communities

Ensure adequate supports:

Safe and Structured Spaces
Caring Adults
Health Supports

Effective Education
Opportunities to Contribute

Enlist settings where youth spend time:

Families
Schools
Community Organizations
Parks and Recreation

Faith Settings
Juvenile Justice
Career and Business
Neighborhoods

Leaders

Implement all **change strategies**:

Increase Demand
Align Policies and Resources
Engage Youth and Families
Improve Quality and Quantity of Services

Engage all **stakeholders**:

Educators	Faith Communities
Policy Makers	Businesses
Funders and Catalysts	Policy Makers
Advocates	Public Agents
Providers	Parents & Guardians

Lincoln Community Youth Plan

Youth Development Practices

Core Assumptions About Youth & Community Supports

Families and communities need to ensure that throughout their development years and throughout their waking hours

Time:

During School
Before & After School
Evenings
Weekends
Summers

Age Groups:

Early Childhood
Elementary
Middle School
High School
Young Adulthood

All children and youth need constant access to a range of services, supports, and opportunities...

Supports (Promises):

Caring Adults	Positive Social Norms
	Supportive Relationships
Safe Places	Physical/Psychological Safety
	Appropriate Structures
	Opportunities to Belong
Healthy Starts	Basic Care and Services
Effective Education	Opportunities for Skill Building
Opportunities to Help Others	Opportunities to Contribute

in the settings where they spend time...

Settings:

Families
Youth Organizations
Schools and Colleges
Workplaces and Businesses
Faith Organizations
Community Places
Juvenile Justice
Child Welfare

and in ways that address challenges, strengthen skills, and build connections...

in order to be well prepared for college, career, and life

Approaches:

Protection and Treatment
Prevention
Preparation
Leadership

Outcomes:

Learning	(Cognitive)
Working	(Vocational)
Thriving	(Physical)
Connecting	(Social/Emotional)
Leading	(Civic Engagement)

Achieve to their full potential and get additional supports if needed.

Challenges:

Poverty
Disability
Language
Cultural Barriers

Lincoln Community Youth Plan

Key Area Indicators

Key Area Indicators

Supports & Opportunities, Life Stage Preparation, Alignment with Aspirations

The following age indicators of the Plan are based on three major components: the Supports & Opportunities, Life Stage Preparation, and Alignment with the Aspirations of the community.

The Supports & Opportunities of Youth Development focus on creating physical, cultural, and emotional safety for young people, providing them with caring and consistent relationships, and opportunities for them to engage with leadership, to be involved with the community, and to develop relevant skills (see Image 1 in the Glossary of Terms). These Supports & Opportunities are used to create developmental outcomes for young people that will help them become economically self-sufficient with healthy family and social relationships.

While the youth development Supports & Opportunities are key to a young person's development into early adulthood, there are also Life Stages that young people should be prepared for. The community, and the programs that exist within it, should be preparing young people to Thrive in Formal Learning settings, allowing them to be ready for Work and Career opportunities, and be ready for the aspects of Life Outside of College and Career that include maintaining their physical health, connecting to their community, and leading through civic and community engagement.

Finally, it is important that the programs, practices, and policies of the Lincoln community align with the aspirations of the Youth Plan.

The following section celebrates and acknowledges how the Lincoln community succeeds in providing the Supports & Opportunities, Life Stage Preparation, and Aligns with the Aspirations of the Youth Plan, then goes on to elaborate with what kind of work will be done within the next decade to increase these things for the young people within the community. It is split up by age group to create a more accessible framework for future use. As programs work within age groups, they can refer to these specific plans to develop their programs.

Some emerging themes that are important to note for each age group include more connection to community, ensuring that all young people have transportation and can access a variety of programs and services. Young people should have opportunities to give back and serve their community. The perceived gap between Twelve Bridges and Lincoln needs to be bridged.

Lincoln Community Youth Plan

Key Area Indicators 0-5

Key Area Indicators 0-5

Current Success

For young people ages 0-5 in the Lincoln Community, the Supports & Opportunities are present within Preschool and Pre-K programs, young people have safe places to go and explore. The cultures of their communities families show up through inclusive library collections. They have opportunities for Relationship Building and Community Involvement that happens through programs like Head Start, inviting parents and guardians into programs as liaisons. Children experience collaborative, self-directed, play and socialization which create engagement and skill building.

In order to thrive later in college, career, and life, this age group is learning, playing and exploring. They have access to early literacy, math, or art programs that help them develop a love of learning. These young people connect through group time, sports, and time outside. They learn to lead through classroom jobs, developing confidence and the ability to speak up.

These young people are connected to the aspirations of Lincoln through high level age-appropriate literacy, art, and movement programs. These young people and their families have access to beautiful outdoor spaces that are often designed with them in mind. Preschools offer self-directed learning, and library programs support youth development at this age.

Future Work

For this age group, the community could develop more multi-lingual programs, introduce cultural fairs or relevant cultural literacy programs, for young people, their families, and staff that work with them. This group needs access to age-appropriate mentorship and career exploration, and a centralized access point for resources.



Lincoln Community Youth Plan

Key Area Indicators 0-5

It is important that this age group has adults that model thriving and succeeding, this means that adults in their lives need support, education, and civic engagement. These young people should see people in their community access services, work with civic servants, and begin to understand where they can access community services in the future.

To further support the aspirations at this age level it is important to offer quality events and classes, strengthen the foundation for life skills, and design more spaces for young people and their families. These youth should have access to adults within and outside of their families that care for them and support their development. These young people should learn about their community and the programs that are available for them.

Call to Action 0-5

If you work with young people in this age group give young people and their families choices. People feel more involved in a program or community when they are given real choices. In addition to inviting speakers into your program, invite parents, guardians, and siblings to participate, and invite the whole community to celebrate the successes of your young people. It is important to connect with other organizations to promote unity, communication and collaboration, and understand how the community supports youth with wraparound services.

Highlights of Key Indicators 0-5		
	Current Work	Future Work
Supports & Opportunities	• Safe places for youth and their families • Community based programs	• More multilingual programs for youth and their families • Age appropriate career exploration
Life Stage Preparation	• Learning through play and exploration	• More models of thriving adults • Awareness of the community
Alignment with Aspirations	• High level literacy programs • Specialized outdoor spaces for this age group	• Quality events and classes for youth and their families • Adults that care about their development in and out of the family

Lincoln Community Youth Plan

Key Area Indicators 6-10

Key Area Indicators 6-10

Current Success

Young people within this age group have opportunities to be involved in leadership through student senate; they are involved in the community through sports, recreational programming; and they provide mentoring to others and receive mentoring. Programs such as the Scouts or Visual and Performing Arts create skill building and engagement.

Youth ages 6-10 learn to thrive and succeed in college, career, and life through early literacy programs, professional learning communities, community interventions, and Multi-Tiered Systems of Support. Young people are engaged in sports, classes, and programs that help them learn to connect, and lead in programs like K Kids and student leadership.

The work being done with this age group in mind aligns with the aspirations by including community organizations in the spaces where young people spend their time: Young people have access to programs like Kiwanis, Placer County Food Bank, William Jessup, and others that bridge gaps and provide mentorship. Young people ages 6-10 can start exploring club involvement, attend college and career-based field trips and have access to outdoor learning and playing spaces. Additionally these young people may have levels of parent engagement that help prepare them for the future.

Future Work

In addition to what is already going well, these young people could benefit from more knowledge of scholarships and financial opportunities, activities before and after school and transportation to these activities. Young people could have more access to leadership mentors, opportunities to give back to the community, and choose how they would like to spend their time.

In order to help young people in this age group thrive and succeed in college, work, and life the community could provide additional tier one and tier two supports which create optimal learning conditions for all young people (tier one) and specific young people that need the support (tier two). Young people in this age group should have opportunities to connect with jobs in the community and in programs where young people spend their time.

To further align the work done with this age group to the aspirations of Lincoln, young people should be introduced to the community more frequently, be aware of what the community can offer them and what they can offer the community. Young people in this age group may need transportation to events and programs. Additionally, they may need more programs about wellness for themselves, their family, and their communities.

Lincoln Community Youth Plan

Key Area Indicators 6-10



Organizations within the city, like Parks and Recreation or the Police Department, will have a direct hand in continuing to provide beautiful and safe outdoor spaces and could explore a career development program that exposes young people to civil-servant positions. Young people could participate in community service programming and projects that involve their interests. It is important that these young people are seen as whole human beings and are able to explore life skills that are important to them.

Call to Action 6-10

If you work with young people in this age group you could consider training your young people in the process of transforming and group decision making, allowing them to express their interests within the program setting. In addition to inviting speakers into your program, invite parents, guardians, and siblings to participate, and invite the whole community to celebrate the successes of your young people. It is important to connect with other organizations to promote unity, communication and collaboration, and understand how the community supports youth with wraparound services.

Lincoln Community Youth Plan

Key Area Indicators 6-10

Highlights of Key Indicators 6-10		
	Current Work	Future Work
Supports & Opportunities	• Youth Leadership programs in and out of schools • Mentoring through sports	• More safe and accessible transportation to activities • More chances to give back
Life Stage Preparation	• Early Literacy Programs • Connecting to community, peer to peer	• More youth specific supports within learning environments • More connections with career paths
Alignment with Aspirations	• Exposure to community service programs • High levels of parent/guardian engagement	• More opportunities to give back to the community • More voice in their programs

Lincoln Community Youth Plan

Key Area Indicators 11-13

Key Area Indicators 11-13

Current Success

This age group has access to counselors and have conversations about their safety and engagement. The expectations that are set for these young people are reviewed frequently. They can participate in programs and community through volunteer opportunities, joining clubs and receive mentoring from older young people through school programs.

Young people are provided Guaranteed and Viable Curriculum through school and experience active engagement and cooperative learning. Youth have opportunities to serve the community and serve in leadership roles. Within this age group there is a high level of involvement in sports and lunch-time programs such as Point Break or Panther Patrol.

These young people have access to programs that involve them and their parents and guardians in the community: sports, AVID, the Salt Mine, Wellness Together, Electives, STEAM programs, and many others. Within the community young people have access to well-maintained parks and trails. Their strong community culture here leads to a variety of pathways to success.

Future Work

To further connect with the Supports & Opportunities these young people could benefit from more age-appropriate activities, more community resources being understood and shared on campuses. There could be stronger relationships among community program providers, a stronger sense of “we” across the community (especially when it comes to the divide between Twelve Bridges and Lincoln) and more adult engagement in supporting the development of young people.



Lincoln Community Youth Plan

Key Area Indicators 11-13

Young people could deepen their learning with more opportunities for skill building during the day. They could thrive and connect through an awareness of programs, businesses, and partnerships that exist within the community.

Young people need transportation to support their wellness; it would benefit them to have access to a database that could connect them to mentors or career opportunities; and to be made aware of what is offered in their community. These young people should create opportunities to give back and follow through on providing for their communities.

