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# A Community Plan for the Coatesville Youth Development Initiative

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**Prepared for the  
Brandywine Health Foundation**

**By  
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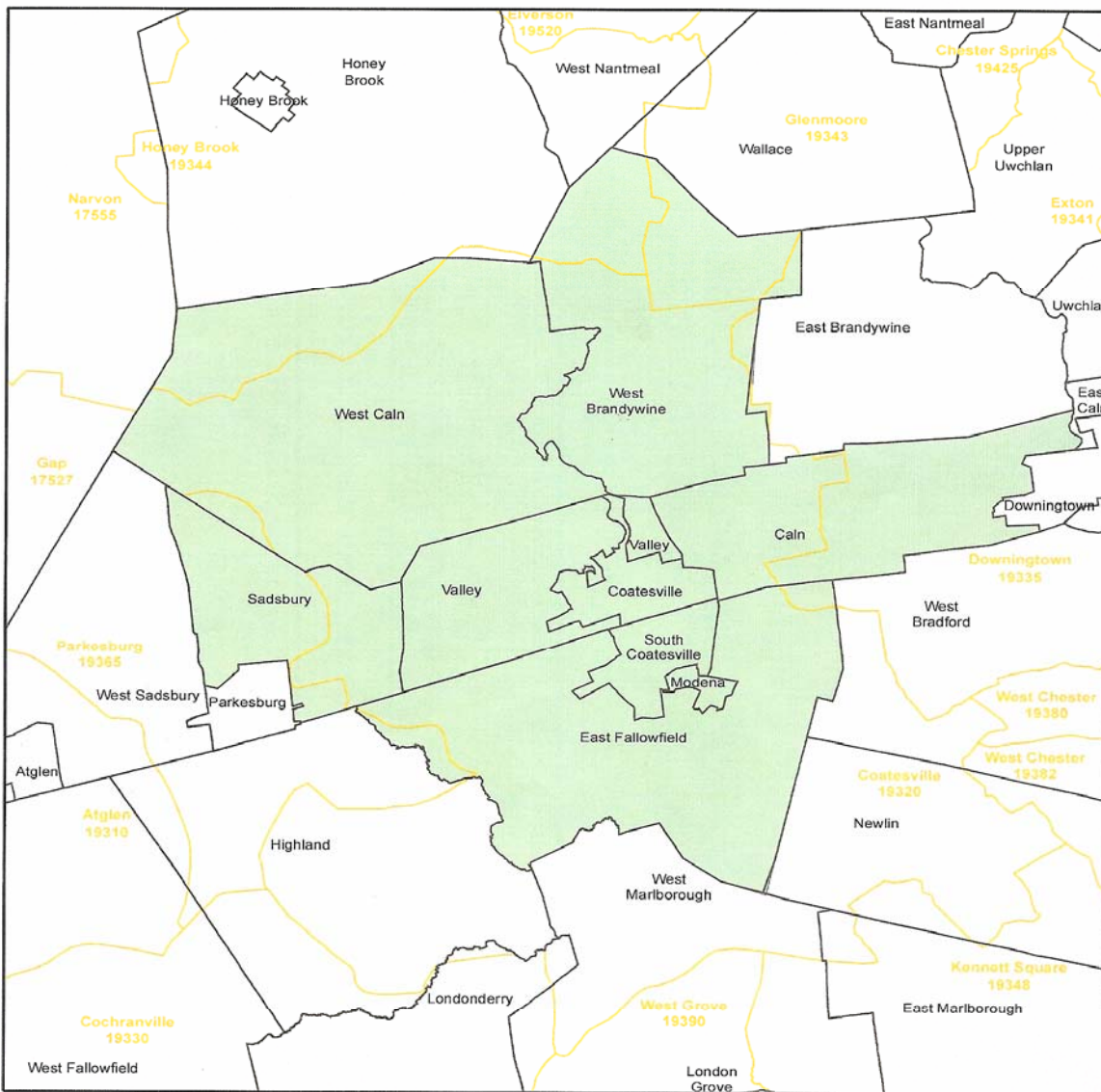
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# Coatesville School District Area



- Coatesville School District
- Municipalities
- Zip Code Areas



Map Produced by: CCHD 8/18/08  
Data Sources: CC GIS, CCHD



## Introduction and Background

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In July 2008, the Brandywine Health Foundation<sup>1</sup> asked the Urban Ventures Group, Inc.,<sup>2</sup> to facilitate a 12-month community planning process as part of the Coatesville Youth Development Initiative. The planning process convened a cross-section of stakeholders to develop a shared plan to address the needs of youth and young adults, ages 12–24, in the Greater Coatesville Area. To better understand and identify their particular needs, this plan documents that process, which involved the gathering and synthesis of perspectives of a broad set of stakeholders, and data on the well-being of Coatesville’s youth and young adults. The Brandywine Health Foundation and its partners intend to use this document as a blueprint for the next phase of an iterative process that will continue to engage local leaders, youth serving organizations, youth, parents and residents to take action around the targeted priority areas presented in this plan.

With funding from the William Penn Foundation, ArcelorMittal, the United Way of Chester County and the District Attorney’s Office of Chester County, the Brandywine Health Foundation commissioned this community planning process as a starting point toward launching the Coatesville Youth Development Initiative. The impetus for the initiative and planning process evolved out of growing concern about the overall health, well-being and future prospects of youth in the Greater Coatesville Area. There was also the recognition that a growing subset of youth residing in Coatesville was neither being reached by existing youth programs nor taking advantage of resources and opportunities that were available to them. Further, there was an awareness that, without early intervention, many of these young people faced a bleak future. In pursuit of a meaningful way to respond to this issue, the Brandywine Health Foundation learned of the William Penn Foundation’s funded youth development initiative, which was implemented and replicated in three Philadelphia neighborhoods, the City of Chester and Norristown; the Brandywine Health Foundation decided to replicate this community planning model in Coatesville.

With the support of its board and funding, the Brandywine Health Foundation made the strategic decision to undertake an ambitious mandate over the next few years that focused on three objectives:

- To improve the overall health of young people in the Coatesville area, ages 12–24, by addressing the broader social issues that prevent them from growing into productive, contributing adults;
- To develop a network of quality, year-round, out-of-school programming and activities that facilitate young people's skill development, reduce juvenile criminal activity, aid in the improvement of school test scores and high school graduation rates and help young people develop the leadership skills they will need to make a positive contribution to society; and
- To lay the groundwork for future community and economic development efforts in the Coatesville area by developing a strong network of community leaders committed to working together on future Coatesville improvement projects.

The Brandywine Health Foundation took the first step, inviting broad participation of stakeholders from organizations already targeting youth in the Greater Coatesville Area to form a Youth Development Steering Committee. This committee would play a vital role in shaping, articulating and supporting the

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<sup>1</sup> The Brandywine Health Foundation is a public charity established in 2001 to improve the health of those living in the Greater Coatesville Area. [[www.brandywinefoundation.org](http://www.brandywinefoundation.org)]

<sup>2</sup> The Urban Ventures Group, Inc., is a national consulting firm based in Philadelphia that undertakes a variety of professional assignments in the urban revitalization arena. The planning team included Evette Banfield, Director of Programs, and a consultant, Chaya Scott, who resides in Coatesville. [[www.urbanventuresgroup.com](http://www.urbanventuresgroup.com)]

development and implementation of the key priorities outlined in this plan. For many, this planning process distinguished itself from other community engagements that have sought to bring together youth-serving organizations and stakeholders around a specific goal. In the past, efforts of this nature have been limited to the City of Coatesville, whereas this initiative included the surrounding townships and boroughs within the Greater Coatesville Area (the boundaries of the Coatesville Area School District).

### **Overview of the Planning Process**

The methodology guiding the community planning process included the following components:

- **A community profile on the well-being of youth and young adults.** The first component of this planning process, to help define core priorities, involved gathering and analyzing available quantitative data that are useful in understanding current conditions and key trends affecting youth and young adults residing in the Greater Coatesville Area.
- **A local scan of existing youth programs and activities.** The scan was designed to provide insight into the overall breath, scope and capacity of existing youth programs and activities available to youth and young adults in Coatesville.
- **An assessment of assets, needs and gaps in the community.** This important aspect of the planning process involved capturing the various perspectives of stakeholders about the community's core strengths, issues and opportunities as it coalesces around a common agenda to better serve youth in the community. To better understand the viewpoints held by others, the planning team convened a number of focus groups with a broad representation of stakeholders, particularly with middle and high school youth, and where necessary the planning team conducted interviews in person or by phone.
- **A synthesis and sharing of key findings and feedback.** The steering committee had the opportunity to review and respond to the analysis of qualitative and quantitative data and to offer their feedback throughout the process. The ongoing review of data and discussions were intended to help stakeholders to deepen their understanding of the core issues and to identify a set of priorities.
- **Facilitation of plan development working sessions.** This component involved a sequence of meetings with the steering committee and stakeholders to begin fleshing out the elements of a plan that addressed needs, gaps and opportunities to better serve youth. The overarching purpose of these meetings was to help the steering committee to build consensus around a set of targeted priority areas that responded to the needs of youth in the community.

## What Was Accomplished

Over the course of the 12-month planning process the following tasks were accomplished with the support, participation and/or input from the steering committee.

- Conducted ongoing facilitation with the Coatesville Youth Development Steering Committee and its auxiliary committees (the Data and Information Committee and the Outreach and Communications Committee) throughout the planning process.
- Completed a scan of existing youth programs and activities, including a brief programmatic description of the types of youth programs offered (numbers of staff, hours of operation, number and ages of youth served, and locations of program services). An auxiliary table was developed to highlight the gaps and frequency in the accessibility and availability of youth programs. (See Appendices A and B for the scan of programs.)
- Outlined the early framework to enable the steering committee to develop the mission statement and goals guiding the planning process.<sup>3</sup>
- Completed the community profile of youth and young adults in Coatesville, providing quantitative data on the well-being of youth and young adults within four key areas: (1) demographics and household characteristics; (2) educational and employment characteristics; (3) health and well-being; and (4) public safety.
- Coordinated a group site visit to The Garage, a community and youth center in Kennett Square, with members of the steering committee and a handful of youth to observe their program. The visit provided stakeholders with the opportunity to learn best practices and to see firsthand how another organization addressed the needs of youth.
- Conducted in-person interviews and focus groups with a broad representation of stakeholders to obtain their input on the concerns, issues and needs of youth. The planning team worked with Coatesville School District administrators to organize focus groups with middle and high school students at their schools and with local organizations providing workforce readiness to gather perspectives from young adults.
- Convened a series of facilitated working meetings to guide steering committee members through structured discussions to develop a set of targeted priority areas, along with supporting tasks to accomplish those priorities.

## Organization of the Report

The sections of this document include: (1) a brief introduction and background that describes the launching of the Coatesville Youth Development Initiative, the community planning process and its accomplishments; (2) a synthesis of key stakeholder observations and feedback gathered through interviews and focus groups with a broad representation of stakeholders; (3) a summary of key quantitative findings from the community profile; (4) an overview of the targeted priority areas developed by members of the steering committee; and (5) a discussion of the key concluding observations and recommendations pertaining to sustaining and advancing this effort.

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<sup>3</sup> The steering committee's mission and the goals guiding the community planning process are in Appendix D.

Included in the appendices are documents developed with the input of the steering committee during the planning process that provide pertinent information about the youth and young adults in the Greater Coatesville Area. The appendices also provide more detailed information on the youth programs and activities available to youth and young adults, along with a narrative description about the various program offerings, and data on the well-being of youth and young adults gathered early in the planning process. The profile provides important data on Coatesville's demographic, education, health and well-being and public safety. Appendix D includes the steering committee's mission, the goals guiding this process and a list of participating stakeholders; and Appendix E lists members that participated on the steering committee.

## Section One: Stakeholder Perspectives and Observations

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This section presents key perspectives and observations gathered from a broad spectrum of stakeholders over the course of the planning process, to shed light on the assets, needs and gaps impacting the lives of youth and young adults. The reflections offered here are drawn from three focus groups and seven in-person interviews with local leaders representing city government, the faith-based community and the school district. Two of the focus groups were conducted with youth program staff and stakeholders at the Brandywine Center, and a focus group was convened at Career Link, to gather the views of young adults enrolled in workforce training in conjunction with the EARN Center and Chester County OIC. With the support of school administrators at the Coatesville Area School District (CASD), the planning team conducted six additional focus groups with middle and high school youth at the North Brandywine, South Brandywine, and Scott Middle Schools, the alternative Gordon Education Center, and at the two buildings that comprise the high school: 9/10 Center and Coatesville Area Senior High School. Focus groups were also convened at the YMCA and the Bridge Academy. Approximately 8-12 individuals participated in each of the nine focus groups.

Summarized below are the perspectives and observations of local adult stakeholders (which include local leaders, youth program staff and young adults), and then middle and high school youth stakeholders, along with a table synthesizing their feedback (see Table 1: Perspectives of Youth from Focus Groups).