Call to Action 11-13

If you work with young people in this age group you could encourage your participants to plan a project that will benefit the community. Additionally, Plan for the skills and knowledge you want your participants to acquire in your program. Often when planning programs, staff people go straight to lining up activities to fill a determined stretch of time, without thinking through what the learning goals are for a project or the overall program. It is important to connect with other organizations to promote unity, communication and collaboration, and understand how the community supports youth with wraparound services.

Highlights of Key Indicators 11-13		
	Current Work	Future Work
Supports & Opportunities	• Discussing safety with young people • Club participation	• More age appropriate activities • Stronger relationships between service providers
Life Stage Preparation	• Cooperative learning within school • Opportunities for leadership and service	• More hands-on, skill-building programs • More partnerships within the community for career development
Alignment with Aspirations	• Engaging clubs and programs • Well-maintained outdoor spaces	• Transportation within the community • Connection to a variety of mentorship opportunities

Lincoln Community Youth Plan

Key Area Indicators 14-18

Key Area Indicators 14-18

Current Success

At this level young people are connected to the Supports & Opportunities through physically safe school campuses, and programs that provide specific support for students and families that need them. Youth find their voice through student senate, congress, and Youth Truth. Young people have more hands-on access to career learning than previous age groups and youth development is integrated into academics through the school district.

Young people are learning to thrive and succeed at different life stages through clubs that connect them to career pathways, representing their peers through school-based leadership opportunities, and programs offered through wellness centers.



Additionally, these young people have access to college and career centers and other clubs that help them connect to their community.

These young people have access to the community through peer mentoring, career fairs, and field trips. These young people can give back through volunteer and mentoring programs, they can participate as referees and volunteers for other sports programs, they join clubs based on community service. These activities directly develop young adults who are ready to be involved and serve.

Future Work

It is important for the young people in this age group to experience buy-in from their community, such as insuring systems of support at all grade levels and in all schools. making sure each young person has an opportunity for an internship through the community and follow through when it comes to discipline or accountability. It would be helpful to create a “one-stop shop” to connect people with community services.

Lincoln Community Youth Plan

Key Area Indicators 14-18

To prepare them for different life stages the Lincoln community could bring back outdoor or community-based learning programs and create a stronger mentor program for middle school children, giving this age group opportunities to practice connecting and leading. As with other age groups, young people aged 14-18 need access to transportation to programs and within the community.

Young people in this age group could benefit from more obvious pathways to career and community connection, by coordinating programs to create more opportunities for internships and career development. These young people could be included in the creation of outdoor spaces, recreation or learning programs, and bridging the gap between the “sides” of Lincoln.

Call to Action 14-18

If you work with young people in this age group you could provide opportunities for young people to help others. Try to give every young person an opportunity to help another, so that some aren't always in the helper position and others always in the position is being helped. Additionally, involve young people in serving on formal decision-making bodies. Finally, make sure that each young person has one adult who knows them well. An ongoing part of encouraging relationship building is making sure that everyone is connected in some way. It is important to connect with other organizations to promote unity, communication and collaboration, and understand how the community supports youth with wraparound services.

Lincoln Community Youth Plan

Key Area Indicators 14-18

Highlights of Key Indicators 14-18		
	Current Work	Future Work
Supports & Opportunities	• Higher levels of leadership and community involvement opportunities	• More buy in regarding their development and involvement • Follow through with support, accountability, and discipline
Life Stage Preperation	• College and Career based clubs and programs • Access to wellness centers	• Stronger mentorship programs going both ways • Transportation within the community
Alignment with Aspirations	• Opportunities to give back • Can hold internships and start career exploration	• Improve collaboration between programs • Include young people in the creation of community supports

Lincoln Community Youth Plan

Key Area Indicators 19-25

Key Area Indicators 19-25

Current Success

For this age group there are strong specialized programs, such as special education opportunities, Sierra College, and the Promise Program. Others may join faith-based organizations or hold summer jobs and be involved in apprentice programs. These young people have opportunities to be involved in Trade Jobs. Additionally, there are adult education and English Learner classes for this age group

Recreation leagues can help young people in this age group thrive and connect, and they can attend events within the community that other age groups may not be able to attend.

These young people are connected to the aspirations of Lincoln through robust recreation league and event calendar, they have opportunities to participate in service organizations, can use public transportation for free as Sierra College students, and in most cases hold high school diplomas, certificates or trade degrees.

Future Work

For these young people it is important to develop strong apprenticeship and internship opportunities with Lincoln-based employers, alumni services through the career center, and continued learning opportunities. These young people could have more access to leadership positions, fun community connections, and mentorship, both giving and receiving feedback.

It would help these young people thrive and succeed as they move through college, career, and life to have opportunities through the alumni center, begin their careers with practical guidance, more opportunities to explore through apprenticeships, business and trade schools, and deeper partnerships in community organizations. They can connect and lead more if intentional outreach is done to engage them. They may need access to parenting classes or wellness programs.

To connect more with the aspirations of Lincoln it may be important to offer financial planning programs, expand the 211 (social service) resources, improve public transportation and access to indoor and outdoor spaces. Expanding adult programming and career training could help these young people better connect to the community as a resource.

Lincoln Community Youth Plan

Key Area Indicators 19-25



Call to Action 19-25

We must understand that while people in this age group are legally considered adults, they still need access to the Supports & Opportunities, and intentional connection to community and the programs offered. If you work with people in this age group encourage self-reliance and responsibility. Allow young people to responsibly address their own needs and the needs of others. It is important to connect with other organizations to promote unity, communication and collaboration, and understand how the community supports young adults with wraparound services.

Highlights of Key Indicators 19-25		
	Current Work	Future Work
Supports & Opportunities	• Access to specialized programs • Access to jobs and community service	• Stronger apprenticeship or internship opportunities • More leadership positions
Life Stage Preperation	• Recreation leagues and event calendars	• More intentional community connection • More outreach and opportunities to engage
Alignment with Aspirations	• Some have free public transportation • Some hold diplomas or trade certificates	• One-stop-shop for programs and supports • Expanded adult educational and social programming

Lincoln Community Youth Plan

Community Horsepower

It may take five to ten years to see significant changes in child and youth outcomes at the population level. Changes in the coordination, continuity and consistency of community supports can be visible in three to five years. But changes in public and private planning and decision-making about priorities and resource use can happen even more quickly if there is sufficient demand and consensus for changing the way business is done. Assess your community's horsepower for change.

Questions: Why are the lows low? What impact does this have on change efforts? What could be done to address these weak areas?

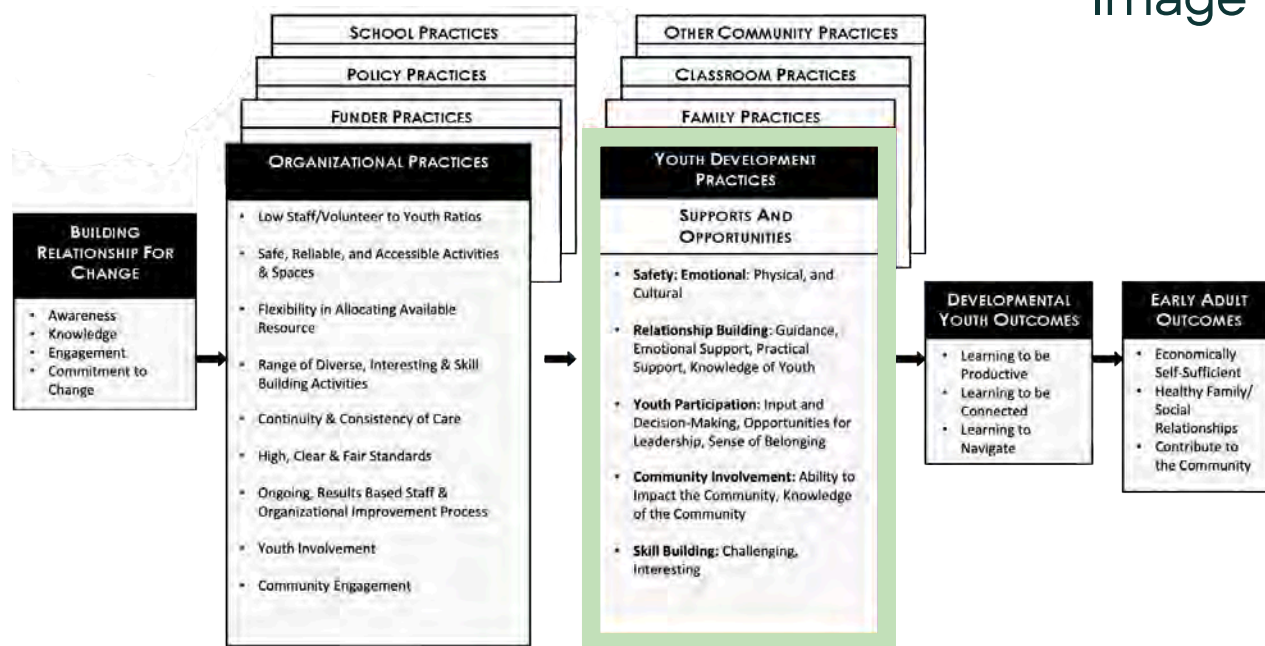
Core Components Needed to Sustain Long Term Change	Score
Common Framework: Is there a strong, positive vision for youth that is widely held? Are the components of your vision youth-centered, specific, and built into an action-oriented organizing framework? Is there common language used to communicate across systems and community groups?	
Goal: Is there a clearly communicated, big picture goal? Does it communicate the complexity of youth? outcomes in a way that is accessible and relevant. Does it connect to clear definitions and simple metrics?	
Supporters: Is there a broad base of supporters - public, private, local, national - who have the capacity, the motivation and the resources to affect change?	
Partnerships: Have these supporters come together in any way to call for shared accountability for specific areas of work and/or coordinated change efforts?	
Change Structures: Are there any organizations/entities that have taken on or been charged with the task of "adding it up?"- figuring out how to bring the pieces together? Create a master plan for children and youth?	
Service Improvement: Are there significant efforts underway to improve alignment and coordination of services within the various systems and settings that support youth?	
Policy/Resource Alignment: Are there any efforts to improve policies? Align policies so that they are more consistent? Reassign resources to maximize the return on investments?	
Demand: Is there strong demand for change from young people, families, business, funders, external authorities?	
Engagement: Are young people and families at the table in meaningful ways?	
Improvement Goals: Have there been clear improvement goals set in any outcome or support areas or for any specific youth populations? (e.g., all youth will graduate from high school; all schools will provide college prep classes for all students).	
Data: Is data collected and analyzed in consistent ways that allow for comparison across systems, issues and data types (e.g., polling data, outcome data)?	
Communication: Is there a communication strategy? Is the public informed and engaged regularly with data on improvements in youth outcomes? Community supports? Public and private initiatives? Policy and system changes?	

When scoring 1 indicates a low score, 5 indicates a high score. Change Horsepower Estimate:
 ____ / 60 = ____%

Lincoln Community Youth Plan

Glossary

Framework for Practice Image 1



Supports & Opportunities Image 2

SKILL BUILDING

Relevant, challenging, and interesting skill building where youth can experience growth and progress.

COMMUNITY INVOLVEMENT

Opportunities for youth to get to know and impact their community (and vice versa). A chance to give back.