### Perspectives of Local Adult Stakeholders

- **Coatesville youth are resilient, open minded and adaptable.** It was unanimous that the majority of youth in Coatesville have tremendous talent and creativity and that they desire opportunities to demonstrate their positive attributes. Stakeholders indicated that, while they believed students desire to do the right thing, they were more likely to adapt to the current situation and circumstances dictated by their environment. Other stakeholders said that youth were open to taking advantage of new opportunities and have a willingness to broaden their minds and explore the world outside of Coatesville.
- **Coatesville's residents are one of its greatest assets, despite the negative press the community receives.** The interviewees thought the area was filled with families that cared about their community and noted that people were the community's most positive asset. Stakeholders were disheartened over the negative press the community has received over the years, which has created an impression that Coatesville, and particularly the City of Coatesville, is unsafe.
- **The Coatesville community is unable to share and disseminate information about local events, activities, opportunities, issues and concerns without a viable communication infrastructure or outlet.** Stakeholders expressed frustration over the inability to communicate local news, events, activities and opportunities to residents, parents, businesses owners and service providers. They felt that the lack of a communication outlet has also prevented local stakeholders from collaborating with key institutions, such as city government and the CASD, around the coordination of information about service delivery and programs.
- **Many rural students transitioning into the middle and high schools must adjust to an urban environment.** A few stakeholders indicated that cultural differences exist between students in the surrounding communities (in areas such as West Caln, Sadsbury and East Fallowship) and the

City of Coatesville. For some middle and high school students coming from more rural settings, it is an adjustment—and at times a challenge—to negotiate new and unfamiliar situations in the transition from elementary school to middle and high school.

- **Negative influences seem to have a greater pull on the lives of youth in Coatesville, particularly if they are not using their time constructively.** There are a number of negative influences enticing youth with limited parental supervision, namely gangs, crime and drugs. There is a growing concern among stakeholders that gangs are recruiting youth to sell drugs in the community and that these gangs are behind the increase in violence. The use of drugs is also a negative factor that is on the rise.
- **In many instances, youth are assuming the role of the parent, taking care of their siblings when the parent is unable.** Interviews and focus groups revealed a concern that many young people are forced to take on adult responsibilities to rear or care for younger siblings. In some cases, parents have thrust this responsibility onto the oldest sibling if they are working or if they themselves are not well emotionally, physically or psychologically. Under these circumstances, youth are unable to work or participate in extracurricular programs or activities.
- **Youth are gravitating toward negative influences because of a lack of employment opportunities and social outlets.** Stakeholders indicated that job opportunities continue to be scarce in Coatesville, and there are no real opportunities for youth to work. Young adults expressed frustration that there were not positive outlets for youth and young adults in Coatesville, stating there was “nothing to do” in Coatesville. They cited a short list of venues and/or businesses that did not exist, such as a skating rink, movie theatre or bowling alley.
- **Coatesville lacks a safe place for youth to congregate for recreational activities.** A few interviewees commented that the community does not have an adequate recreational facility. Without a central place or location to house programs and activities, youth typically do not have anywhere safe to go, particularly between 6 and 9 p.m.
- **Coatesville has a lot of youth programs, but they are not well attended and the programs are not reaching the “at-risk” population.** A few stakeholders seemed to think that the existing programs are not doing enough to reach out to youth in advertising their offerings. Without a local community newspaper, newsletter or venue to advertise their programs, many learn about what is available only by word of mouth.
- **Despite the options available to students to participate in programs and activities at school, many complain there is still nothing for them to do.** One stakeholder indicated that there are places where youth hang out “from bridge to bridge” in Coatesville because they are not connected or involved in school or non-school based programs or activities. Stakeholders indicated the apathy that exists is not limited to youth residing in the city; it also applies to students in the surrounding communities of the Greater Coatesville Area. The public schools offer a myriad of after-school programs and activities for students, which operate on school grounds or in-house, and summer school.
- **The faith-based community is making an effort toward building an alliance to respond to the needs of youth.** Stakeholders recognize that a number of local churches are coming together to identify ways to help youth. Many churches are stepping up, playing a more visible role by offering programs and activities for youth that promote and instill important character-building principles. Interviewees also acknowledged that despite these efforts, more work was needed to build collaborative relationships among local churches and faith-based groups.

- **Despite its willingness to collaborate, the faith-based community continues to experience some resistance to working together.** Territorial issues and limited communication between churches has been an impediment for many in the faith-based community to working together in order to address the needs of residents. However, the ministerial alliance is working toward bridging that divide, by disseminating information about available resources, services and programs to community stakeholders via a weekly e-newsletter.
- **There are few youth programs offering skill building and job training to help prepare youth to transition from high school to the workplace.** The majority of stakeholders indicated that Coatesville needs to offer training opportunities for youth: teaching computers, job preparation and life skills. Interviewees said youth were completing high school ill-prepared to balance a checkbook or write a resume.

### Middle and High School Youth Stakeholders

- **Middle and high school students enjoy spending spare time participating in a multitude of activities, from playing organized and recreational sports to socializing with friends.** The interests of the youth in the focus groups varied, depending on their level of connectedness and engagement with their school or community. It seemed that connected youth who are actively involved in their school or community spend time developing talents or interests. Youth shared their talents, which ranged from sports and writing to singing, dancing and drawing. A good number of the middle and high school youth said they spend their free time interacting with their peers in an organized program or activity and recreationally. A few youth said they stay indoors after school or spend their free time sleeping.
- **A broad representation of youth has mixed opinions about their community at home and school.** The middle and high school youth think there are many good people doing positive work in the community, but they also noted a lot of gangs, drugs and crime. They view the high visibility of police as negative, and think the police target them or their friends without just cause. The youth spoke disparagingly about the lack of businesses, social outlets (i.e., bowling alley, skating rink or movie theater) and transportation.
- **Youth feel that adults stereotype them and believe they are trouble-makers who are “up to no good.”** Very few youth think that adults have a high or positive opinion of them. Those youth who do were able to offer examples of relationships they had established with an adult who cared about them, such as a teacher or counselor, and a few youth mentioned their parents. Some conveyed unpleasant experiences with teachers or other adults who viewed them less favorably.
- **Youth feel unsafe traveling home from school and in their neighborhood during non-school hours.** The presence of drugs, cliques or gangs and crime causes many middle and high school students to fear being alone or without their peer group. The increased presence of police does not seem to make the youth in the focus group feel safer or protected.
- **Youth want to relocate outside of Coatesville after graduating from high school.** They feel that Coatesville does not offer them any opportunities beyond high school, and they find no reason to stay in Coatesville. The majority wants to attend college and wants guidance in how to get there.

**Table 1: Perspectives of Youth from Focus Groups**

Focus Group Participants	How Youth Spend Spare Time	Youth’s Impressions about Coatesville	Perceived Adult Impressions of Youth	Youth’s Challenges and Concerns	Community Changes Youth Want to See
<p><b>Middle School Youth</b></p>	<ul style="list-style-type: none"> <li>▪ Playing football or basketball with friends and participating in organized sports at school</li> <li>▪ Socializing or hanging out with friends, listening to music or playing video games</li> <li>▪ Playing chess or reading</li> </ul>	<p><b>Positive Impressions:</b></p> <ul style="list-style-type: none"> <li>▪ Everyone knows each other and people support one another</li> <li>▪ There are some programs for youth such as TIM’s at New Life</li> <li>▪ There is not that much vandalism</li> </ul> <p><b>Negative Impressions:</b></p> <ul style="list-style-type: none"> <li>▪ There is nothing for older kids to do</li> <li>▪ There is a citywide curfew and too many cops patrolling the streets</li> <li>▪ Gangs and shootings are a problem</li> <li>▪ Youth form cliques or group together</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adults think they are “up to no good” or always getting into trouble</li> <li>▪ Adults think youth have no common sense or intelligence, and they think that adults are always right and that young people are always wrong</li> <li>▪ Adults lump all young people into one category; youth feel they are deemed guilty by association</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feel pressure about getting into college</li> <li>▪ A lack of consistency academically moving from middle to high school</li> <li>▪ Peer pressure, drugs, violence, bullying and fighting</li> <li>▪ Parents are either overprotective or not protective enough</li> <li>▪ Difficulty fitting in among their peers</li> </ul>	<ul style="list-style-type: none"> <li>▪ More corner stores in Coatesville; a facility similar to the Boys and Girls Club with a swimming pool and gym; skate park</li> <li>▪ More open spaces: a playground for older youth</li> <li>▪ More activities (e.g., music and sign language programs), especially during the summer</li> <li>▪ Parents who are more involved in their lives and provide more supervision</li> <li>▪ Schools that are more involved in the community</li> </ul>
<p><b>High School Youth</b></p>	<ul style="list-style-type: none"> <li>▪ Playing organized sports: basketball, football and lacrosse; recreational activities after school: skateboarding and riding dirt bikes</li> <li>▪ Hanging out or visiting with friends, listening to music, going to parties, movies and shopping</li> <li>▪ Working at a part-time job after school</li> <li>▪ Staying at home and sleeping</li> <li>▪ Going to Philadelphia to hang out</li> </ul>	<p><b>Positive Impressions:</b></p> <ul style="list-style-type: none"> <li>▪ Great people live in Coatesville and residents are helpful to one another</li> <li>▪ Parties and community events bring people together</li> </ul> <p><b>Negative Impressions:</b></p> <ul style="list-style-type: none"> <li>▪ There is nothing to do in Coatesville</li> <li>▪ A lot of people hang out on the street</li> <li>▪ Cops are everywhere</li> <li>▪ Residents are fearful if youth assemble in groups (small or large)</li> <li>▪ Gangs, shootings, violence and drugs is present in Coatesville</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adults think youth are incapable of making decisions</li> <li>▪ Adults judge youth based on their appearance (race and ethnicity, piercings, tattoos)</li> <li>▪ Adults want youth to act like adults</li> <li>▪ Adults make assumptions about their knowledge of youth</li> <li>▪ Adults have a negative perception or image of youth from the City of Coatesville</li> </ul>	<ul style="list-style-type: none"> <li>▪ A desire to be listened to and heard</li> <li>▪ Limited to no parental support</li> <li>▪ Classes are boring, and teachers need to adopt new techniques for teaching</li> <li>▪ The availability of and increased access to drugs</li> <li>▪ Parents can make life stressful</li> <li>▪ Concerns about their safety, feeling the need to “watch their back”</li> <li>▪ Better access to transportation</li> </ul>	<ul style="list-style-type: none"> <li>▪ A recreational center in Coatesville that houses a variety of programs and activities in one central location</li> <li>▪ Programs and activities that appeal to a variety of interests (skateboarding, basketball, paint ball, arcade games) and are accessible on weekends</li> </ul>

## Observations about the Planning Process

- **A broad representation of stakeholders engaged in the community planning process enhanced the overall quality of the process.** This process was successful in reaching out to individuals and organizations serving, working or concerned about youth. Being inclusive enabled the steering committee to draw upon the knowledge, experience and strengths of the participating stakeholders, regardless of whether they entered at the beginning, middle or end of the process.
- **Overall, the planning process was a positive learning experience for the steering committee members.** Toward the end of the planning process, several members indicated that it had been a positive experience. This process was new to many steering committee members. A handful of members expressed that they were encouraged by the committee's level of participation and concern about youth.
- **A small representation of staff from the community's existing youth programs participated in the focus groups.** There had been high hopes that members of the steering committee would be able to draw out individuals operating "grassroots" and/or traditional youth programs and activities. The turnout was mixed; the participants were either steering committee members who operate youth programs or from a few new youth programs that had agreed to participate. Some program staff did not respond to the request, and others were unable to participate due to scheduling conflicts; several did not show up after having agreed to participate. Some steering committee members speculated that the youth program staff were jaded by past efforts to bring groups together; others noted territorial issues and the limited capacity of some programs.
- **While stakeholders appeared to welcome and be open to the community planning process, there was some hesitancy to take greater ownership and "buy into" the process.** For example, some steering committee members were reluctant to volunteer for the Outreach and Communications Committee, and a handful of members needed to be coaxed into it. This may be because some members felt overcommitted with other responsibilities, while others may not have been fully vested in the process.
- **Overall, a solid representation of local stakeholders regularly attended and consistently participated in steering committee meetings.** Participation ebbed and flowed throughout various stages of the planning process depending on the tasks or input needed at the time. Members tended to be more involved when assigned specific time-limited tasks and worked best in small groups; the greatest level of input and discussion occurred when steering committee members provided feedback on an issue. The members seemed to struggle most when confronted with having to narrow or pare down ambitious agendas, tasks or priorities.
- **The availability and accessibility of neighborhood-level data was inconsistent and in some cases difficult to obtain from outside agencies.** The responses to requests for data were uneven for a variety of reasons and some data took longer to collect. The planning team had to extend the time allotted to gather data and limit its expectations, since a few of the data sources were unable to supply the information at the neighborhood level.
- **The fluidity of the steering committee enabled new stakeholders to join; however, this required the planning team to re-explain the process or reintroduce information.** At various times throughout the process, the planning team had to revisit and discuss the framework guiding the planning process and planning activities outlined in the workplan, to ensure the understanding of new participants. This was necessary during meetings at which members were deliberating or making key decisions.

## Section Two: Key Quantitative Findings from the Community Profile

This section presents key quantitative findings from the community profile report on the well-being of youth and young adults in the Greater Coatesville area. The findings included here are in four core areas:

- **Demographics and household characteristics** - including population of children by age and ethnicity, various types of household composition and median income of households and families as well as families living below the poverty line;
- **Education and employment** - including public school enrollment, standardized test results, dropout and graduation rates, and school safety;
- **Health, well-being and public safety** - including public health data related to teen births and youth receiving mental health services; and
- **Public safety** - including data on juvenile and young adult offenses and offenders.

The full array of data gathered for the community profile is shown in Appendix C.

The geographic area for the community profile encompassed all communities in the Coatesville Area School District; these include: Caln, the City of Coatesville, East Fallowfield, Modena, Sadsbury, South Coatesville, Valley, West Caln and West Brandywine. Where possible, data for Chester County and Pennsylvania were also gathered to enable comparisons to be made. Although a broader set of indicators was identified at the start of this process to guide the data-gathering effort, not all of the data proved to be obtainable. This was because: (1) some of the data-providing agencies were not able to report their data at the neighborhood level; (2) some of the agencies were not collecting data for certain of the indicators; or (3) certain types of data proved too difficult to acquire.