ENGAGEMENT

Youth are involved in a meaningful way, in roles of responsibility. Opportunities for leadership and decision-making that impact a program.

RELATIONSHIP BUILDING

Youth develop positive relationships with their peers and youth develop relationships with caring, consistent adults.



SAFETY

Youth feel physically and emotionally safe, free from harm and judgment and they feel confident that they will be accepted for who they are: Emotionally, Physically, & Culturally.

Lincoln Community Youth Plan

Glossary

“Common Language”

Common Language is used to identify the words, themes, and approach used across programs and practices within the Community. This language is asset-based and puts youth at the center of conversations. When common language is used it can enhance the outcomes of programs and allow for better cooperation across sectors.

“Life Stages”

The Life Stages used to establish the key age indicators of success include “Ready for College” (ie. Formal Learning), “Ready for Work” (ie. Vocational or Career Experience), “Thriving” physical health, “Connecting” through social and emotional wellbeing, and “Leading” through civic and community engagement.

“Mentorship”

A consistent, professional/social relationship between an adult or older peer and one or more youth—can help support the positive development of youth.

“Participatory Youth Voice / Youth Voice”

Young people are encouraged to become involved in arenas where they are directly or indirectly impacted to provide their voice and opinion. It is important to note that the voice and choice of young people must be authentically considered and valued at the same level as adult opinion. In an ideal setting young people initiate activities, programs or policies, and share decision making with adults involved.

“Trade Jobs”

Any job whose duties require advanced training and skills gained through means other than a bachelor's degree. For example, many jobs in the construction industry, such as plumber or electrician, require you to have significant experience and training before you can work.

“Youth Development”

Youth Development is an approach that stresses certain critical experiences for youth. More than 40 years of youth development research has identified the conditions that contribute to youth being able to develop into self-sufficient caring and contributing adults.

“Youth Leadership”

Youth Leadership is one aspect of youth participation that refers to the ability of young people to make a difference in their home, school, or community by taking on roles of responsibility or meaningful decision-making.

**For more information on the Youth Plan sessions, process, or glossary items
please reach out to info@ydnetwork.org**

Lincoln Community Youth Plan

Youth Voice Survey - Supplementary Document 1 Fall 2023

Summary of Results

The Youth Voice Survey indicates that the Community of Lincoln succeeds in providing the Supports & Opportunities to their young people.

Youth tend to agree that they are physically and emotionally safe, that they receive emotional support from the adults they interact with, experience positive peer relationships,, gain knowledge of their community and have chances to give back, and experience growth and progress in interesting and challenging skills.

There is an area of growth through adults offering guidance and practical support to youth, in youth input within programs, youth experiencing belonging within the community, as well as interacting with interesting skill building materials.

Based on survey responses, it may be wise to put emphasis on developing adult knowledge of youth and youth leadership opportunities in the coming months.

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Lincoln Community Youth Plan

Youth Voice Survey - Supplementary Document 1 Fall 2023

About the Youth Voice Survey

This document contains a summary of your community's Youth Voice Survey results.

The survey results provide you with information about the quality of developmental experiences that people are having in your community, related to YDN's Youth Development Framework for Practice.

YDN's Long Form Survey, as modified from CYND's Youth Survey, is used in the context of an Organizational Improvement Process (OIP). The survey is used by organizations to identify strengths and to discover areas for improvement based on direct input from the people you work with. An action plan for improvement should be developed, based on the results of the Long Form survey and can include further organizational assessment with input from YDN. The action plan should be implemented over the course of several months. At the end of the implementation cycle, youth should be re-surveyed to understand if the organization improvements made a difference in the quality of people's developmental experiences to plan for further organizational improvement.

How the Youth Voice Survey Answers are Reported

In this report, you will see three kinds of summaries of young people's scores:

- (1) A single bar chart comparing the overall averages of the Supports & Opportunities* for all of the people who completed your organization's survey.
- (2) Five smaller bar charts, each comparing the overall averages of the subcomponent scores for one of the Supports & Opportunities, for all the people who completed your organization's survey.
- (3) Pie charts showing how many youth scored high (>1.5), medium (1-1.5), or low (<1) on the subcomponents of each Support & Opportunity.

*Definitions of the Five Supports & Opportunities can be found on Page vi.

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How the Scores Are Calculated

Each Support & Opportunity (Safety, Relationship-Building, Youth Participation/Engagement, Community Involvement, and Skill-Building) is made up of two or three subcomponents. For example, Safety has two subcomponents: physical safety and emotional safety. *

There were several questions on the survey that talked about each subcomponent. For example, there are four questions that address emotional safety. See table 1

After translating the survey answer into numerical values (see explanation below), each respondent's answers to the survey questions that measured a particular subcomponent were averaged. For emotional safety, for example, each youth's answers to the four questions about that subcomponent were added together and divided by 4. (If a youth skipped one of the questions, then that youth's answers to the three questions they answered about emotional safety were added, then divided by 3.) Thus, each youth has their own score for emotional safety.

The same averaging process was used to calculate a score for each Support & Opportunity subcomponent, for every respondent. The last step was to calculate overall scores for each Support & Opportunity for each respondent, by averaging the scores for the subcomponents.

Table 1

(Do staff) enforce rules for how young people treat each other?

The staff respect me.

The program has rules for how young people treat each other.

Young people at the program follow the rules for how to treat each other.

*Cultural safety is another key component of our current understanding of what youth need to feel safe.

Survey Response Options (with Numerical Translation) *

Strongly agree (2); Agree (1); Not sure (0); Disagree (-1); Strongly disagree (-2)

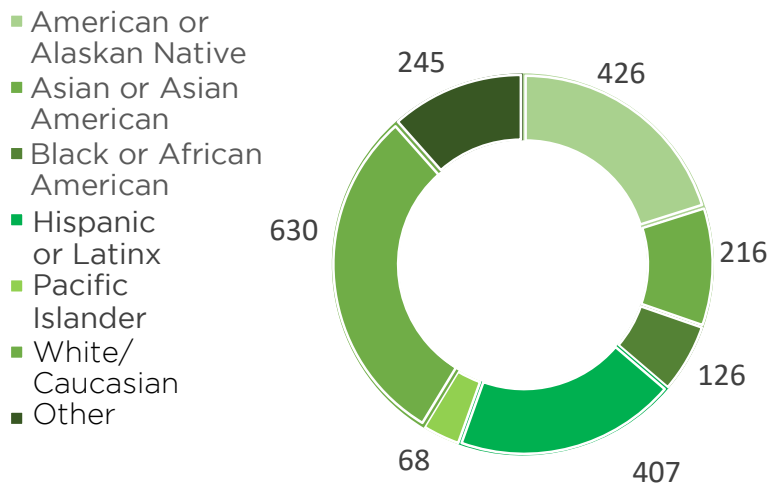
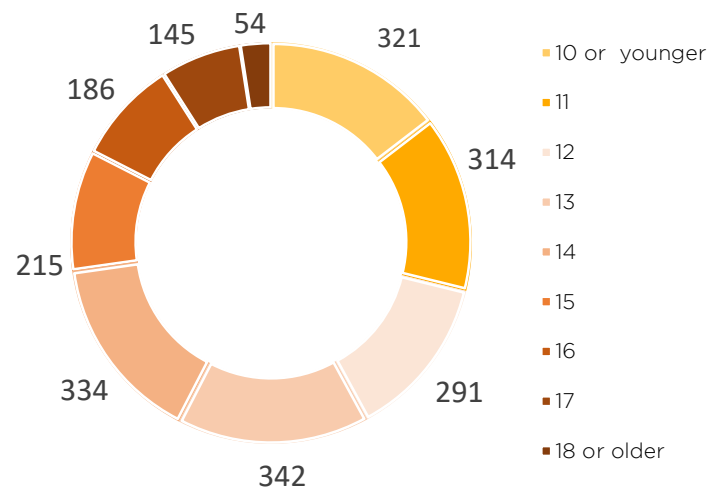
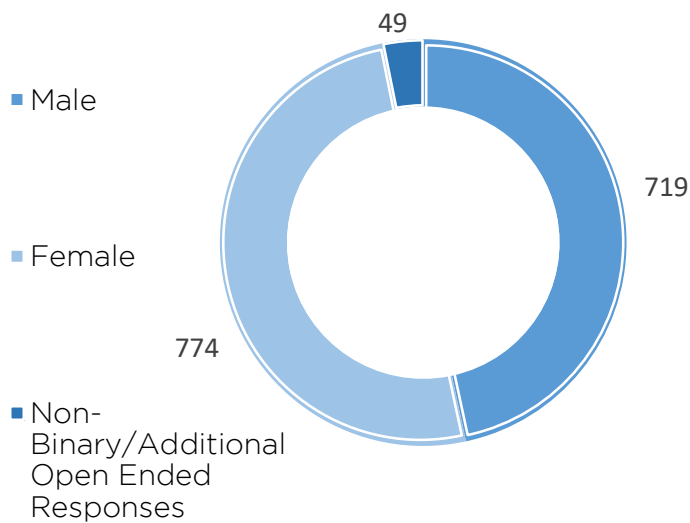
Yes, a lot (2); Yes, sometimes (1); Not sure (0); No (-1)

All of the time (2); Most of the time (1); Sometimes (0); Never (-1)

Very untrue (-2); Untrue (-1); A little untrue (-1); A little true (1); True (2); Very true (2)

Lincoln Community Youth Plan

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***Total Number of
Respondents***

2,149**

** If a survey participant did not answer each question within the subcomponent they are not counted in the number of respondents for the subcomponent. For this reason, the numbers of respondents in some subcomponents may be smaller than the total number.

Lincoln Community Youth Plan

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Overall Score

.50

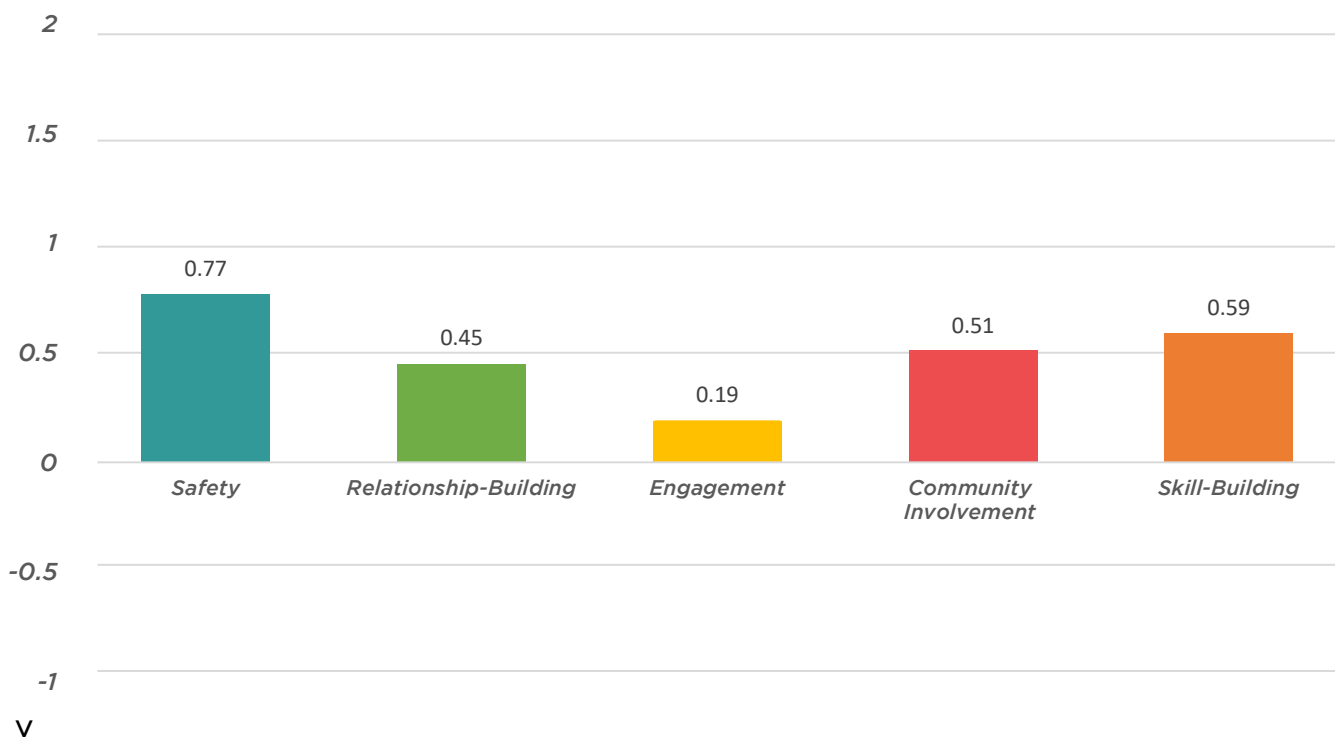
-2 -1 0 1 2

Youth Participation/ Engagement, Youth are involved in a meaningful way, have roles and responsibilities for leadership, and voice and choice in decision-making that impacts the program.

Community involvement, youth have opportunities to get to know and impact their community and vice-versa.

Skill-Building, relevant, challenging, and interesting skill building where youth feel engaged and experience growth and progress.

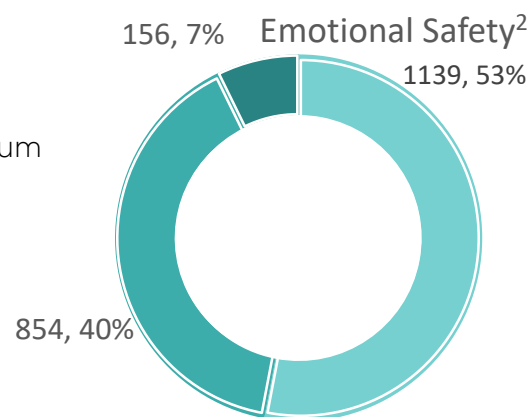
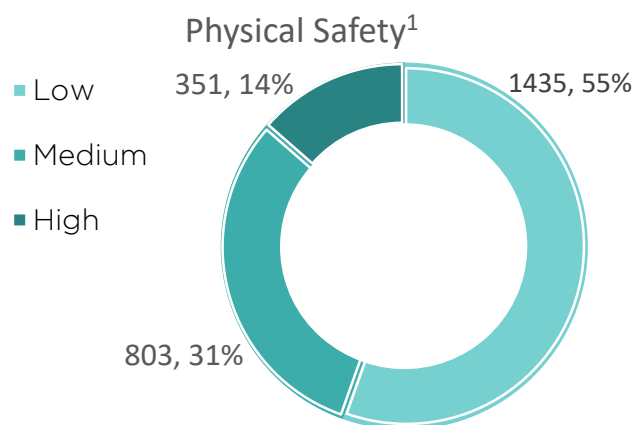
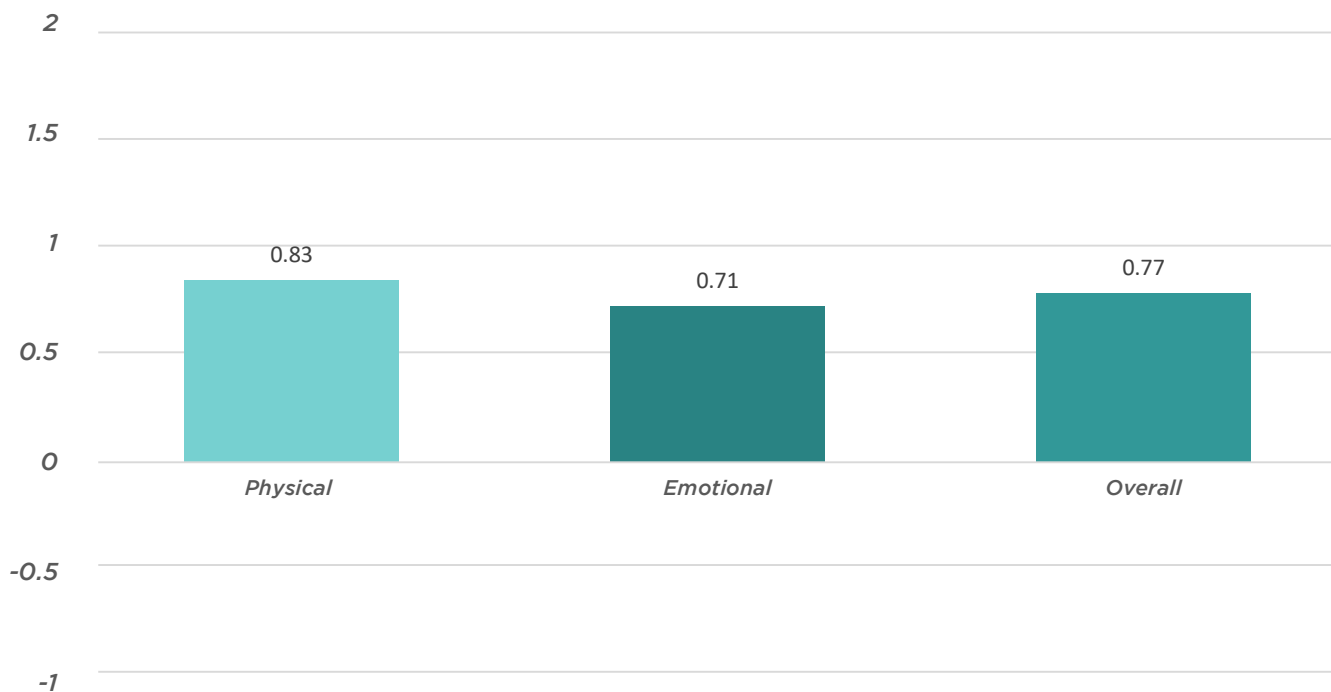
Overall Scores for the Supports & Opportunities



Lincoln Community Youth Plan

Youth Voice Survey - Supplementary Document 1 Fall 2023

Safety Subcomponents – Overall Averages



Physical Safety Measures:

- I worry about getting beaten up at the program.
- Kids bring weapons here.
- I feel safe here.
- If someone wanted to hurt me here the staff would stop them.

Emotional Safety Measures:

- (Do staff) enforce rules for how young people treat each other?
- The staff respect me.
- The program has rules for how young people treat each other.
- Young people at the program follow the rules for how to treat each other.

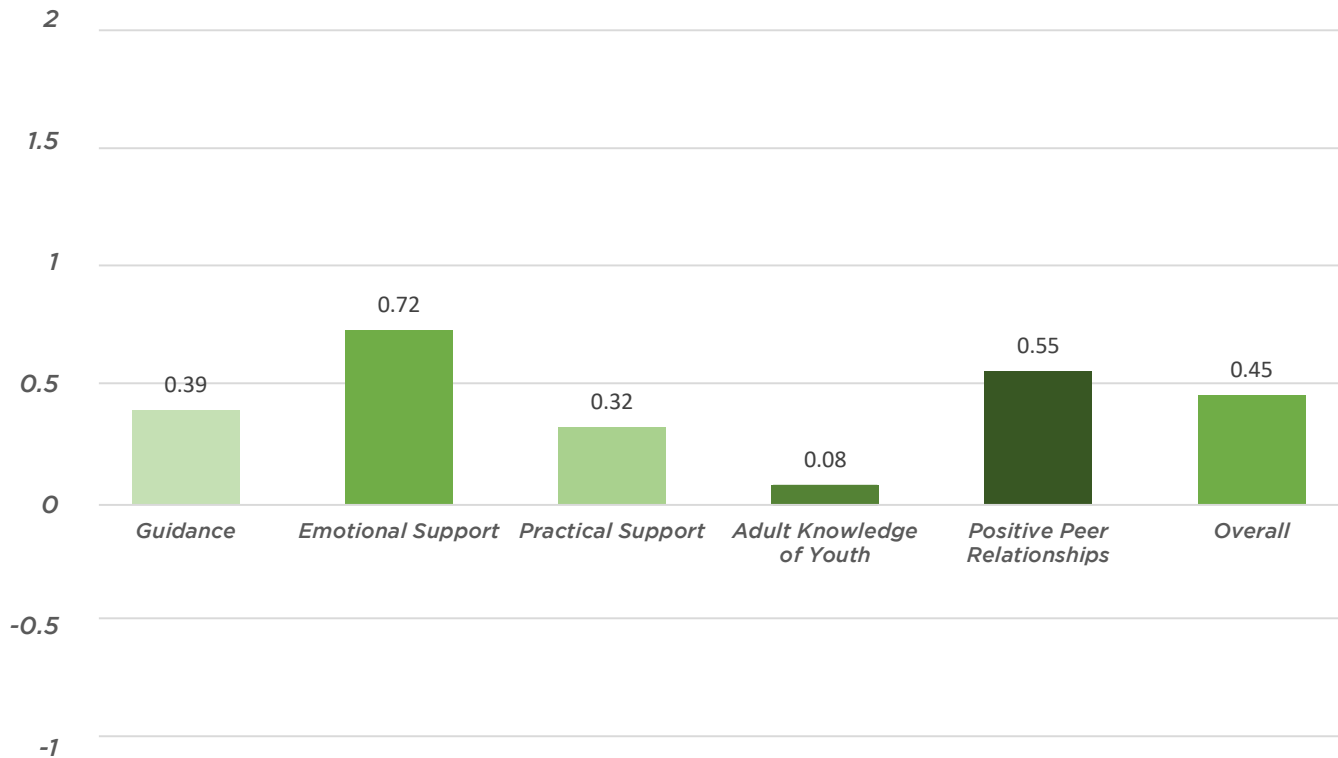
1. Physical Safety respondents scoring "Neutral or Below" - 257

2. Emotional Safety respondents scoring "Neutral or Below" - 243

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Relationship-Building Subcomponents – Overall Averages



Guidance Measures:

- (Do staff) say something to you if something in your life isn't going right?
- (Do staff) pay attention to what's going on in your life?

Practical Support Measures:

- I could go to someone who works at the program for help in a crisis.
- I could go to a staff person for help with a personal problem.