The data that was gathered does provide a solid base of quantitative information to complement the qualitative findings reported above. The following table highlights key findings in each of the three data areas defined above.

**Table 2: Summary of Key Quantitative Findings**

<b>Key Data Findings</b>
<b>Demographics and household characteristics</b>
<ul style="list-style-type: none"> <li>▪ In 2000, a total of 17,997 children, youth and young adults were living in the Greater Coatesville Area (GCA); 45.4% of this total (8,173) were in the 12–24 age range. Children ages 5-11 accounted for 32.7% (5,882). The remaining 21.9% (3,942) were children under 5.</li> <li>▪ The 2000 populations of youth and young adults were highest in South Coatesville (4,446 or 24.7%) and Caln (3,811 or 21.3%), followed by the City of Coatesville (2,474 or 13.7%).</li> <li>▪ Of the total 2000 youth population in the GCA, Whites age 12–24 made up 25.4% (4,577), Blacks 12-24 made up 10.7% (1,921) and Hispanics age 12-24 comprised 3% (546).</li> <li>▪ Of the 18,458 households in the GCA in 2000, a total of 1,747 or 9.5% were female-headed households with children; another 5,142 or 27.9% were married couples with children. A total of 7,478 households in the GCA (40.5%) had one or more people under 18.</li> <li>▪ In 2000, more of the GCA’s female-headed households were concentrated in the City of Coatesville (874) and Caln (310).</li> </ul>

<b>Key Data Findings</b>
<ul style="list-style-type: none"> <li>▪ The areas with the lowest median family income in the GCA were Modena (\$34,000), City of Coatesville (\$36,375) and South Coatesville (\$41,528); these areas were significantly below Chester County (\$76,916) and Pennsylvania (\$48,184).<sup>4</sup></li> <li>▪ Median family incomes in Sadsbury, Valley, West Caln, Caln, East Fallowfield and West Brandywine ranged between \$55,288 and \$69,514; all were below the Chester County median but well above the state median.</li> <li>▪ The GCA had a total of 888 families living in poverty. The City of Coatesville had 55.1% of that total (489).</li> </ul>
<b>Educational and employment</b>
<ul style="list-style-type: none"> <li>▪ Overall school enrollment decreased by 245 students between the 2004-05 and 2006-07 school years.</li> <li>▪ Coatesville Area School District (CASD) data shows a small increase in the number of middle and high school students that dropped out of school. In the 2004–05 school year the percentage of dropouts among 11<sup>th</sup> and 12<sup>th</sup> grade students was 1.14% (13); it rose to 1.74% (19) in 2006–07. A similar change occurred among students in the 9<sup>th</sup> and 10<sup>th</sup> grades – an increase from .56% (7) in 2004–05 to 2.1% (26) in 2004–05 to 2.10% the following year. The number of students dropping out of school appeared relatively small given the number of students enrolled.</li> <li>▪ Overall, the truancy rate in 2005–06 was 8.9% and dropped to 4.9% in 2006–07. The truancy rates were higher for students in middle school and 9<sup>th</sup> graders; this rate declined for students in grades 10 through 12.</li> <li>▪ The number of out-of-school suspensions for all students dropped between 2005 and 2006 school year, from 1,452 to 1,224.</li> <li>▪ According to Pennsylvania System of School Assessment (PSSA) scores, the percentage of students testing at basic and below proficiency in math has decreased in grades 6, 7, 8 and 11 over the past three years. Overall, the number of students testing proficient and advanced in math increased for grades 6, 7, 8 and 11.</li> <li>▪ The level of reading proficiency ebbed and flowed across grade levels.</li> </ul>
<b>Health and well-being</b>
<ul style="list-style-type: none"> <li>▪ The GCA had a total of 87 teen births in 2005 and 86 in 2006. Teen births were highest in the City of Coatesville, a total of 50 (57.5%) in 2005 and 46 (53.5%) in 2006. Caln and Valley Township also had high teen births compared to other neighborhoods in the GCA. In 2005, Caln had a total of 10 (11.5%) teen births and 12 (14%) the following year; Valley Township had 9 (10.3%) teen births in both 2005 and 2006.</li> <li>▪ In the Coatesville area (zip code 19320), the total number of youth, age 15–17, with approved claims to receive mental health services increased annually from 76 in 2005, 85 in 2006 to 98 in 2007. Similar increases occurred for older youth, age 18–21, 47 approved claims in 2005, 55 in 2006 and 68 in 2007.</li> </ul>
<b>Public safety</b>
<ul style="list-style-type: none"> <li>▪ There were more reported juvenile victims, age 10 and under to 17, in Caln and Coatesville compared to other neighborhoods in the GCA. In 2005, Caln reported that 30 juveniles had been victims of a crime; this number decreased to 17 in 2007.</li> <li>▪</li> </ul>

<sup>4</sup> The median household and family income for the region can not be calculated since the reported figures represent the median.

**Key Data Findings**

- Drug arrests that occurred in the GCA dropped significantly from 355 in 2006 to 145 in 2007<sup>5</sup>.
- A similar change occurred for young adults arrested for assault, which decreased from 268 in 2006 to 167 in 2007.
- A comparison of arrests between 2005 and 2007 reveals that more young adults, age 18–24, were arrested for drugs than alcohol and assaults.

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<sup>5</sup> The data on total arrests of young adults may include individuals who live outside of the Greater Coatesville Area.

### Section Three: Targeted Priority Areas

This section presents the targeted priority areas the steering committee developed during a series of working meetings. The members on the steering committee elected to focus on: (1) increasing parental engagement; (2) providing youth with more mentoring relationships; (3) making the pathway to post-secondary opportunities—such as college and entering workforce—more accessible for youth; and (4) facilitating better program coordination across the various youth organizations and programs and utilization of program space.

Given the vast needs of youth and young adults, it was difficult for the steering committee to narrow its focus and agree on a starting point that would best address these interests. The planning team reminded the steering committee that this is an iterative process and that it was more important to build upon existing strengths, capacity and resources. Small group discussions enabled steering committee members to compare and contrast the feedback of youth and adults to identify points of intersection. Overall, the steering committee was thoughtful in its deliberation and decision-making, which was reached by consensus. These targeted priority areas reflect the committee’s best thinking and best work.

**Table 2: Targeted Priority Areas and Tasks**

Targeted Tasks and Activities	Benchmarks	Information Gaps	Partners and Stakeholders
<b>Pathways Beyond High School: Support youth in a process of information gathering and active preparation for college, post-secondary training and/or employment</b>			
<p><b>Task 1:</b> Work with the Coatesville Area School District (CASD) to investigate and develop a plan to provide middle and high school youth increased access to career planning and/or college preparation</p> <p><b>Task 2:</b> Convene a meeting with key stakeholders to explore ways to provide youth with internships, paid work and volunteer opportunities</p>	<ul style="list-style-type: none"> <li>▪ Taskforce is formed in partnership with the CASD to promote and ensure greater access to career planning and/or college preparation resources</li> <li>▪ Taskforce coordinates and/or hosts its first annual career and college fair for youth and parents and identifies sponsors to support the fair</li> <li>▪ Programs and/or organizations are</li> </ul>	<ul style="list-style-type: none"> <li>▪ What resources and programs are currently available to middle and high school youth, to help them prepare for college and enter the workforce?</li> <li>▪ Who is responsible for career and college planning at the middle and high schools?</li> <li>▪ How much information is provided to parents?</li> <li>▪ What is the current funding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Youth</li> <li>▪ Parents</li> <li>▪ CASD administrators and guidance counselors</li> <li>▪ Businesses/Employers</li> <li>▪ CASD Board</li> <li>▪ Community organizations providing similar services</li> <li>▪ Training and certification programs</li> <li>▪ Religious community</li> </ul>

Targeted Tasks and Activities	Benchmarks	Information Gaps	Partners and Stakeholders
<p><b>Task 3:</b> Work to expand summer programming targeted to middle and high school youth (e.g., career exploration, life skills)</p> <p><b>Task 4:</b> Develop information forums to educate parents and youth of options after high school</p> <p><b>Task 5:</b> Broaden and expand the Chester County Futures, Big Brother/Big Sisters and other organizations to increase and enhance programs offered</p> <p><b>Task 6:</b> Support youth through the transitional grades moving from elementary to middle school and from middle to high school</p> <p><b>Task 7:</b> Promote coordination of program between the CASD and Coatesville community while consistently demonstrating support for youth programs</p>	<p>identified that are willing to coordinate internships and/or job shadowing opportunities for youth</p> <ul style="list-style-type: none"> <li>▪ Partnerships are formed with local leaders and stakeholders to provide youth and young adults with year-round volunteer opportunities</li> <li>▪ Current youth programs are expanded to meet the needs of middle and high school youth</li> <li>▪ The number of youth participating in summer programs increases</li> <li>▪ Informational and educational forums are convened for youth and parents; increased engagement and participation of parents at these forums</li> <li>▪ Increased number of high school students participate in the mentor training program; the program extends to other schools</li> </ul>	<p>stream for youth employment opportunities? How is funding allocated? What are the requirements?</p> <ul style="list-style-type: none"> <li>▪ What other career and college preparation programs are successful in other districts, particularly evidence-based programs?</li> <li>▪ What can we learn from other school districts or communities hosting similar forums and fairs?</li> <li>▪ What role do other organizations like Chester County Futures play?</li> <li>▪ What are CASD students doing their first year out of high school? Five years out?</li> <li>▪ What supports are needed, and who can provide the best support?</li> </ul>	
<p><b>Greater Parental Engagement: Support the establishment of a network of supports and resources for adults, parents and grandparents to foster the building of stronger relationships with youth</b></p>			
<p><b>Task 1:</b> Work with existing programs to identify helpful resources and information to share with parents, adults, grandparents and other guardians to help them understand and relate better with youth</p>	<ul style="list-style-type: none"> <li>▪ Parents seek out information and attend meetings</li> </ul>	<ul style="list-style-type: none"> <li>▪ What kinds of support and resources do parents and guardians need?</li> <li>▪ What are some of the ways youth and adults can strengthen their relationships?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Youth</li> <li>▪ Parents (particularly fathers and other male guardians)</li> <li>▪ Community organizations (churches, governments, human services and school</li> </ul>

Targeted Tasks and Activities	Benchmarks	Information Gaps	Partners and Stakeholders
			district) ▪ Funding sources
<b>Mentoring Relationships with Adults: Develop a holistic approach<sup>6</sup> for mentoring of youth, to build relationships with adults that provide guidance and support</b>			
<p><b>Task 1:</b> Identify all mentoring activities and programs as a targeted task</p> <p><b>Task 2:</b> Assess availability and accessibility of current mentoring programs for middle and high school students</p> <p><b>Task 3:</b> Engage and partner with existing mentoring programs to explore ways to expand and broaden</p>	<ul style="list-style-type: none"> <li>▪ A comprehensive plan is developed to increase, expand and broaden mentoring opportunities and gaps in services for youth</li> <li>▪ A local and national scan of mentoring programs is conducted to learn best practices</li> <li>▪ Effective partnerships are formed among organizations involved in mentoring youth to build mentoring capacity</li> </ul>	<ul style="list-style-type: none"> <li>▪ What does an effective mentoring program look like?</li> <li>▪ What resources and funding are needed to offer a mentoring program?</li> <li>▪ Who is providing mentoring to youth in the community now?</li> <li>▪ How do we know that the programs are effective?</li> <li>▪ What measures and outcomes are being used to show impact?</li> <li>▪ How can current programs be strengthened?</li> <li>▪ What resources and support do existing programs need to expand and broaden?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Youth</li> <li>▪ Parents (particularly fathers and other male guardians)</li> <li>▪ Community organizations including churches, governments, human services entities and school district</li> <li>▪ Entire community</li> <li>▪ Funding sources</li> </ul>
<b>Optimizing Resources and Space with Better Program Coordination: Create a network of youth organizations and programs working together to coordinate programming, communication, scheduling and improved service delivery to strengthen capacity and lay the foundation for the development of a recreation center</b>			
<p><b>Task 1:</b> Form an ad-hoc group to work with youth serving organizations and programs to create a schedule of all programs and activities (e.g., program dates, hours and locations)</p> <p><b>Task 2:</b> Have youth task force develop a communication strategy and</p>	<ul style="list-style-type: none"> <li>▪ Dissemination of a comprehensive calendar and schedule of youth programs and activities</li> <li>▪ Create a clearinghouse or hub for youth, parents and community members to access information about programs and activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is the contact information for each youth organization?</li> <li>▪ How frequently should calendars and schedules be updated and disseminated?</li> <li>▪ What are the costs involved?</li> <li>▪ What are the details of programming and activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Youth</li> <li>▪ Parents and other guardians</li> <li>▪ Funding partners</li> <li>▪ Partners: organizations serving youth</li> </ul>

<sup>6</sup> As defined by the working group, a “holistic approach” reflects the belief that in order to impact youth significantly, there need to be mentoring efforts from Pre-K through 12<sup>th</sup> grade.

Targeted Tasks and Activities	Benchmarks	Information Gaps	Partners and Stakeholders
<p>relationship with stakeholders to disseminate information about youth programs and activities</p> <p><b>Task 3:</b> Identify resources and opportunities to build capacity of existing youth programs and activities (e.g., trainings and workshops)</p> <p><b>Task 4:</b> Assess the need to conduct a feasibility study to develop a multi-purpose recreation center</p>	<ul style="list-style-type: none"> <li>▪ Partnership agreements signed with youth organizations and programs, committing to coordinate and collaborate</li> <li>▪ Youth organization and programs use a standard registration form to enroll youth in programs and activities (e.g., a back-to-school event)</li> <li>▪ Youth organizations and programs have established regular meetings to share information, network and build their capacity</li> <li>▪ Feasibility study is completed and shared with the youth development steering committee</li> </ul>	<p>currently being offered (times, dates, etc.)?</p> <ul style="list-style-type: none"> <li>▪ What resources exist to assist organizations and programs to tailor their programs to middle and high school youth? How do we keep current with what interest youth?</li> <li>▪ Who are potential sponsors to support the dissemination of information and building capacity of youth programs?</li> <li>▪ Who are potential funding sources to support a future recreation center?</li> </ul>	

## **Section Four: Concluding Observations and Recommendations**

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This section provides concluding observations about the overall planning process and recommendations for the steering committee to consider during the next phase of its work. The purpose of the 12-month community planning process was to support a broad representation of stakeholders in developing a set of priorities or action plan to address the needs of youth in Coatesville. This plan reflects months of discussion, debate and deliberation among steering committee members to determine a way to support and equip youth and young adults with the skills and experience to be self-sustaining and productive members of their community. Through this process, the steering committee made important strides toward achieving that goal. Stakeholders discussed and tackled longstanding issues impacting the lives of youth and banded together to take steps to resolve systemic problems.

As the steering committee reconvenes to continue its work, it should consider the following:

### **Concluding Observations**

- **Better coordination and dissemination of information to youth, parents and youth serving organizations is essential.** The long-term success of this initiative is contingent on the ability of youth programs, youth serving organizations, city government and the school district to coordinate, share and disseminate information. For so long, many stakeholders have operated independently of each other, forming silos or only collaborating with their partners, and this likely contributed to the breakdown in communication and collaboration. It is important for stakeholders to draw upon each other's assets and strengths to reach youth effectively, particularly those youth who are not currently connected to their school or community, and to overcome the existing constraints on resources and space. For example, better coordination among youth programs and service providers could help to reduce or eliminate duplication of efforts and possibly lead to better utilization of limited program space.
- **Build and strengthen the capacity of youth programs through training, peer learning and best practices.** Well-intentioned youth programs can quickly grow outdated and lose touch with the interest and needs of youth. Ongoing training is critical to strengthen the delivery of youth programs and to equip staff and volunteers with the necessary training needed to work effectively with youth. Moreover, youth programs can learn and adopt best practices through peer-to-peer learning and by visiting other programs within and outside of Coatesville and Chester County. For example, during a recent visit to The Garage in Kennett Square, those who were unfamiliar with this facility were energized by the type of programming it offered to its youth, and this interaction could facilitate the transfer of new ideas or practices.
- **Engage youth in a more meaningful way to capitalize on the input youth provided about the changes they desire to see in their community.** The steering committee should use the next phase of work to carve out a platform for youth. Given the current structure of the steering committee, there needs to be further discussion of how to provide opportunities for youth to play an active role in this process or to support their own committee or council.

- **The steering committee needs to remain focused and resist either taking on too much or straying away from the targeted priorities that were agreed upon.** Early on in the next phase, the steering committee needs to reach consensus on how to continue working together, to ensure that there are checks and balances in place to prevent it from veering off course. Developing and adhering to a structure and a process will promote transparency, communication and collaboration as the steering committee continues to build upon its early accomplishments and moves to implement elements of the targeted tasks.

## Recommendations

1. **Sustain the work of the steering committee.** The stakeholders that signed on to participate in this process played a critical part in the overall success of this plan; their input and contributions have shaped the making of this plan, which reflects their best thinking about how to impact the lives of Coatesville's youth and young adults positively. More importantly, this plan and process reflects a new strategic direction in the way youth programs and organizations have operated in the past. It provides a real opportunity to create a new paradigm in how stakeholders collaborate, share information and support and engage youth and parents.
2. **Promote better coordination of information among key stakeholders and institutions.** The steering committee and others with a vested interest in addressing the needs of youth need to devise an efficient and effective way for key stakeholders to coordinate the dissemination of information. This is a critical next step in order to centralize and communicate pertinent information that is beneficial to youth, parents, residents and other community members. It will also help to foster stronger relationships and better collaboration among key institutions such as the Coatesville Area School District, city government and service providers.
3. **Continue to promote transparency.** Moving forward, the steering committee needs to ensure that it remains open and shares publicly its opinions and decision-making process, to continue building a trusting relationship among the participating stakeholders. Particularly because the steering committee is still young and needs to solidify as a group, it must engage youth in a more meaningful way and members must resist the impulse to diverge from the committee's established goals, even if doing so is perceived as good for the committee or advancing its goals.
4. **Engagement of youth.** Youth in Coatesville need an outlet or venue to express their views and to be heard by their peers and adults. It is paramount to help and work with youth to create a venue for them to speak and be heard. Organizing periodic youth forums is one way to facilitate this, but the steering committee also needs to help youth to organize and plan around their own needs; this could evolve either organically or more formally, but it is essential.
5. **Seeking out best practices.** It is critical that members of the steering committee step out of their comfort zone and reach out to other organizations that are already working with youth, to see how other communities of a similar size are addressing these needs. In being less insular with regards to new ideas and partners, committee members can support youth programs and organizations that add to the wealth of knowledge that already exists in Coatesville and identify other resources to support its goals.

## Appendices

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The appendices that follow contain:

- Information about existing youth programs and activities (**Appendices A and B**)
- Quantitative data gathered as part of the Community Profile on the overall well-being of youth and young adults (**Appendix C**)
- A statement of the mission and goals of the Coatesville Youth Development Steering Committee (**Appendix D**)
- A list of participating members of the Coatesville Youth Development Steering Committee (**Appendix E**)

## Appendix A: Scan of Existing Youth Programs

An integral part of planning process involved the identification of youth programs and activities in Coatesville to ascertain gaps and the accessibility of programs. The planning team conducted a scan of existing youth programs and activities during the summer and in the fall. In-person interviews were conducted with program staff and wherever possible the planning team observed the program; and remaining program information was gathered through phone interviews and a few programs were visited. The information gathered is presented below in a concise table to provide a bird's eye view of the program opportunities available to youth between the ages of 12–24 in Coatesville.

**Table A-1: Scan of Existing Youth Programs and Activities in Coatesville**

<b>Current Youth Programs and Activities in Coatesville</b>							
<b>Youth Program</b>	<b>Operating Budget '08</b>	<b>Staff Size<sup>7</sup></b>	<b>Type of Youth Program</b>	<b>No. Youth Served</b>	<b>Age of Youth</b>	<b>Program Hours</b>	<b>Locations</b>
<b>Art Partners Studio</b>	\$190,000	1 FT and 1 PT	Art classes and participation at special events	Information not available	6–12	1.5 hrs, 1 day a week	Multi-site
<b>Big Brothers/Big Sisters</b>	\$22,526,686	2 FT for direct service	School based mentoring program  Community based mentoring program	15	8–11  7–13	1 hr, 1 day a week	Multi-site
<b>Brandywine YMCA</b>	\$5.4 Million	12 FT and 200 PT	Recreation, fitness, day care, after school and summer programs	1,500	Birth– Adulthood	5 a.m.-10 pm, 5 days  6:30 a.m.–8:00 p.m., 1 day  9:00 a.m.–8:00 p.m., 1 day	Single-site
<b>Bridge Academy &amp; Community Center</b>	Budget not available	1 FT and 20 Volunteers	Homework Clubs, arts & crafts, dance, sewing, carpentry, computer classes, book bag drive	580  10	4–18  18+up	1.5 hrs, 4 days	Single-site

<sup>7</sup> Staff size is defined as full-time (FT) and part-time (PT)  
Urban Ventures Group

<b>Current Youth Programs and Activities in Coatesville</b>							
<b>Youth Program</b>	<b>Operating Budget '08</b>	<b>Staff Size<sup>7</sup></b>	<b>Type of Youth Program</b>	<b>No. Youth Served</b>	<b>Age of Youth</b>	<b>Program Hours</b>	<b>Locations</b>
<b>CareerLink</b>	Budget not available		GED preparation, vocational training, resume writing, computer workshops	Information not available	16–Adulthood	8 hrs, 5 days a week	Single-site
<b>Chester County Futures</b>	\$347,836	6 FT, 1 PT and 30–40 Volunteers	School based mentoring program Community based mentoring program	143 15	14–18	1.5 hrs, twice a month	Single-site
<b>Chester County Opportunities Industrialization Center (OIC)</b>	\$750,000	6 FT and 25–27 PT	Out-of-School Youth	29	16–24	9–4, 3 days	Single-site
			Employment training (youth); Job Skills(adults)	40/200	16–21; 8+up	9–4, 4/5 days	Single-site
			GED	57	18+up	9–12, 4 days	Multi-site
			English-Second Language	350	17+up	9–12, 4 days	Single-site
			Computer Training	6	16+up	9–2, 4 days	Single-site
Certified Nursing Asst. Training	30	18+up	8:30 a.m.–4:30 p.m., 4 days	Single-site			
<b>Child Guidance Resource Center</b>	\$1.7 Million	16 FT and 38–42 PT	Therapeutic, supportive and behavioral health services for children, adolescents and families dealing with mental health and developmental disabilities; summer camp programs	451	Birth–21	8:30 a.m.–5:00 p.m., 5 days a week	Multi-site
<b>Children’s Theatre</b>	\$26,000	1 FT and 3 Volunteers	Children’s theater program	20	11–14	3 hrs, 2 days	Single-site
<b>Coatesville Area Library</b>	\$2,800 programs	1 PT	Reading programs, story time, play groups, family programs, special events	135	0–12	1 hr, 4 days a week	Single-site

<b>Current Youth Programs and Activities in Coatesville</b>							
<b>Youth Program</b>	<b>Operating Budget '08</b>	<b>Staff Size<sup>7</sup></b>	<b>Type of Youth Program</b>	<b>No. Youth Served</b>	<b>Age of Youth</b>	<b>Program Hours</b>	<b>Locations</b>
<b>Coatesville Area Little League</b>	\$15,000- \$18,000	30–35 Coaches 10 Umpires	Little league baseball program	220	5–18	2 hrs per day, 6 days	Multi-site
<b>Coatesville Area School District</b>	\$1,250,000	89 PT	After school tutoring programs	Information not available	7–18	2 hrs, 5 days	Multi-site
<b>Coatesville Arts &amp; Recreation Department</b>	Budget not available	1 FT 1 PT 32 Volunteers	Summer programs	55	8–15	8 hrs, 5 days	Multi-site
			Summer and winter basketball leagues	400		1 hr, 4 days	
			Art classes	30		1.5 hrs, 2 days	
<b>Coatesville Midget Football</b>	Budget not available	50 Volunteers	Little League football, cheerleading program and flag football	300	4–14	Practice and games once day a week	Multi-site
<b>Coatesville Youth Women's Alliance</b>	Budget not available	4 FT	After school	Information not available	6–12	4 hrs, 5 days	Single-site
			Summer program		6–13	8 hrs, 5 days	
			Drug and alcohol prevention		11–15	2 hrs, 3 days	
			Drop-in center		11–18	5 hrs, 5 days	
<b>County Corrections Gospel Mission</b>	Donations and rental fees	4 FT, 2 PT and 35 Volunteers	Bible clubs, day and overnight summer camp programs	9,498	11–14	1 hr, 1 day a week	Single-site
<b>Diamond Divas</b>		2 Volunteers	Drill and step team for girls	30	7–16	2 hrs, 2 days	Single-site
<b>EARN Center</b>	\$1 million	3 FT	Job readiness, occupational training, employment activities and retention	Information not available	18–24	5 hrs, 5 days	Multi-site
<b>GIFTS</b>	Budget not available	3 Volunteers	Mentor program for teenage girls	20	13–18	1 hr, 1 day a month	Single-site
<b>I-LEAD</b>	Budget not	1 PT,	Associate Degree Program in	Information	18–35	2 hrs, 2 days	Single-site

<b>Current Youth Programs and Activities in Coatesville</b>							
<b>Youth Program</b>	<b>Operating Budget '08</b>	<b>Staff Size<sup>7</sup></b>	<b>Type of Youth Program</b>	<b>No. Youth Served</b>	<b>Age of Youth</b>	<b>Program Hours</b>	<b>Locations</b>
	available	Instructors	Leadership Studies	not available			
<b>Kingdom Builders</b>	Budget not available	2 Volunteers	Weight training and boxing prgm	Information not available	Information not available	2 hrs, 5 days	Single-site
<b>New Community Christian Church</b>	\$6,000	20 Volunteers	Youth programs, youth jam (concert) and bible study	130	6–18	3 hrs, 1 day a week; 3 hrs, once a month	Single-site
<b>Regency Park Community Center</b>	Budget not available	1 FT, 1 PT and 2-4 Volunteers	After school and summer program	35	7–11	2 hrs, 5 days	Single-site
<b>Shekinah Glory Ministries</b>	Budget not available	3 Volunteers	After school program	30	5–14	2 hrs, 4 days	Single-site
<b>The Girls Club</b>	\$9,644	1 PT 5 Volunteers	After school program	25	5–14	2 hrs, 1 day a week	Single-site
<b>The WORD Foundation</b>	Budget not available	2 Volunteers	Programs and community events for youth	Information not available	14–18		Single-site
<b>Thorndale Baptist Church</b>	Budget not available	2 Volunteers	After school program	Information not available	6–18	2 hrs, 1 day a week	Single-site
<b>TIMS</b>	Budget not available	2 Volunteers	Mentoring program for young men	50	11–18	2 hrs, 1 day a week	Single-site
<b>Young Life</b>	Budget not available	2 Volunteers	Mentoring and youth programming	Information not available	14–18	Information not available	Single-site

## **Appendix B: Program Description of Existing Youth Programs and Activities**

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Below is a narrative description of the various youth programs and activities presented in the above table.