Emotional Support Measures:

- I could talk to a staff person if I was upset or mad.
- (Do staff) say something nice to you when you do something good?

Adult Knowledge of Youth Measures:

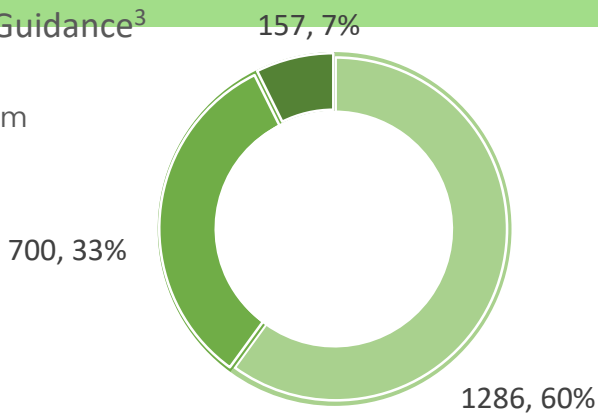
- The staff know me well.
- The staff know what is important to me.

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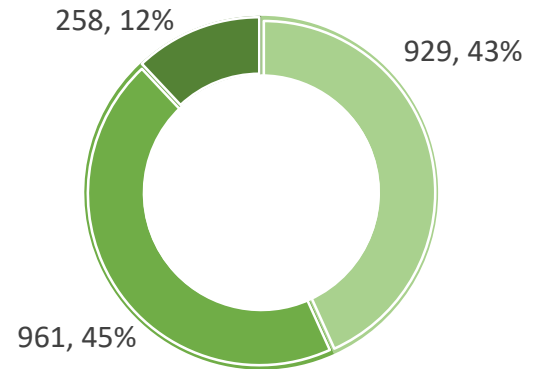
Guidance³

■ Low
■ Medium
■ High



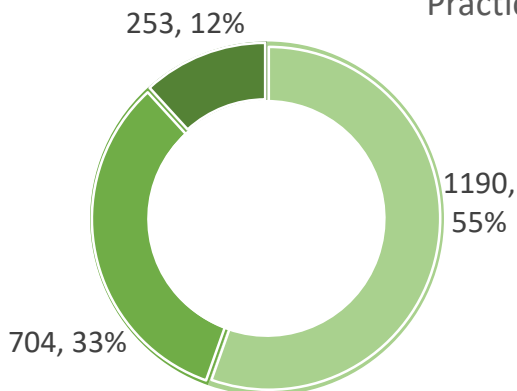
Emotional Support⁴

■ Low
■ Medium
■ High



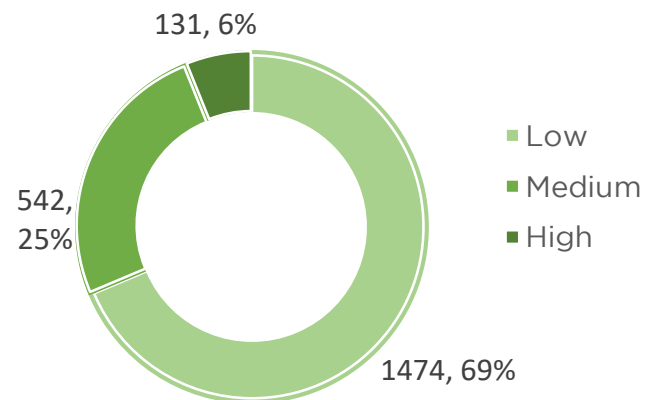
Practical Support⁵

■ Low
■ Medium
■ High



Adult Knowledge⁶

■ Low
■ Medium
■ High

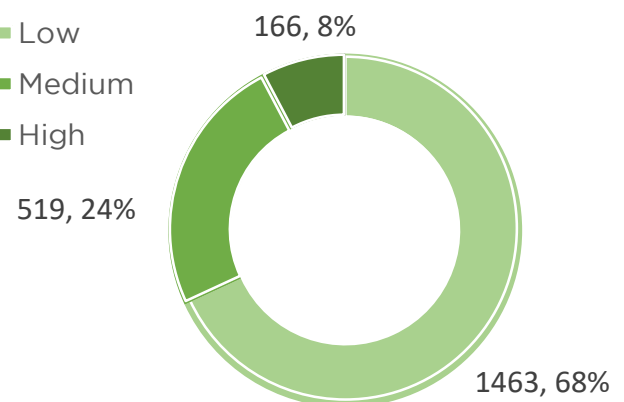


Positive Peer Relationships Measures:

- When you go to the program how often do you get to learn about young people who are different from you?
- I get to learn about young people who are different from me.
- The other kids here know me well.
- The other kids here respect me.
- Have the programs activities taught you about how to get along with young people who are different from you?

Positive Peer Relationships⁷

■ Low
■ Medium
■ High



3. Guidance respondents scoring "Neutral or Below" - 517

4. Emotional Support respondents scoring "Neutral or Below" - 288

5. Practical Support respondents scoring "Neutral or Below" - 608

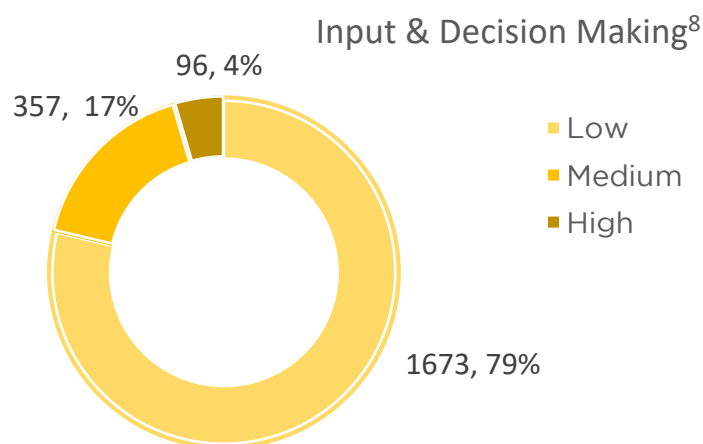
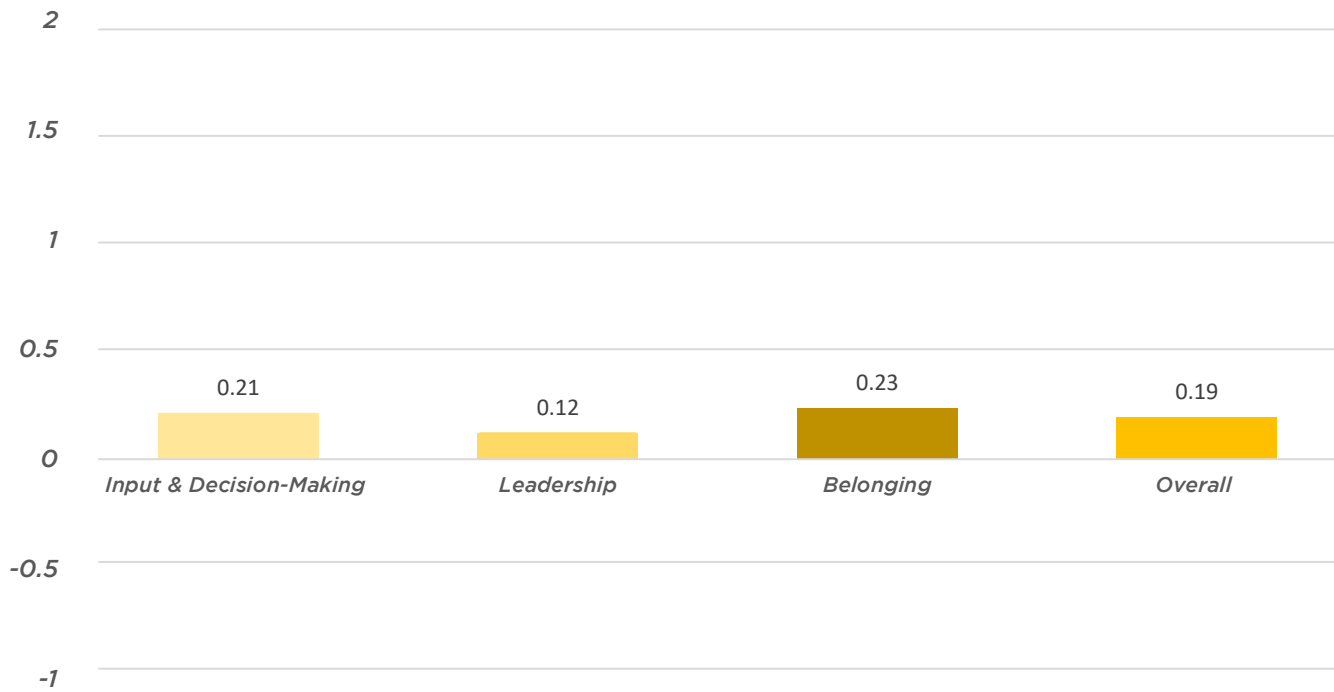
6. Adult Knowledge respondents scoring "Neutral or Below" - 767

7. Peer Relationship respondents scoring "Neutral or Below" - 373

Lincoln Community Youth Plan

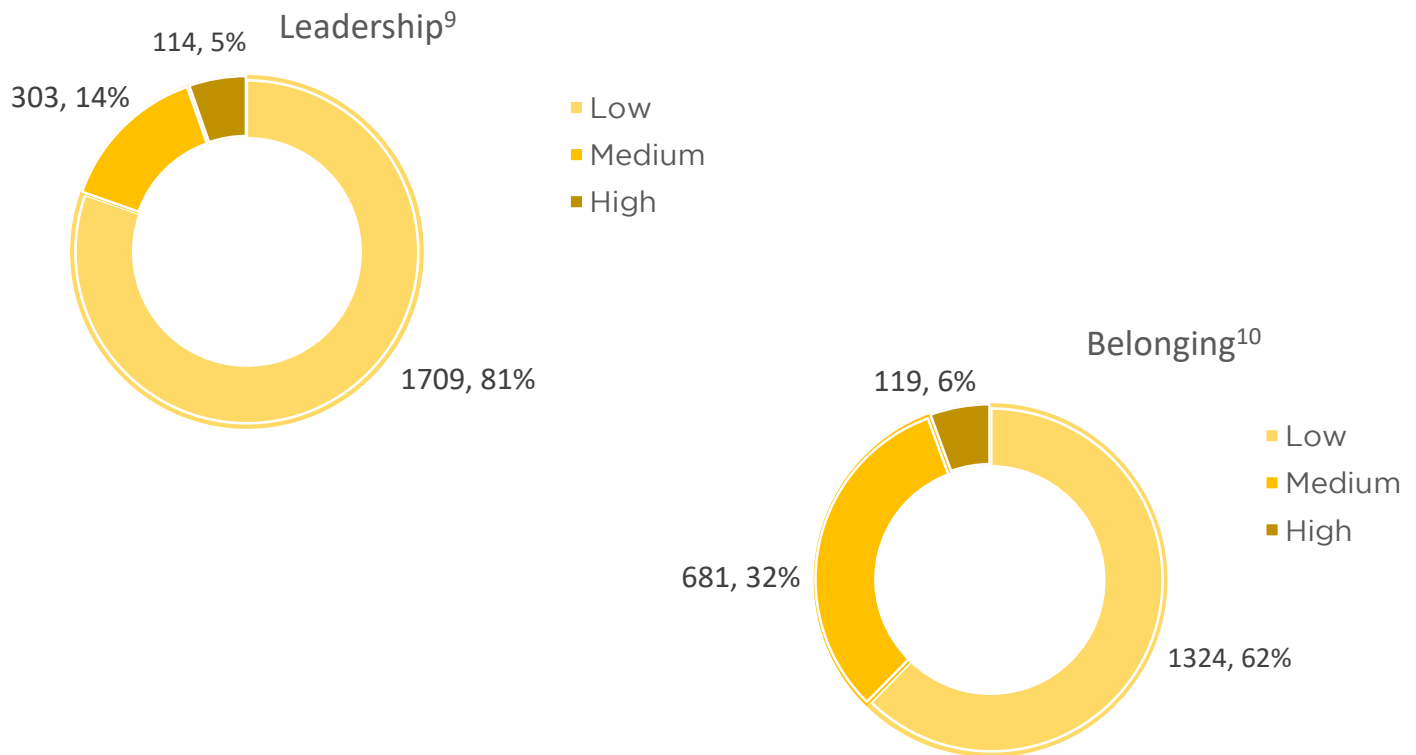
Youth Voice Survey - Supplementary Document 1
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Youth Participation/Engagement Subcomponents – Overall Averages



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Input & Decision-Making Measures:

- The program has rules for how we treat each other.
- When you go to the program how often do you get to decide what to do?