### **Description of Existing Youth Programs and Activities in Coatesville**

#### **Art Partners Studio**

**Art Partners Studio** envisions a society where art is broadly recognized as essential to vital and healthy communities — where art, artists, and art-making are encouraged, supported, and honored. Studio programs advance partnerships between artists and residents of greater Coatesville through classes, exhibitions, artist residencies, and citywide public art projects. Art Partners Studio conducts art classes at the Coatesville Area Library, Coatesville Memorial Community Center, school based after-school programs, and city events for youth ages 6–12.

#### **Big Brothers/Big Sisters**

School and community based mentoring programs designed to provide a mentor to every child who wants one. **Big Brothers/Big Sisters** works closely with Friendship Elementary School and Coatesville Area Senior High School to match fifteen 3<sup>rd</sup> to 5<sup>th</sup> grade elementary school students with fifteen high school students. Community based matches also facilitated. Parents can also sign their children, ages 7–13, to receive an adult mentor, who spends two to four hours twice a month with a child.

#### **Brandywine YMCA**

The **Brandywine YMCA** serves Coatesville and the surrounding communities offering a broad range of programs from recreation, fitness, child care, after school, and summer programs that build healthy spirit, mind, and body for all. Programs serve children birth to adulthood.

#### **CareerLink of Chester County**

**CareerLink** connects businesses and individuals to Pennsylvania's workforce development and independent living services offered through organizations and agencies serving Chester County residents. Programs include GED preparation, computer workshops, resume writing, interviewing techniques, ex-offender program, support services for people with physical, emotional and/or mental disabilities, and vocational training.

#### **Chester County Opportunities Industrialization Center (OIC)**

**Chester County OIC** provides programs for out-of-school youth (16–24), adult education training, English-as-a-second language, life skills development, and vocational counseling free-of-charge to prepare individuals for self-sufficiency and employment. Approximately 670 people attend classes, workshops, and training sessions at three locations throughout Chester County, four to five days a week.

#### **Chester County Futures**

**Chester County Futures** matches caring adults with deserving local low-income, high achieving high school students who need friendship, support, and encouragement from someone a little older and wiser. An estimated 130 high school students, in the Coatesville Area School District, meet after school, weekly from 90 minutes to develop organization skills, study skills, cooperation, and attend workshops. The after school program, mentors, and scholarship opportunities are methods used to get students to pursue post secondary education.

### **Child Guidance Resource Centers**

**Child Guidance Resource Centers** provide quality, community and school-based therapeutic, supportive, and preventative behavioral healthcare services that best meet the needs of children, adolescents and families dealing with mental health, developmental disability, and residential needs. Services offered to children birth to 21 years of age, at varying levels of intensity depending on the needs of the client.

### **Coatesville Arts & Recreation Department**

The **Coatesville Arts & Recreation Department** provides year-around programming in partnership with local nonprofit organizations, businesses, and community stakeholders. After school and summer programs serve youth ages 5–13. The summer and winter basketball leagues serve youth ages 8–15. Line dancing is available for those interested, one day a week for one hour.

### **Coatesville Area Library-Children's Library**

The Children's Library facilitates reading programs, play groups, story time, creative dramatics, family programs, and special events for birth to school-age children, four days a week. The library is currently developing teen programming as well.

### **Coatesville Area Little League**

Volunteers commit to using baseball as a way to develop skills, sportsmanship and opportunities. Youth gain exposure to the sport, potentially secure scholarships to college. **Coatesville Area Little League** serve youth (boys and girls) ages 5–18 from April to June. Games are played at Abadala Park and Scott Field throughout the week.

### **Coatesville Midget Football League**

With the help of fifty volunteers, the **Coatesville Midget Football League** serves boys and girls ages 4–14 in the greater Coatesville community through a midget football league, flag football league (4–6 year olds), and cheerleading program from September 1<sup>st</sup> through October 31<sup>st</sup>. Coatesville Midget Football League (CMFL) provides organized recreational football and cheerleading for youths (5–14) in the community. Their goal is to teach fundamental football and cheerleading skills to promote responsibility, build character, enhance self-confidence and discipline, establish leadership quality, promotes teamwork, positive sportsmanship and provides an outlet for physical conditioning.

### **Coatesville Area School District**

There are six (6) elementary schools, three (3) middle schools, one (1) high school, and one (1) newly created educational center for special needs students in grades 6–12. Each school offers their own before and after school recreation, tutoring, and mentoring programs consistent with the needs of the student body. Rainbow Elementary School, Scott Middle School, South Brandywine Middle School, Regency Park Community Center, and Coatesville Area Intermediate School (9/10 Center), receives grant funding from the 21<sup>st</sup> Century Community Learning Grant program and Educational Assistance Program. Funding is used to provide summer and after school programming for students in the Coatesville Area School District with academic deficiencies. Summer and after school programs must have at least four days, 1.5 hours of academic tutoring and an enrichment component.

### **Children's Theatre Program**

**Children's Theatre** in Coatesville is designed for children to connect to the community and their future, through self-expression, by enhancing reading skills, comprehension, self-esteem and teamwork through participation in the performing arts. West Chester University's Drama &

Dance Department and Children's Theatre collaborate to teach twenty students in 6<sup>th</sup>-8<sup>th</sup> grade drama and leadership skills, two days a week for three hours per session.

#### **Coatesville Youth, Women's Alliance (CYWA)**

**Coatesville Youth, Women's Alliance** provides programs and opportunities for women to achieve self-sufficiency and promote the healthy development of youth. CYWA coordinates day care, after school, summer programs, drug and alcohol prevention programs, and job development services for youth and young adults.

#### **County Corrections Gospel Mission**

Developed by a Chaplain in the Chester County Corrections Department, County Corrections Gospel Mission provided inmates with religious programming and spiritual servicing. In an effort to save people from entering the prison system, County Corrections Gospel Mission began offering bible clubs for children in 5<sup>th</sup>-8<sup>th</sup> grade and mothers. Kids Club and Mothers Group meet October-May for approximately two hours per week. Day and overnight summer camp programs also provided for select children.

#### **Diamond Divas**

**Diamond Divas** are a step and dance team for girls ages 7-16. They practice two (2) times a week, for two (2) hours. The Diamond Divas perform at community events and in the Christmas parade.

#### **Employment, Advancement, Retention Network (EARN Center)**

**The EARN Center** replaced the Single Point of Contact program through the PA Department of Welfare. Now, the Chester County Department of Community Development oversee programs and services offered by the EARN Center. EARN works only with welfare recipients receiving services through the Chester County Assistance Office to help remove their many barriers to obtaining employment. The Department of Community Development contract with multiple agencies providing workforce development activities include, life skill instruction, adult literacy, GED, ESL, job readiness, driver's training, job search, job placement, job retention services, and occupational skill training.

#### **GIFTS (Girls In Fellowship Together Sharing & Serving)**

GIFTS develops the attributes of Christ in teenage girls. Using on-going training and development, mentors work with girls to develop the fruit of the spirit through interaction and create an understanding of who they are in Christ. Girls receive acceptance, learn to be dependent on one another, and learn to love each other as God commanded.

#### **I-LEAD**

The Institute for Leadership, Education, Advancement & Development in partnership with Harcum College and Life Transforming Ministries offer an Accelerated Associate Degree program in Leadership. Young adults 18-35 can take college courses two (2) evenings a week in leadership studies, a degree similar to a Business Administration major with an added emphasis in people and their strengths.

#### **Kingdom Builders-Set Free By The Word Ministries Gym**

Kingdom Builders is weight training and boxing program that meets for two (2) hours, 5 days a week.

#### **New Community Christian Church**

**New Community Christian Church** evolved from the Bridge Academy in an effort to continue building relationships with community residents using the gospel of Jesus Christ. Ninety percent

of the church members are residents of the city of Coatesville. New Community also uses its programming to bridge the racial divide and foster open lines of communication. Community Night (elementary-high school students) and Youth Jam (middle and high school students) are two of their youth programs.

### **Regency Park Community Center**

Regency Park Community Center is a community center in the middle of Regency Park Apartments Housing Development. The community center offers after school and summer programs for children ages 5–14, living in Regency Park apartments. The after school and summer programs are offered in conjunction with the Coatesville Area School District 21<sup>st</sup> Century Community Learning Grant program. After school and summer programs have a mandatory academic tutoring component and enrichment activities.

### **Shekinah Glory Ministries**

Shekinah Glory Ministries in conjunction with the Chester County Regional Arts and Educational Organization provides an after school program for youth in kindergarten–7<sup>th</sup> grade, four (4) days a week for two (2) hours. Youth receive homework assistance and participate in computer workshops.

### **TIMS (Training, Introspection, Mentoring, Service)**

TIMS teaches young men (6<sup>th</sup>–12<sup>th</sup> grade) how to be a man spiritually, culturally, and physically through programming and developing positive relationships with Christian men as role models. Acknowledging and honoring a young man's growth and changes, emphasizing positive peer group involvement, developing skills, teaching African American history, goal setting, etiquette, career planning, and community service, TIMS supports young men in their development.

### **The Bridge Academy & Community Center**

**The Bridge Academy** uses creative arts, education, and community projects to build relationships with the community, educate, serve, and spread the gospel message to making fully devoted followers of Christ. Programs include after school programs, computer class, arts & crafts, dance, sewing, carpentry, and community events for youth ages pre-kindergarten–high school.

### **The Girls Club After School Program- Greater Deliverance Development Outreach**

**The Girls Club** provides academic support, extra-curricular activities, leadership development, and fosters lasting mentor/mentee relationships with girls ages 5–17. The program was designed to give girls an alternative to participating in at-risk behaviors (i.e., drugs, absenteeism, dropping out of school). The goal of Girls Club is to help girls develop life skills, healthy behaviors, make informed life decisions, and take responsibility for their future.

### **Thorndale Baptist Church**

Every Thursday, the **Thorndale Baptist Church** offers the Kids Club and Youth Program. Kids Club meets from 6:30–8:00 p.m. and is for children in 1<sup>st</sup>–5<sup>th</sup> grade. The Young Program meets from 6:30–8:30 p.m. and is for children in 6<sup>th</sup>–12<sup>th</sup> grade. Youth in both programs participate in recreational activities followed by bible study.

### **The WORD (Working On Restoring Dreams)**

The WORD Foundation strives to reverse the negativity that plagues the City of Coatesville and its young people through programs and community events that promote a sense of pride, accomplishment, and positivity. WORD weaves spiritual intervention and guidance into all programs in hopes of manifesting the fruits of the spirit.

**Young Life**

Based in West Chester, Young Life is an organization designed to bring the good news of Jesus Christ into the lives of adolescents with an approach that is respectful of who kids are and hopeful about who they can be. There is a Young Life program at the Coatesville Area High School for 9<sup>th</sup>–12<sup>th</sup> grade students, needing additional support. Young Life mentors go where the youth are and build authentic relationships while teaching them to see their lives as having great worth, meaning, and purpose. Youth participating in this program learn that the choices they make today, based upon God's love for them, will impact future decisions.

## Appendix C: Community Profile of Youth and Young Adults

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This community profile represents a compilation of available quantitative data highlighting the well-being of youth and young adults in the Greater Coatesville area in four key areas: demographics and household characteristics, educational and employment, health and well-being and public safety. The data gathered for this profile are intended to provide the Coatesville Youth Development Steering Committee a comprehensive overview of how youth are fairing and to pinpoint trends and issues impacting youth and young adults. The data are also meant to inform stakeholders on the steering committee and the broader community and to serve as a guide for future decision-making.

The Data and Information Committee, an auxiliary of the steering committee, was involved in identifying key indicators and gathering the data presented in the profile. The auxiliary also discussed and developed parameters that would structure and guide the data-gathering process, which the broader steering committee discussed and approved. The scope of the data gathered encompasses all communities within the Coatesville School District, which includes: Caln, the City of Coatesville, East Fallowfield, Modena, Sadsbury, South Coatesville, Valley, West Caln and West Brandywine; if accessible, data for Chester County and Pennsylvania were also gathered. The steering committee opted to use Norristown as the comparison for the educational data—specifically the PSSA results. The decision to report on all communities within the local school district was made to ensure the planning process was inclusive.

The committee identified an exhaustive set of indicators at the start of this process, with the understanding that not all of the data requested might be obtainable. During any planning process, the availability and accessibility of neighborhood-level data that examines youth and young adult well-being is essential in determining the appropriate services and programs and policy to address the needs of this population. Data at this level also helps to make creditable or persuasive argument for funding and resources. Throughout the process, it became increasingly clear that some agencies were not able to provide data at the neighborhood level. In some cases, the requesting agency was not collecting the data for some indicators, or it was too difficult to gather. In other cases, when only the county- or state-wide data was obtainable, we decided to exclude the data from the profile.

There are four main sections in this community profile, each of which has its own tables and graphs. The first section examines demographics and household characteristics, reporting on population of children by age and ethnicity, various types of household composition and median income of households and families as well as families living below the poverty line. Section two focuses on educational characteristics, presenting data on public school enrollment, standardized test results and dropout and graduation rates as well as data on school safety. The next section represents public health data related to teen births, sexually transmitted diseases (STDs) and youth receiving mental health services. Section four of the report reports on public safety and examines juvenile and young adult offenders.

At the end of the profile is a table that contains important data definitions and a listing of data sources.

## Demographics and Household Characteristics

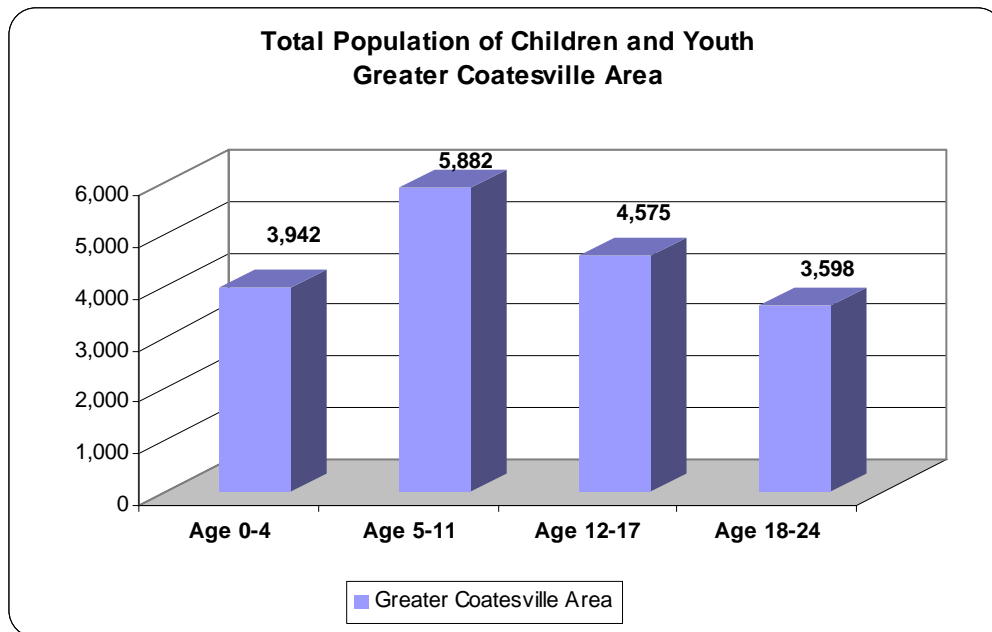
This section of the profile examines demographics and household characteristics, reporting on population of children by age and ethnicity, various types of household composition and median income of households and families as well as families living below the poverty line. The data are presented by geographic area (when neighborhood-level data was available), to show the breakdown by township, borough, county and state. The employment data at the neighborhood-level was only available from the 2000 U.S. Census.

**Table C-1: Population of Children and Youth of Greater Coatesville, by Age**

Neighborhoods	Age 0-4	Age 5-11	Age 12-17	Age 18-24	Total
Caln	908	1,244	886	773	3,811
City of Coatesville	515	837	664	458	2,474
East Fallowfield	175	284	234	184	877
Modena	513	749	673	401	2,336
Sadsbury	73	102	101	72	348
South Coatesville	928	1,470	1,041	1,007	4,446
Valley	52	95	75	51	273
West Brandywine	378	567	481	334	1,760
West Caln	400	534	420	318	1,672
Greater Coatesville Area	3,942	5,882	4,575	3,598	17,997
Chester County	29,330	46,252	38,000	34,419	148,001
Pennsylvania	727,804	1,178,466	1,015,951	1,094,449	4,016,670

Source: U.S. Census, 2000

**Figure C-1: Population of Children and Youth of Greater Coatesville, by Age**



Source: U.S. Census, 2000

**Table C-2: Population of Children and Youth, by Ethnicity and Region**

Ethnicity	Age 0-4	Age 5-11	Age 12-17	Age 18-24	Totals
<b>White*</b>					
Greater Coatesville Area	2,261 (12.6%)	3,249 (18.1%)	2,544 (14.1%)	2,033 (11.3%)	10,087 (56.1%)
Chester County	25,247 (17.1%)	40,536 (27.5%)	33,127 (22.4%)	28,306 (19.1%)	127,216 (86%)
Pennsylvania	571,575 (14.2%)	938,493 (23.8%)	832,015 (20.7%)	889,476 (22.1%)	3,231,559 (80.5%)
<b>Black*</b>					
Greater Coatesville Area	883 (4.9%)	1,456 (8.1%)	1,096 (6.1%)	825 (4.58%)	4,260 (23.7%)
Chester County	1,876 (1.3%)	3,079 (2.1%)	2,825 (1.9%)	3,949 (2.67%)	11,729 (7.9%)
Pennsylvania	95,232 (2.4%)	161,287 (4.1%)	123,604 (3.1%)	126,900 (3.16%)	507,023 (12.6%)
<b>Hispanic*</b>					
Greater Coatesville Area	242 (1.3%)	295 (1.6%)	234 (1.3%)	312 (1.7%)	1,083 (6.0%)
Chester County	1,649 (1.1%)	2,127 (1.4%)	1,756 (1.2%)	2,634 (1.9%)	8,166 (5.5%)
Pennsylvania	43,256 (1.1%)	60,378 (1.5%)	45,030 (1.1%)	53,755 (1.3%)	202,419 (5.0%)

Source: U.S. Census, 2000

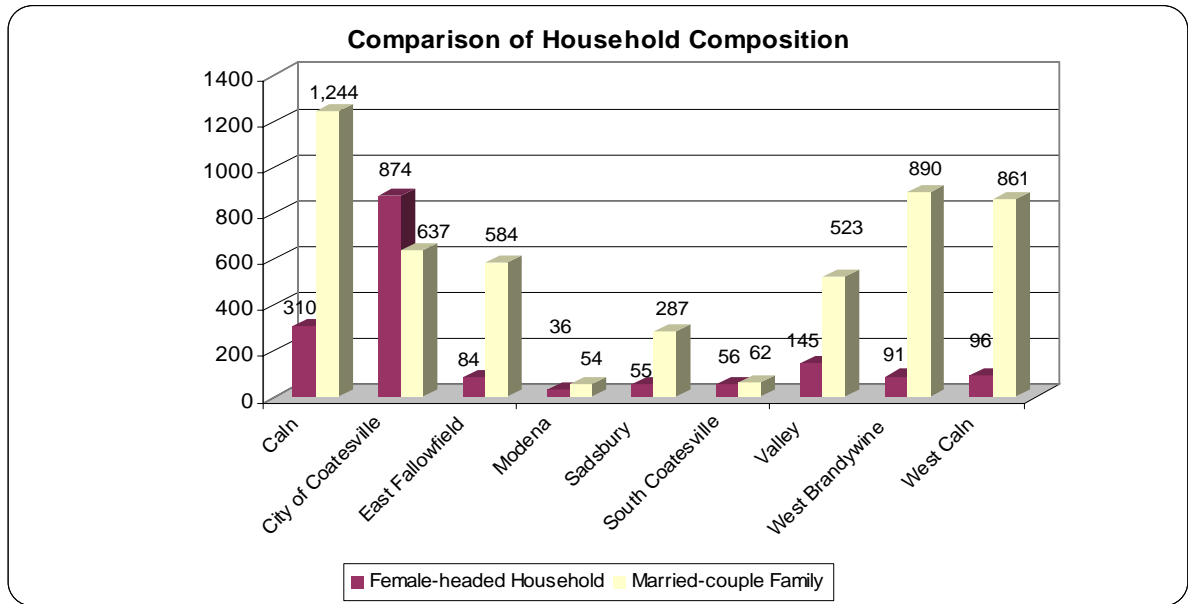
**Table C-3: Household Composition, by Region<sup>8</sup>**

Households with children under 18	Male-headed Households	Female-headed Households	Married-couple Family	Households with one or more people under 18	All Households
Caln	115 (0.62%)	310 (1.68%)	1,244 (6.74%)	1,680 (9.10%)	4,363 (23.6%)
City of Coatesville	138 (0.75%)	874 (4.74%)	637 (3.45%)	1,665 (9.02%)	3,940 (21.4%)
East Fallowfield	49 (0.27%) <sup>7</sup>	84 (0.46%)	584 (3.16%)	718 (3.89%)	1,801 (9.8%)
Modena	12 (0.07%)	36 (0.20%)	54 (0.29%)	103 (0.56%)	200 (1.1%)
Sadsbury	37 (0.20%)	55 (0.30%)	287 (1.55%)	383 (2.07%)	946 (5.1%)
South Coatesville	16 (0.09%)	56 (0.30%)	62 (0.34%)	134 (0.73%)	376 (2.0%)
Valley	62 (0.34%)	145 (0.79%)	523 (2.83%)	733 (3.97%)	1,874 (10.2%)
West Brandywine	48 (0.26%)	91 (0.49%)	890 (4.82%)	1,036 (5.61%)	2,552 (13.8%)
West Caln	65 (0.35%)	96 (0.52%)	861 (4.66%)	1,026 (5.56%)	2,406 (13.0%)
<b>Greater Coatesville Area</b>	<b>542 (2.94%)</b>	<b>1,747 (9.46%)</b>	<b>5,142 (27.86%)</b>	<b>7,478 (40.51%)</b>	<b>18,458 (100%)</b>
Chester County	2,776	7,984	47,522	58,629	157,905
Pennsylvania	102,475	348,400	1,092,500	1,559,281	4,777,003

Source: U.S. Census, 2000

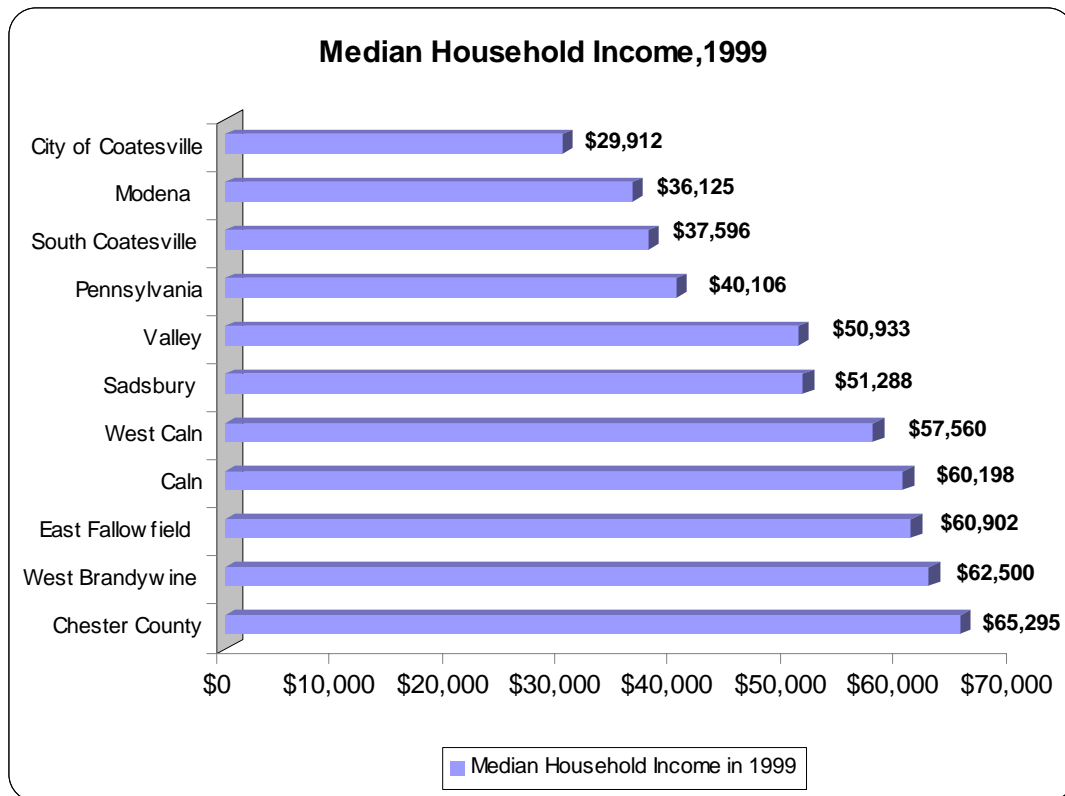
<sup>8</sup> The percentage for each neighborhood represents the total number of household by composition as a percentage of the Greater Coatesville area.