Leadership Measures:

- When you go to the program how often do you get to oversee be in charge of a group need?
- When you go to the program how often do you get to lead an activity?

Belonging Measures:

- It seems like my ideas are important here.
- I feel like I belong in the program.

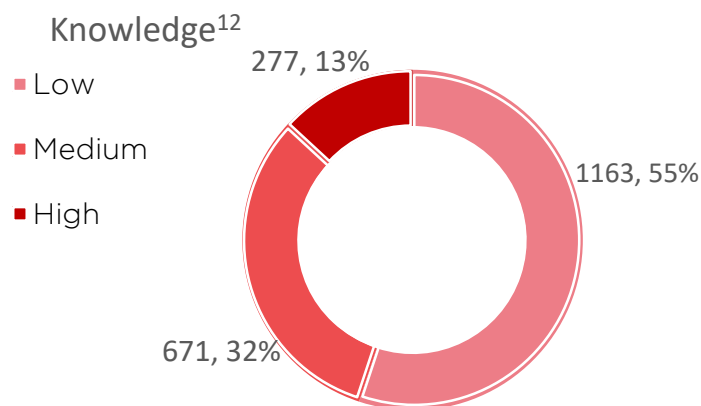
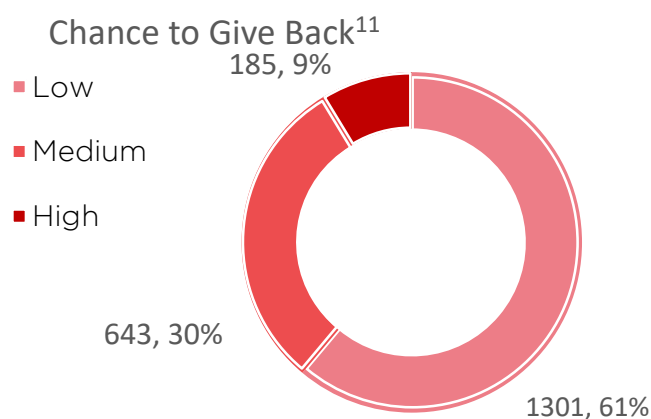
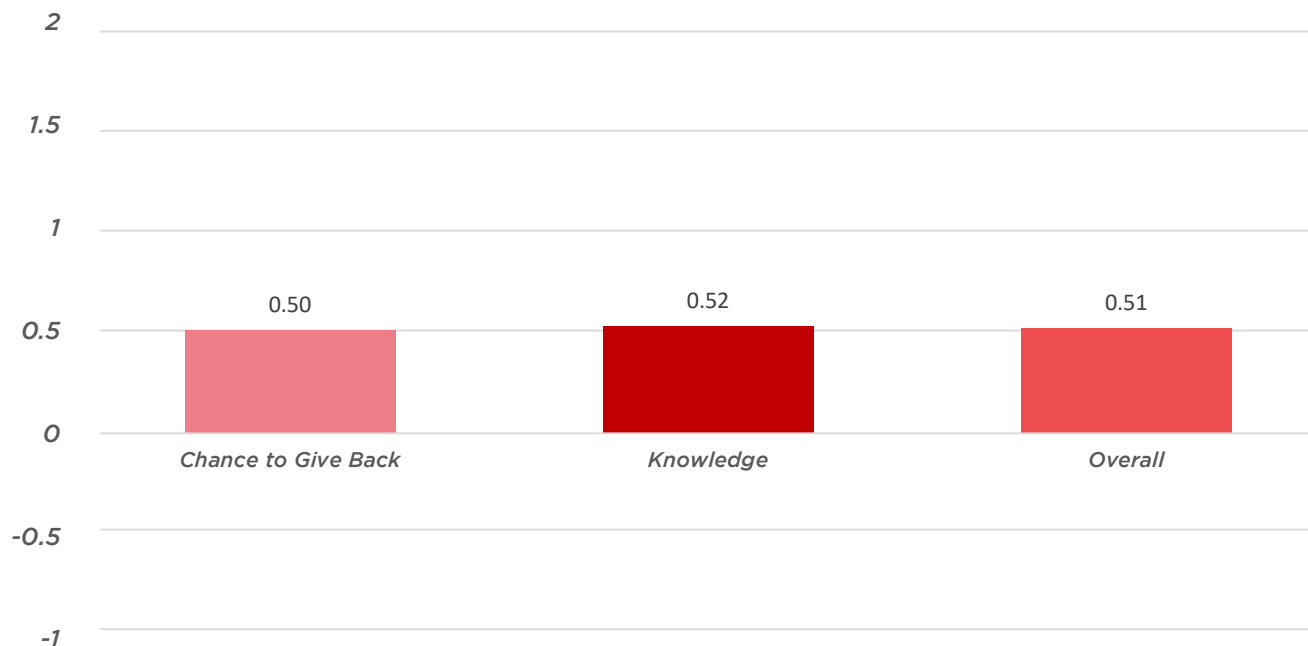
9. Leadership respondents scoring "Neutral or Below" - 619

10. Belonging respondents scoring "Neutral or Below" - 581

Lincoln Community Youth Plan

Youth Voice Survey - Supplementary Document 1
Fall 2023

Community Involvement Subcomponents – Overall Averages



Chance to Give Back Measures:

- When you go to the program how often do you get to help people in your community?
- Have the programs activities taught you about ways you can make your community better?

Knowledge Measures:

- Have the programs activities taught you about what's going on in your community?
- Have the programs activities taught you about how to find what you need in your community?
- Have the programs activities taught you about youth activities in your community?

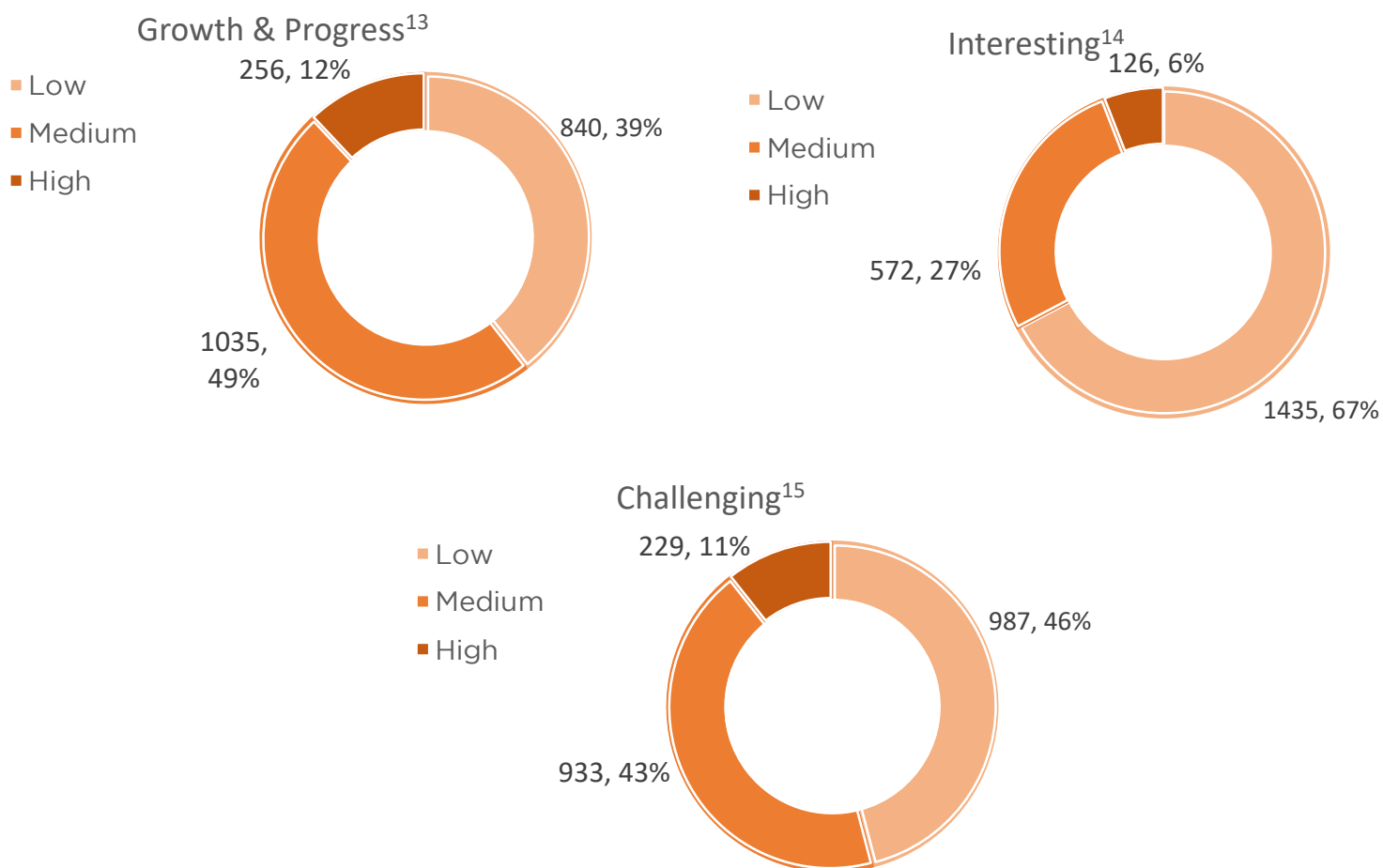
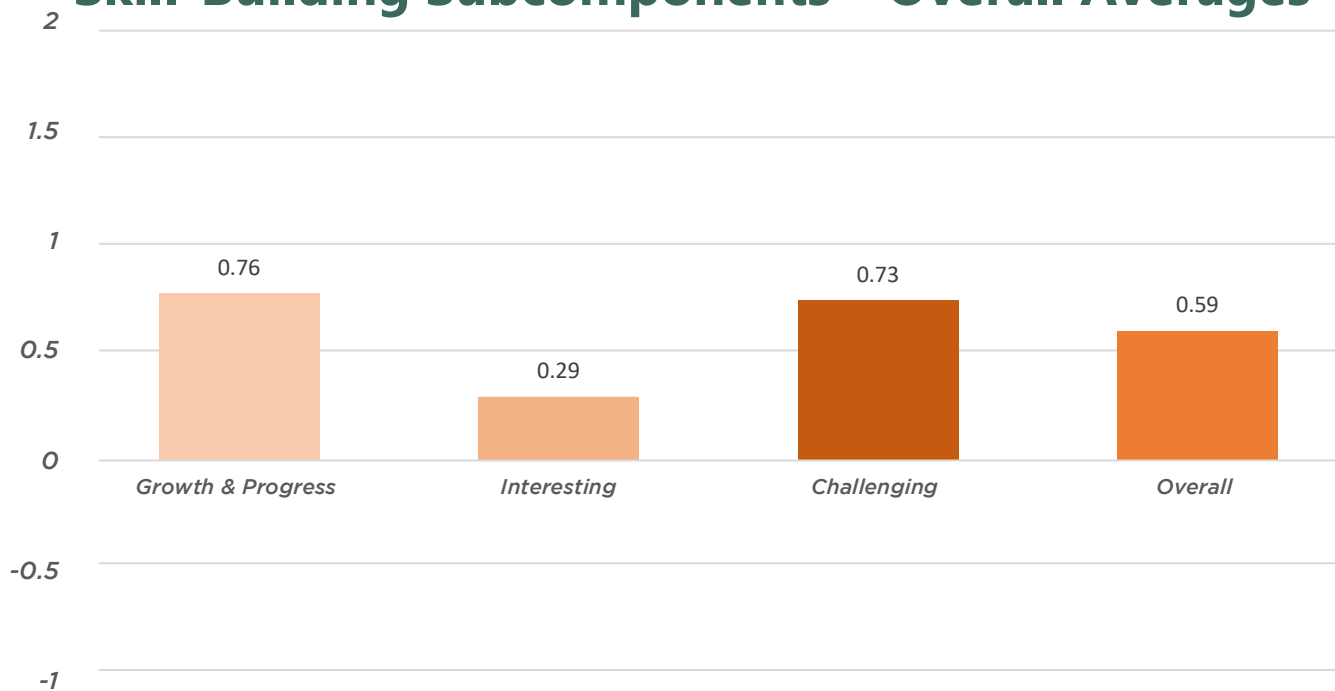
11. Chance to Give Back respondents scoring "Neutral or Below" - 458