**Figure C-2: Comparison of Household Composition, by Region**



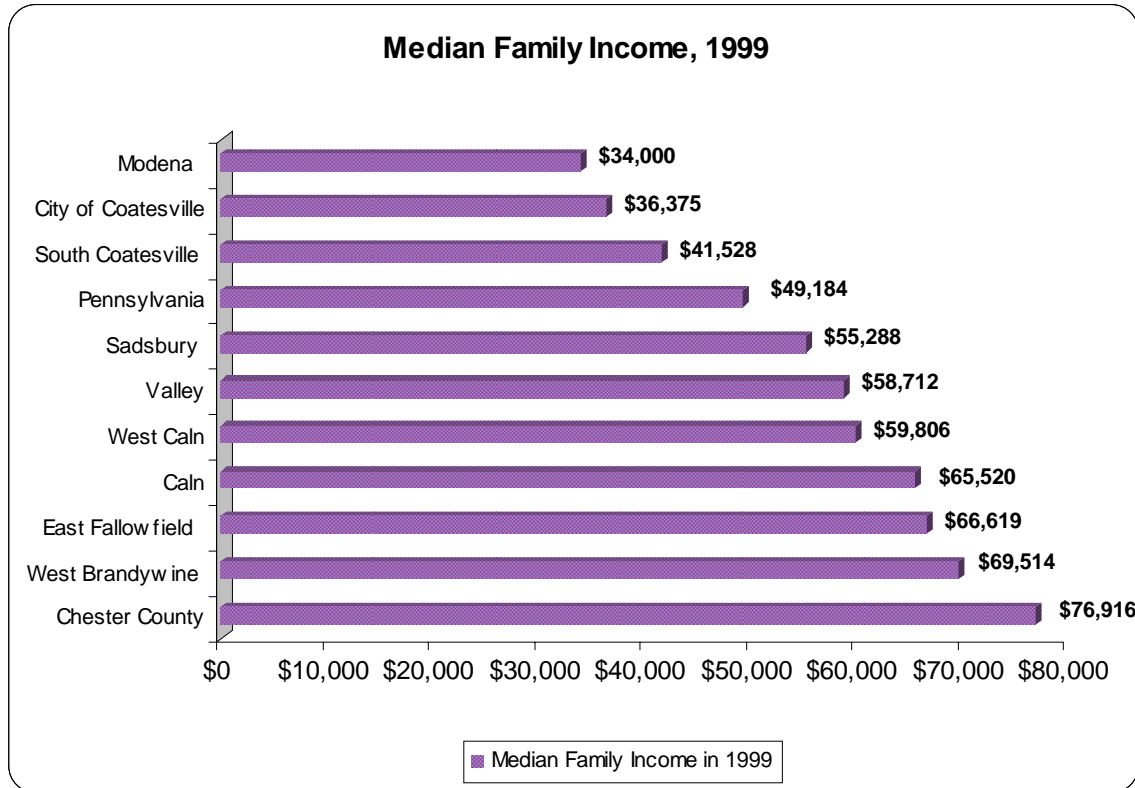
Source: U.S. Census, 2000

**Figure C-3: Comparison of Median Household Income, by Region**



Source: U.S. Census, 2000

**Figure C-4: Comparison of Median Family Income, by Region**



Source: U.S. Census, 2000

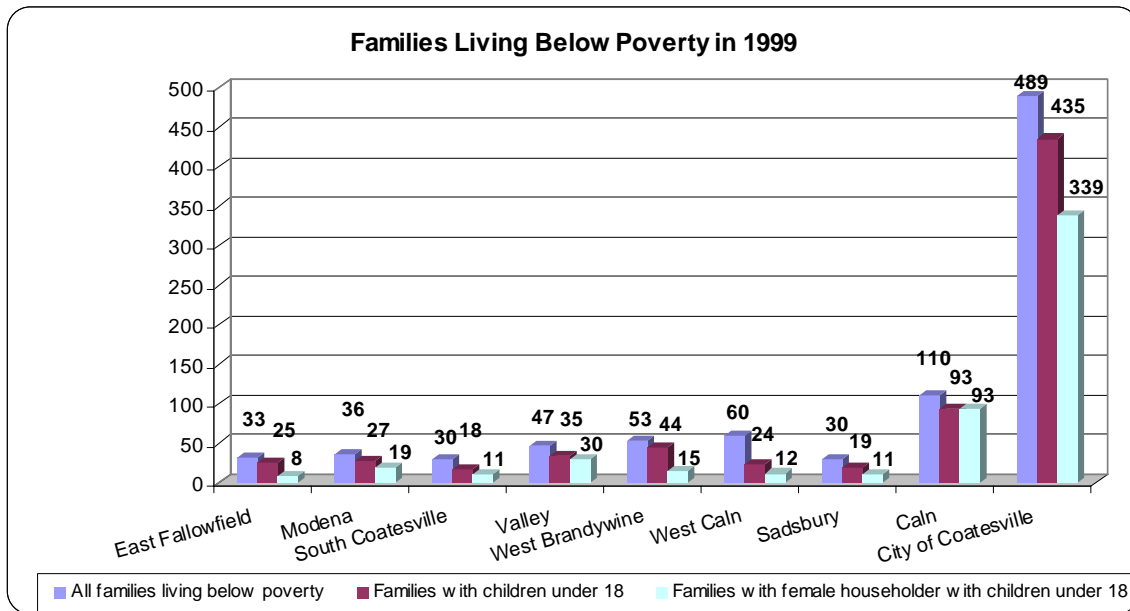
**Table C-4: Median Household Income of Householders, Under Age 25,<sup>9</sup> by Region**

	Income of Households Under Age 25	Total Median Household Income
East Fallowfield	\$16,250	\$60,902
City of Coatesville	\$17,656	\$29,912
Modena	\$18,750	\$36,125
West Caln	\$19,167	\$57,560
South Coatesville	\$20,833	\$37,596
Valley	\$26,417	\$50,933
Sadsbury	\$37,917	\$51,288
Caln	\$51,023	\$60,198
West Brandywine	\$65,104	\$62,500
Chester County	\$30,955	\$65,295
Pennsylvania	\$20,947	\$40,106

Source: U.S. Census, 2000 (Universe: Households)

<sup>9</sup> Team was unable to calculate region since available figures represent the median.

**Figure C-5: Families Living Below the Poverty Line, by Region**



Source: U.S. Census, 2000

**Table C-5: Families Living Below the Poverty Line, by Region<sup>10</sup>**

Neighborhoods	Families living below poverty	Families living below poverty with children under 18	Families with female householder living below poverty with children under 18	All Families
Caln	110 (0.80%)	93 (0.68%)	93 (0.68%)	3,086
City of Coatesville	489 (3.6%)	435 (3.17%)	339 (2.47%)	2,667
East Fallowfield	33 (0.24%)	25 (0.18%)	8 (0.06%)	1,479
Modena	36 (0.26%)	27 (0.20%)	19 (0.14%)	154
Sadsbury	30 (0.22%)	19 (2.61%)	11 (0.08%)	728
South Coatesville	30 (0.22%)	18 (0.13%)	11 (0.08%)	253
Valley	47 (0.34%)	35 (0.25%)	30 (0.22%)	1,358
West Brandywine	53 (0.39%)	44 (0.32%)	15 (0.74%)	2,032
West Caln	60 (0.44%)	24 (0.17%)	12 (0.60%)	1,985
<b>Greater Coatesville Area</b>	<b>888 (64.6%)</b>	<b>720 (52.3%)</b>	<b>538 (39.1%)</b>	<b>13,742 (100%)</b>
Chester County	3,529	2,586	1,498	114,091
Pennsylvania	250,296	188,366	118,782	3,225,707

Source: U.S. Census, 2000

<sup>10</sup> The percentage for each neighborhood represents the total number of families as a percentage of the all families in the Greater Coatesville area.

**Table C-6: Employment for 16–24-year-olds, by Region**

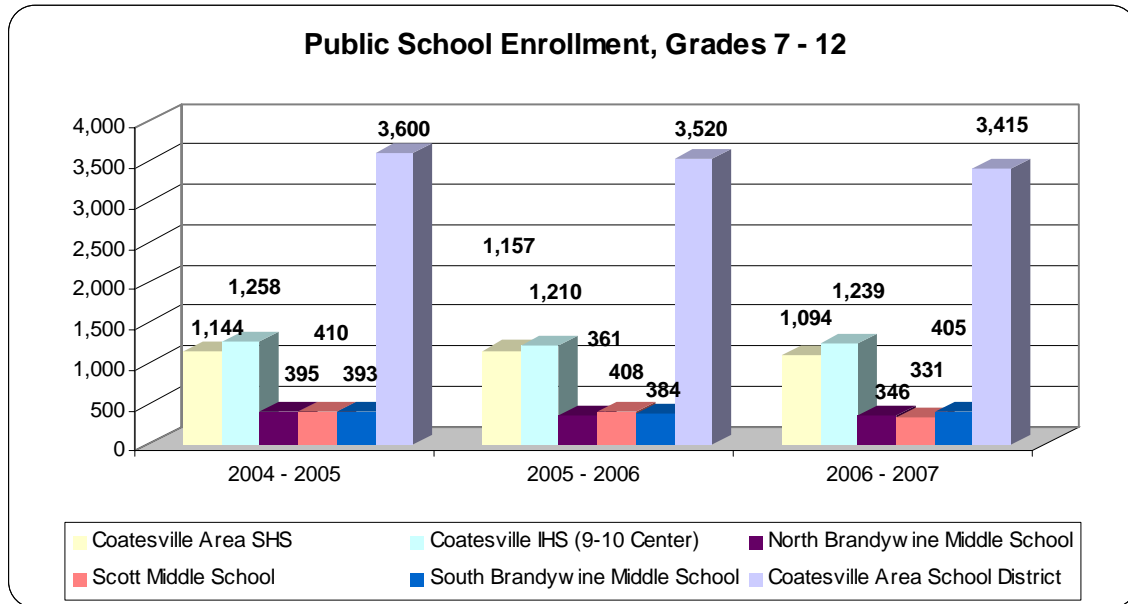
<b>Neighborhoods</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>
<b>Coatesville</b>			
Employed civilian	697	364	333
Unemployed	142	86	56
Not in labor force	487	218	269
<b>West Caln</b>			
Employed civilian	418	235	205
Unemployed	10	10	0
Not in labor force	262	96	166
<b>West Brandywine</b>			
Employed civilian	440	255	163
Unemployed	17	17	0
Not in labor force	199	93	106
<b>Sadsbury</b>			
Employed civilian	167	82	85
Unemployed	4	4	0
Not in labor force	64	36	28
<b>Valley</b>			
Employed civilian	240	156	84
Unemployed	63	41	22
Not in labor force	178	109	69
<b>South Coatesville</b>			
Employed civilian	33	16	17
Unemployed	11	4	7
Not in labor force	36	13	23
<b>Modena</b>			
Employed civilian	38	22	16
Unemployed	8	3	5
Not in labor force	24	16	8
<b>Caln</b>			
Employed civilian	777	419	358
Unemployed	70	42	28
Not in labor force	153	66	87
<b>East Fallowfield</b>			
Employed civilian	297	158	139
Unemployed	44	13	31
Not in labor force	184	77	107
<b>Greater Coatesville Area</b>			
Employed civilian	3,107	1,707	1,400
Unemployed	369	220	149
Not in labor force	1,587	724	863

Source: U.S. Census, 2000

## Educational Characteristics

This section focuses on educational characteristics, presenting data on public school enrollment, standardized test results, dropout and graduation rates and data on school safety. It reports data on student enrollment and dropout for middle and high school students by school for three consecutive school years from 2004–05 to 2006–07. The standardized test school in reading and math for the Coatesville Area School District also covers a span of three school years.

**Figure C-6: Enrollment for Grades 7–12, by School**



Source: Source: Pa. Dept. of Education, Public School Dropout by School

**Figure C-7: Dropouts for Grades 7–12, by School**

	2004-2005	2005-2006	2006-2007
Coatesville Area Senior High School	13 (1.14%)	15 (1.30%)	19 1.74%
Coatesville 9-10 Center	7 (0.56%)	22 (1.82%)	26 2.10%
North Brandywine Middle School	0 (0.00%)	0 (0.00%)	0 0.00%
Scott Middle School	0 (0.00%)	0 (0.00%)	1 0.30%
South Brandywine Middle School	0 (0.00%)	0 (0.00%)	0 0.00%
Coatesville Area School District	20 (0.56%)	37 (1.05%)	46 1.35%
Chester County	226 (0.67%)	342 (0.99%)	325 0.91%
Pennsylvania	17,178 (19.5%)	16,829 (18.9%)	14,473 (16.4%)

Source: Source: Pa. Dept. of Education, Public School Dropout by School

**Table C-8: PSSA Mathematics Scores for Coatesville School District, by Grade**

Grades	Number Scored in Math <sup>11</sup>	Math % Advanced	Math % Proficient	Math % Basic	Math Below % Basic
<b>Grade 6</b>					
2006	526	17.1	28.1	24.5	30.2
2007	517	24.2	31.3	19.3	25.1
2008	490	38.4	24.9	18.6	18.2
<b>Grade 7</b>					
2006	517	21.1	29.2	19.9	29.8
2007	515	23.7	24.9	20.4	31.1
2008	508	29.5	31.5	17.5	21.5
<b>Grade 8</b>					
2006	568	21.8	21.5	26.4	30.3
2007	522	26.4	28.0	22.2	23.4
2008	508	31.5	28.3	18.3	21.9
<b>Grade 11</b>					
2006	519	23.7	21.6	22.0	32.8
2007	496	16.7	26.8	24.4	32.1
2008	457	17.9	30.4	20.6	31.1

Source: Source: Pa. Dept. of Education

**Table C-9: PSSA Mathematics Scores for Norristown School District, by Grade**

Grades	Number Scored Math	Math % Advanced	Math % Proficient	Math % Basic	Math % Below Basic
<b>Grade 6</b>					
2006	491	19.3	31.8	24.2	24.6
2007	423	31.0	33.1	18.2	17.7
2008	423	44.9	25.5	14.4	15.1
<b>Grade 7</b>					
2006	508	22.4	30.7	22.0	24.8
2007	486	32.7	28.6	15.4	23.3
2008	440	36.8	28.4	20.2	14.5
<b>Grade 8</b>					
2006	471	23.6	24.8	23.4	28.2
2007	516	29.3	27.5	18.4	24.8
2008	500	37.2	29.4	14.6	18.8
<b>Grade 11</b>					
2006	388	13.7	19.6	22.4	44.3
2007	446	15.2	28.9	24.0	31.8
2008	430	14.7	27.4	20.9	37.0

Performance level totals may not add up to 100 due to rounding.

Source: Source: Pa. Dept. of Education

<sup>11</sup> The number scored represents the number of students taking the math or reading test and received a score.