12. Knowledge of the Community respondents scoring "Neutral or Below" - 529

Lincoln Community Youth Plan

Youth Voice Survey - Supplementary Document 1 Fall 2023

Skill-Building Subcomponents – Overall Averages



13. Growth & Progress respondents scoring "Neutral or Below" - 265

14. Interesting respondents scoring "Neutral or Below" - 670

15. Challenging respondents scoring "Neutral or Below" - 268

Lincoln Community Youth Plan

Youth Voice Survey - Supplementary Document 1 Fall 2023

Growth & Progress Measures:

- Have the programs' activities taught you to do something new?
- At the program I get better at something I care about.

Interesting Measures:

- The activities at the program are boring.
- When you go to the program how often do you get to do new things?

Challenging Measures:

- (Do staff) challenge you to be your best?
- I do things here that I didn't think I could do.

5 Things You Can Do Now Based on the Results of Your Survey

1. Make sure that each young person has one adult who knows them well. Young people need to have a positive relationship with an adult if they are to get the most out of the program.
2. Involve young people in serving on formal decision-making bodies. With experiences and support, they can also serve as youth representatives on the organization's Board of Directors. However, the place to begin is not with young people, but with the adults within the organization.
3. Train youth in group decision-making skills: A good place to start is to train your young people in the process of group decision making. Group decision-making skills can be put to use immediately... Make sure adult staff have skills for leading brainstorming sessions and facilitating group decision-making before you start.
4. Provide opportunities for young people to help others. Everyone feels more involved when they have responsibilities to those around them and are able to use what they know to help others. Allow youth to share responsibilities for the proper care and maintenance of their program assets.
5. Increase independent access to diverse learning materials. Within your program, provide access to learning materials that young people can independently access. This allows young people to pursue their own interests or engage in their own inquiry without the need for adult-led structure.

5 Things You Can Do Now

For more ideas for program improvement ask a YDN team member for the full "5 Things You Can Do Now" Info-sheet!

Lincoln Community Youth Plan

Listening Circles- Supplementary Document 2 Winter 2023

Why Listening Circles?

The purpose of a listening circle is to create dialogue-based forums for youth and their families to share their experiences, thoughts, and ideas related to community. These forums optimize the listening of key stakeholders as they pay close attention to the responses of targeted and diverse groups. The goal of the sessions is to collect community voice through effective questions that capture the reality of the current community climate as well the ideas these youth and families have that will strengthen their community moving forward.

A Thank You to Those Involved

These listening circles could not have taken place without the guidance of Superintendent Kerry Callahan and her team on behalf of the Western Placer Unified School District. Sessions were also hosted and attended by the Lincoln Public Library. Also in attendance were individuals from the WPUSD School Board, Parks and Recreation, The Foundry, the Coalition for Auburn & Lincoln Youth, the Lincoln Police Department, and the Placer Sheriff's Activities League. As participants in the outer circles, these individuals were key in ensuring youth and their families felt heard and helped co-create strategies for the future of youth development in the region.

For more information on the strategies created please see tables 1, 2, and 3 on pages 28-30.

Participants in the Middle School Listening Circle included Irene Ausencio, Saveah Clay, Thalia Fech, Aubrey Ginther, Eizabeth Gomez, Chace Hall, Emery Hern, Julian Huerta, George Lewis, Leslie Maciel, and Reno Penders, The High School inner circle consisted of Dylan Alarcon, Riley Bancroft, Ben Cope Wallace, Brie Dallas, Bryan Flores Lazaro, Jacob Kelty, Lilyana Petersen, and Miguel Usuga. Students who also participated as members of the outer circle include Kristen Cayago, Brock Galer, Nix Rizzato, and Kaliea Wicks. The parents and guardians of students who gave their insight to our questions include Kelly Bradley, Enjoli Enriquez, Karla Noyes, Tina Petersen, and Love Rizzato.



Lincoln Community Youth Plan

Listening Circles- Supplementary Document 2 Winter 2023

Emerging Themes

How can we show we care about and support youth?

For middle school students it is important when others inquire about their wellbeing, offer help when needed, and create an environment that fosters success. Teachers, especially, show they care through their efforts to understand individual learning styles and adapt their teaching methods. They place a high importance on personal connections, empathy, and a willingness to assist others, even without explicit requests for help. Additionally, it is important to give these young people opportunities to learn from their mistakes, solve problems, and to provide positive reinforcement. The young people value support based on providing guidance on how to navigate challenges, rather than simply providing answers.

High school students feel supported when they receive individual support, they appreciate adults who take the time to understand their unique needs and provide personalized assistance. Belief and encouragement play a crucial role, with respondents valuing the confidence that adults express in their abilities through encouragement to take on challenges and set high standards. The students who were involved expressed feeling a sense of community with adults who go beyond what is considered the norm and appreciate the vulnerability that some of these adults encourage.

It's also important that we take an individual approach to the care and support we provide to young people, knowing and respecting their cultures and communities. Middle and high school students know that their culture is respected when informed adults show compassion, provide recognition of different backgrounds and interests, accommodate personal challenges, and break down stereotypes.

Parents and guardians believe that support is given to their young people when they receive personal guidance, adults take time to listen to them, and when their young people are invited to participate in things that matter. Adults who participated would like to provide more opportunities for young people to get together to discuss how they can better care for each other and experience other communities and cultures.

What makes things interesting and engaging for young people?

Our participants in the middle school listening circle expressed that what keeps things interesting or engaging for them is having connections to others, both supportive adults and peers. These young people want to be challenged but supported while they work through what is difficult for them. In school especially they value hands-on activities and real-life situations in learning. Engaging activities, like field trips, make learning more interesting and memorable.

Lincoln Community Youth Plan

Listening Circles- Supplementary Document 2 Winter 2023



FAs they move on to the next phase in life, these young people believe that sports and other extracurricular activities benefit them. They want to be engaged in the community based on their interests, be able to track their progress, and receive guidance and coaching.

For high school students, engagement also has to do with the relationships they have and having a variety of new things to learn and do. They see the importance of interactive teaching methods, small group sessions, and hands-on activities. These young people want to give back to the community, hold jobs, and begin to mentor others.

When asked about moving into the future, they discussed needing ample time for transitional activities, with a focus on college readiness

supported by the school and community. These young people are also acutely aware of how Artificial Intelligence (AI) will play a role in their lives in the future and want to have continued discussions about its impact.

Parents and guardians see their young people engaged and prepared for the future when they have time to gather and interact with others based on their interests. They discuss the importance of programs like theater, Future Farmworkers of America, sports, and other extracurricular activities for keeping young people engaged.

What support do youth seek when they're struggling?

The middle school students that we spoke to discussed wanting to resolve things independently, seeking advice from their teachers, parents, or other trusted adults if problems arise. They identify trusted adults by judgement-free interactions, people who demonstrate care and a willingness to help, and who can keep things confidential as long as it is safe to do so. Additional tools for coping that these young people use are music, self-reflection, and resources available through schools such as counseling.

Similarly, high school age youths try to address their problems individually, working through reflection, or bringing their concerns to trusted adults when necessary. They also appreciate people who provide confidentiality, acknowledgment, and check up on them. Additionally, these young people talk about contacting their friends for support and problem solving.

Lincoln Community Youth Plan

Listening Circles- Supplementary Document 2 Winter 2023

Overall, the participants employ a mix of self-reflection, seeking advice from family and friends, and reaching out to teachers for support in navigating challenges.

The parents and guardians of young people in the region see school resources as a good option for their students but would like to see more adults available for conversation with their students. Their sense is that their young people address challenges with their parents, friends, grandparents, or other people in the community.

What are the dreams young people, and those who care for them, have for the future? The aspirations for our middle school age youth included living a happy life, traveling, and exceling in school through hard work. More longterm, some young people discussed careers in medicine, the armed forces, or contributing to the community's wellness. These young people would like to see more support in exploring jobs and schools before high school.

For some of the high school age youth, their focus was on helping their family by succeeding and being able to financially contribute. These young people want to have a variety of life experiences through hobbies, travel, and education. There were also frequent mentions of becoming a mentor and creating positive experiences for others in their community. These young people appreciate continued encouragement from teachers and adults who recognize their dreams and passions.

Parents and guardians who participated discussed wanting their young people to be able to explore the world but feel safe knowing they would always have a place in Lincoln. They want their young people to have space to safely explore what their lives could look like, have the resources to succeed anywhere in the world, and to continue learning to be healthy adults who contribute to community and care about others.



Lincoln Community Youth Plan

Listening Circles- Supplementary Document 2 Winter 2023

Summary and Next Steps

Based on the conversations during the listening circles, it is apparent that Lincoln's young people feel supported when adults take the time to understand their unique needs and provide personalized assistance. Encouragement and belief in their abilities play a crucial role.

Middle school students find engagement through connections with adults and peers they trust, challenging but supportive learning environments, hands-on activities, and real-life situations. High school students seek engagement through relationships, interactive teaching methods, small group sessions, hands-on activities, and opportunities for personal and community development.

When struggling, both middle and high school students prefer resolving issues independently but seek guidance from trusted adults, friends, and family when necessary. Confidentiality, acknowledgment, and judgment-free interactions are valued.

Aspirations for the future include excelling in school, pursuing careers in various fields, contributing to community wellness, and enjoying life experiences through travel, hobbies, and education. Parents and guardians want their young people to explore the world safely, succeed anywhere, continue learning, and become healthy adults who contribute to and care about the community.

In the future, community leaders should design aspirations for key age groups based on these values and desires. Some questions to ask include:

- How can we create systems and services that can address the individual needs of each young person?
- What changes can be made to policies and procedures that have prevented high level engagement?
- How can we involve young people in our decision-making processes at all levels?
- What are we doing to foster Safety, Relationship Building, Youth Voice and Choice, Community Engagement, and Relevant and Challenging Skill Building?

Additional focuses for leaders may include transitional support programs, accessibility of services, parent and guardian involvement, and life and career exploration (i.e. internships).

The following tables (1-3) include notes from the co-creation of community support solutions between students (inner circle) and the listeners from key organizations (outer circle). The emerging themes from the listening portion of the day are found in the left column, possible solutions, reasons, or improvements are found in the right column.

Lincoln Community Youth Plan

Listening Circles- Supplementary Document 2 Winter 2023

Table 1 Middle School Students Continued Conversation

How do we encourage relationships to create engagement?	• Choose sport in PE • Open to questions • Adults ask more questions -> personal ones to get to know students • Take time to get to know students ◦ 1:1 conversations ◦ Adults show up at student activities ◦ Student/teacher activities or competitions • Rotate student groups so more students get to know each other • More opportunities to share about each other
How do we develop cultural awareness and kindness?	• How sports relate to your background • Culture fair, share • Weekly culture highlights and projects • Defining derogatory language • Cultural electives/education • Incorporating culture struggles and why • Explaining emotions openly with peers • Celebrating diversity of others • Variety of people's point of view in stories/assignments inside class • Complement others, use kind words • Write down your feelings and emotions in a journal (youth and adults)
What does a caring adult do to establish good relationships?	• Take the time to get to know kids • Check up on youth when they see help is needed • Pair with youths who have similar interests and spend time together • Central place to share public common interests • Streamline/clarify process of adults volunteering with sports, clubs, etc. • Highlight areas/ways to connect with caring adults (i.e. Youth center sports)
How do we cultivate the time and skills necessary for problem solving?	• Organize a group training time to learn about problem solving • Incentive/rewards to promote problem solving and kindness • A place to talk stuff out and someone to help • Teach skills to listen and solve problems

Lincoln Community Youth Plan

Listening Circles- Supplementary Document 2 Winter 2023

Table 1 (Cont.) Middle School Students Continued Conversation

How do we create points of awareness and connection?	• More clubs on campus ◦ Art club ◦ Music classes/clubs • More electives • School club day • City resource events/class • Team council program • High school/middle school mentors • More structured club planning • Teachers/staff bonding with students • New elective called teen living “Cooking, learning about life for adults” • Cultural electives for awareness for students and teachers
How do we overcome the fear of being judged?	• Opportunities to share your story: People judge other less when they know each other’s stories • Restorative practices to address conflict-> Peer mediation • One student per day highlighted in class -> Once safety is established they tell about themselves and [receive] positive feedback, or make a connection • Supporting different learning styles • Positive-speak campaigns • Support with developing self-confidence/self-worth • Creating positive environments where adults/youth are respected and valued and the group holds everyone accountable • Opportunity and practice being out of your comfort zone by establishing and spending time with friends (mentors)
How do we address the power of the language we use?	• Examples of positive language: Rephrase negative expressions, anger, frustration, misunderstanding • MCC – Skits and examples of wrong and right way to express language • How to call out negative language: Teachers can model the wrong and right way as it happens
How do we set high expectations and provide support?	• Don’t judge -> Motivate to do better by clearly telling students what the expectations are • Safe Classrooms for Support ◦ Adjust physical classrooms to student needs ◦ Create space to be friends with classmates • Be encouraging but firm • Be a helping friend

Lincoln Community Youth Plan

Listening Circles- Supplementary Document 2 Winter 2023

Table 2 **High School Students Continued Conversation**

How do we create connections with young people?	• More connections between classes (grade levels) • Perhaps let students run breaking down the walls (BDTW) • Have more opportunities for club rush late in the fall • Class meetings run more by students than by rules • More opportunities for students to be involved with classes and school • Create more student-teacher connections (Intervention) • Use of a homeroom to create adult connection • Higher level of engagement with teaching material and learning • Adults purposely creating rapport with students • Students value the ability to ask a teacher for help
How do we develop cultural awareness?	• Education inclusion on LGBT • Mental health effects study • Neurodivergence awareness • All about me • Opportunities for youth and adults to share who they are and where they come from ◦ Class on cultures of the world • Developing curriculum around more cultural inclusion such as translated writing, cultural projects and inclusion of students' identities. • Cultural celebrations • Pronoun and cultural inclusion in introductions • Agreements about language use or non-use, positive speak • Addressing ableism, sexism and slurs

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Table 2 (Cont.) High School Students Continued Conversation

What assumptions do we make about where problems come from?	• Avoid confrontation • Past experiences • Easier to find own faults vs circumstances/others • Peers/friends • Sharing issues/problems ◦ People you trust ◦ Relationships • Confidential • Positive support system ◦ Friends ◦ Family members ◦ Teachers ◦ Coaches • Avoid negativity • Find a silver lining • Mental awareness ◦ Peers with similar experiences ◦ Mentorship • Be OK with the uncomfortable; step outside of comfort zones
How do we support high expectations?	• Every class has high expectations with valuable learning • With high expectations come grace/space, time and help to catch up when a class has been missed • Providing individual support of learners so everyone can rise to the same expectations • Providing resources outside of class/school • Teachers & staff support each other with resources
How do surrogate parents affect mentorship?	• Communication and trust • Background of the surrogate parent • Similar backgrounds • Diverse pool of surrogate parents • “Stay in your own lane” – don’t overtake the actual parent

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Table 3 **Parents & Guardians Strategy Reflection**

How do adults show they care about your young people?	• Personal (one on one) conversations with teachers (about anything) • Able to express concerns (i.e. bullying) to administrators and they respond/ follow up • Taking time to listen to student concerns about accessing subject matter and teaching/addressing their concerns (differentiation) • Email/information in action to what is shared in class (in writing)
How do adults show they believe in your young people?	• Invite our students to be involved to something pertaining to their individual interests/ abilities • Giving them a chance to play/ perform/ participate when they put in the practice time • Show them how to invest in their futures (eg. How to search out and apply for scholarships) • Invite parents to volunteer/ advise/ share career stories • Direct them appropriately (i.e. trade school/ college/ employee/ tech, etc.)
Do you feel your community understands and respects your culture?	• Actively seek opportunities to learn about and embrace other cultures (ex. Exchange student assemblies/ shared) • Positive experience at cultural class vs. others disavowing (imposter syndrome) • Discuss cultural appropriation vs. appreciation • Sometimes parents are hesitant to share culture or want to “blend in” • Students, at times, separate/come together based more on socioeconomic than cultural backgrounds
When something goes wrong how does your young person react?	• Go to parents, friends, grandparents, or other parents in our “tribe” • School counselors would be great options – but students say they are too busy handling “bigger issues” (i.e. death in families, ill behaviors, etc.) • Students would like more adults/ counselors/ therapists to contact • Students need teachers to support their learning/engagement by using “cell phone hotels” during class.

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Table 3 (Cont.) Parents & Guardians Strategy Reflection

What makes things interesting and engaging for your young person?	• Social media/ new uses (graphic art, animations) • Sports, plays/theater, rodeo, farm life, FFA/4H, art, exercise • Social gatherings (dances) • Need: Free space to gather/ interact for different interest (e.g. skate park, art, animals – can we open farm to volunteers?)
What hopes and dreams do you have for your young person's future?	• Leave Lincoln – go explore the world! You are always welcome back • The ability to afford to live where they choose and or bloom where they are planted • Begin their young lives without a mountain of debt • Space to explore what they want their lives to be without a huge investment first • Be curious – keep learning whether it's at a 4-year college/ junior college/ trade school/ studying abroad/ gap year • Support network – personal & business • Healthy adults who contribute to society and care about others/ live empathetically

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LEGO Serious Play- Supplementary Document 3 Spring 2024

Introduction

When working on strategic plans, it is helpful for organizations to have specific goals in mind that are created alongside staff, leadership, and board members. Aspirations are the “north star” of an organization, while Guiding Principles are the keys to behaviors, policies and procedures that are used to reach the aspirations.

To establish Guiding Principles and Aspirations that support the next decade of work in the Lincoln Community, the team underwent a process of LEGO Serious Play. During this process there were multiple steps that led the group to the creation of a shared identity and guiding principles, starting from a place of internal understanding.

Methodology

LEGO Serious Play is a facilitation methodology developed at The Lego Group. Its goal is improving creative thinking and communication. People build with Lego bricks three-dimensional models of their ideas and tell stories about their models. Hence the name "serious play".

In a changing world, our Organizational Development offerings assist in designing strengths-based cultures that reach greater outcomes. YDN combines dialogue and action planning, which demonstrates that organizations can “fast-track” change as we focus on discussions around the identity and values of the Lincoln Community.



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Individual Understanding- How do we see ourselves?

During the first session of the 3D dialogue that supports the Youth Plan, community members created individual models which informed the shared aspirational identity.

Individuals who were involved in the LSP sessions stated that their favorite memories of Lincoln included Community Engagement and Service, Support and Camaraderie, Resilience and Overcoming Challenges, and Celebrating Others. Participants see Lincoln as a place where there is a sense of unity and understanding among residents, a tension between preserving the small-town feel of Lincoln while embracing growth and change, and that despite differences in opinion, there is a shared belief in the importance of supporting one another and coming together during times of need.

Individual Understanding- How do others see us?

According to the people in the session, people who view Lincoln from the outside may have a perception that Lincoln is merely a pass-through town; that Lincoln is often associated with agriculture, ranches, and farm animals; and that Lincoln has experienced significant growth in recent years, which may be perceived positively by some but also raises concerns about maintaining the town's unique character and identity in the face of development.

**Lincoln Community Youth Plan
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