**Table C-10: PSSA Reading Scores for Coatesville School District, by Grade**

School Grade	Number Scored Reading	Reading % Advanced	Reading % Proficient	Reading % Basic	Reading % Below Basic
<b>Grade 6</b>					
2006	524	18.9	32.6	23.9	24.6
2007	517	20.1	29.0	22.8	28.0
2008	491	20.6	36.0	22.2	21.2
<b>Grade 7</b>					
2006	517	24.2	33.7	22.4	19.7
2007	515	23.3	30.9	22.7	23.1
2008	508	28.3	35.6	20.3	15.7
<b>Grade 8</b>					
2006	567	31.7	30.3	14.8	23.1
2007	522	38.9	31.6	16.7	12.8
2008	507	40.6	32.0	9.9	17.6
<b>Grade 11</b>					
2006	518	34.2	33.0	18.9	13.9
2007	496	24.2	36.1	18.8	21.0
2008	456	32.0	30.9	18.0	19.1

Source: Source: Pa. Dept. of Education

**Table C-11: PSSA Reading Scores for Norristown School District, by Grade**

School Grade	Number Scored Reading	Reading % Advanced	Reading % Proficient	Reading % Basic	Reading % Below Basic
<b>Grade 6</b>					
2006	491	19.6	33.4	20.8	26.3
2007	423	17.5	32.9	22.9	26.7
2008	423	19.6	34.3	21.5	24.6
<b>Grade 7</b>					
2006	508	22.4	30.3	25.4	21.9
2007	485	22.1	27.6	19.4	30.9
2008	440	24.3	32.7	21.1	21.8
<b>Grade 8</b>					
2006	472	24.4	30.3	18.9	26.5
2007	515	29.3	32.2	16.7	21.7
2008	500	36.8	29.6	12.6	21.0
<b>Grade 11</b>					
2006	386	15.8	34.5	21.2	28.5
2007	446	16.6	30.9	20.6	31.8
2008	429	18.2	30.5	20.3	31.0

Performance level totals may not add up to 100 due to rounding.

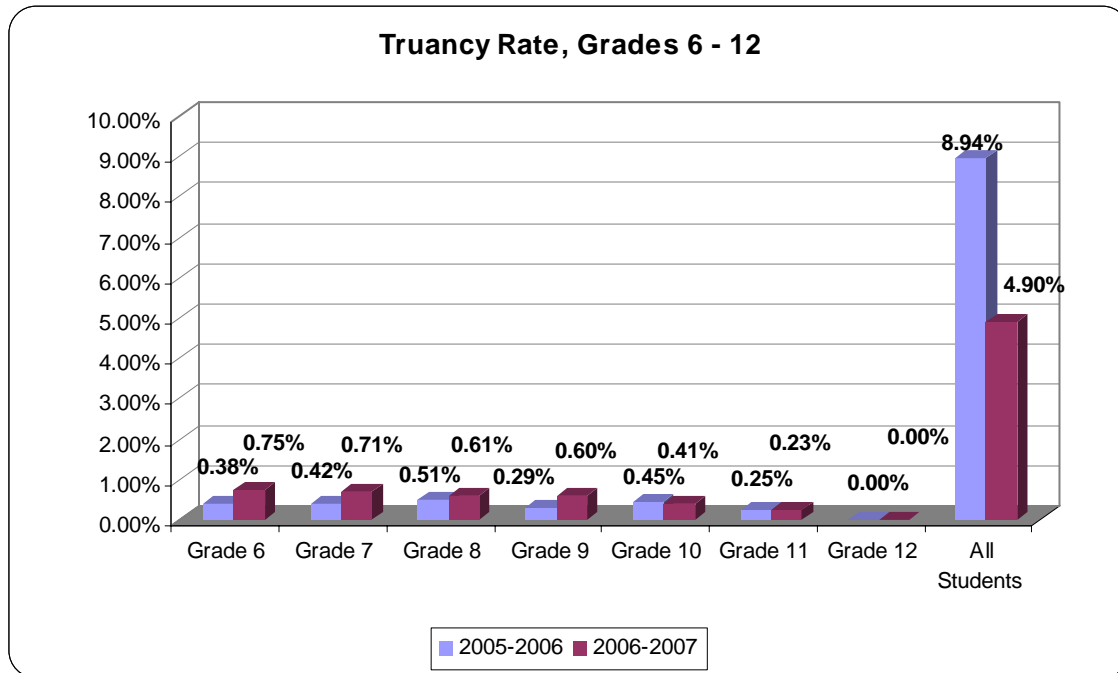
Source: Source: Pa. Dept. of Education

**Table C-12: Public High School Graduates and Post-Secondary Bound, by Region**

School Year	Graduates	2-4 Year College or University	Total Post Secondary Bound
<b>2004-05</b>			
Coatesville Area SHS	558	329	399
Chester County	4,882	3,823	4,122
Pennsylvania	124,755	84,755	93,907
<b>2005-06</b>			
Coatesville Area SHS	589	340	424
Chester County	5,144	4,009	4,287
Pennsylvania	126,926	86,738	95,312
<b>2006-07</b>			
Coatesville Area SHS	588	358	423
Chester County	5,516	4,377	4,637
Pennsylvania	128,603	89,216	97,810

Source: Pa. Dept. of Education, Public High School Graduates and Post Secondary Education

**Figure C-7: Truancy Rate for Coatesville School District, Grades 6-12**



Source: Pa. Dept. of Education

**Table C-13: Truancy, Out-of-School Suspension and Expulsion for CASD and Chester County, by Region**

	Truancy	Truancy	Out-of-School <sup>12</sup> Suspensions	Out-of-School Suspensions	Expulsions <sup>13</sup>	Expulsions
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
<b>Coatesville Area School District</b>						
Grade 6	27	53	152	91	3	1
Grade 7	30	50	144	92	1	2
Grade 8	36	43	167	60	14	3
Grade 9	21	42	205	221	3	7
Grade 10	32	29	198	190	5	9
Grade 11	18	16	208	176	1	0
Grade 12	0	0	154	191	2	0
All Students	637	302	1,452	1,224	29	22
<b>Chester County</b>						
Grade 6	178	105	276	248	3	1
Grade 7	267	142	381	285	2	2
Grade 8	277	151	437	292	15	3
Grade 9	281	294	652	1,318	4	7
Grade 10	237	277	513	882	5	9
Grade 11	155	173	486	764	2	2
Grade 12	61	20	433	675	3	0
All Students	2,060	1,361	3,617	4,810	34	26

Source: School Safety, Annual Report

**Table C-14: Truancy Rate for CASD and Chester County**

	Truancy Rate 2005-06	Truancy Rate 2006-07
<b>Coatesville Area School District</b>		
Grade 6	0.38%	0.75%
Grade 7	0.42%	0.71%
Grade 8	0.51%	0.61%
Grade 9	0.29%	0.6%
Grade 10	0.45%	0.41%
Grade 11	0.25%	0.23%
Grade 12	0.0%	0.0%
All Students	8.94%	4.9%
<b>Chester County</b>		
Grade 6	0.26%	0.15%
Grade 7	0.40%	0.21%
Grade 8	0.41%	0.22%
Grade 9	0.42%	0.43%
Grade 10	0.35%	0.41%
Grade 11	0.23%	0.25%
Grade 12	0.09%	0.03%
All Students	3.07%	2.0%

Source: School Safety, Annual Report

<sup>12</sup> The number of out of school suspensions is based on violation of student code of conduct.<sup>13</sup> The number of expulsions is based on the number of violations of student code of conduct.

## Health and Well-Being

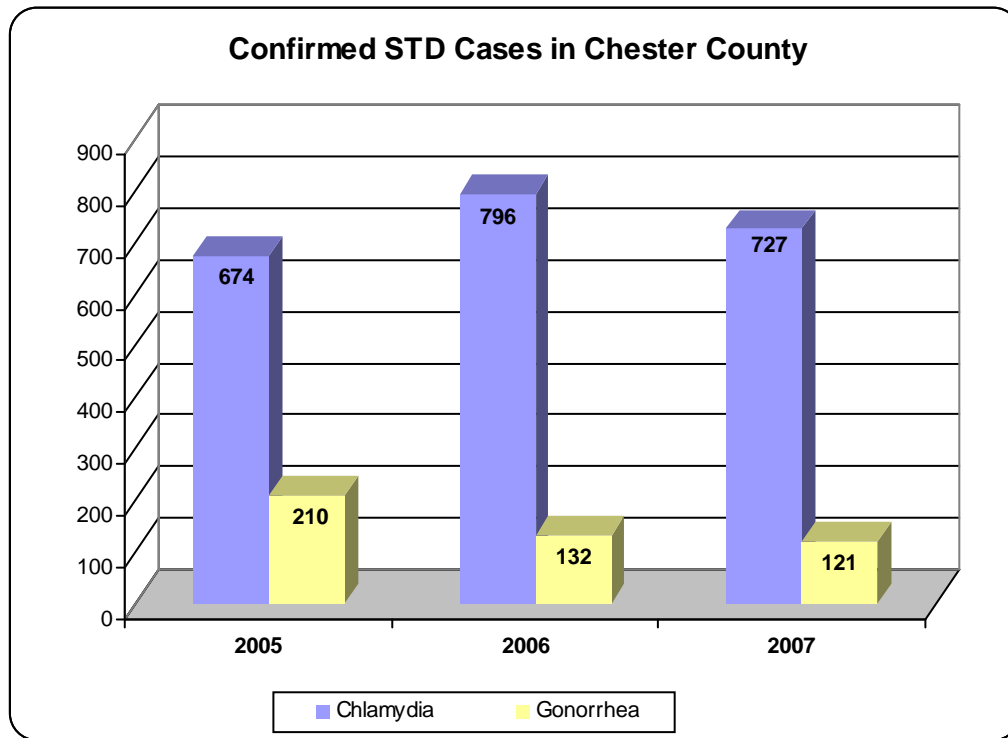
This section features public health data related to teen births, sexually transmitted diseases (STDs), placement of youth outside the home and youth receiving mental health services. The public health data reported in this section are limited to a few indicators due to issues of confidentiality and the lack of available neighborhood-level data. In other instances, reporting agencies were thinly staffed or busy with other projects. The data on teen births at the neighborhood-level were only available for 2005 and 2006.

**Table C-15: Teen Births for Youth Ages 15–19, by Region**

Neighborhoods	2005				2006			
	White	Black	Other	Total*	White	Black	Other	Total*
Caln	5 (5.7)	3 (3.4%)	2 (2.3%)	10 (11.5%)	1 (1.1%)	8 (9.3%)	1 (1.1%)	12 (14%)
City of Coatesville	12 (13.8%)	24 (27.6%)	12 (13.8%)	50 (57.5%)	5 (5.8%)	28 (32.6%)	8 (9.3%)	46 (53.5%)
East Fallowfield	3 (3.4%)	1 (1.1)	0 (0%)	4 (4.6%)	4 (4.7%)	4 (4.7%)	0 (0%)	8 (9.3%)
Modena	0 (0.0%)	0 (0%)	0 (0%)	0 (0.0%)	0 (0%)	0 (0%)	1 (1.1%)	1 (1.1)
Sadsbury	1 (1.1%)	0 (0%)	0 (0%)	1 (1.1%)	0 (0%)	0 (0%)	0 (0%)	0 (0.00%)
South Coatesville	1 (1.1)	2 (2.3%)	0 (0%)	4 (4.6%)	0 (0%)	0 (0%)	0 (0%)	0 (0.00%)
Valley Township	5 (5.7%)	4 (4.6%)	0 (0%)	9 (10.3%)	5 (5.8%)	3 (3.5%)	1 (1.1%)	9 (10.5%)
West Brandywine	3 (3.4%)	0 (0%)	0 (0%)	4 (4.6%)	0 (0%)	0 (0%)	0 (0%)	1 (1.1%)
West Caln	4 (4.6%)	1 (1.1%)	0 (0%)	5 (5.7%)	8 (9.3%)	0 (0%)	1 (1.1%)	9 (10.5%)
Greater Coatesville Area	34 (13.5%)	35 (13.9%)	14 (5.6%)	87 (34.5%)	23 (7.7%)	43 (14.5%)	12 (4%)	86 (29%)
Chester County	157 (1.2%)	51 (0.4%)	30 (0.2%)	252 (2%)	164 (1.2%)	65 (0.5%)	49 (0.4%)	297 (2.2%)
Pennsylvania	6,864	4,002	1,544	12,893	7,098	4,218	1,779	13,580

\*Note: Columns may not total due to missing information  
Source: PADOH Vital Statistics

**Figure C-8: Confirmed STD Cases in Chester County,<sup>14</sup> by Year**



Source: Pa. Department of Health, Communicable Disease

**Table C-16: Unduplicated Youth with Approved Claims for Mental Health Service in Coatesville (Zip Code 19320)<sup>15</sup>**

	2005			2006			2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Coatesville Area</b>									
Youth Age 15–17	37	39	76	35	50	85	39	59	98
Youth Age 18–21	15	32	47	26	29	55	30	38	68
<b>Chester County</b>									
Youth Age 15–17	348	347	695	444	363	807	443	402	845
Youth Age 18–21	177	177	354	214	205	419	245	220	465

Pa. Dept. of Health, County Health Profiles

<sup>14</sup> Regional data was not readily available. CCHD does not generally provide STD data at a regional level, but exceptions can be granted if confidentiality is guaranteed.

<sup>15</sup> This table shows the number of HealthChoices members within Coatesville zip code (19320) and approved claims for mental health service provided in the calendar years 2005–07. The zip code and Coatesville Area School District boundaries do not align exactly and the counts probably are not all CASD students. This zip code includes: E Fallowfield, East Fallowfield, Township, Romanville, Valley Township and W Brandywine.

## Public Safety

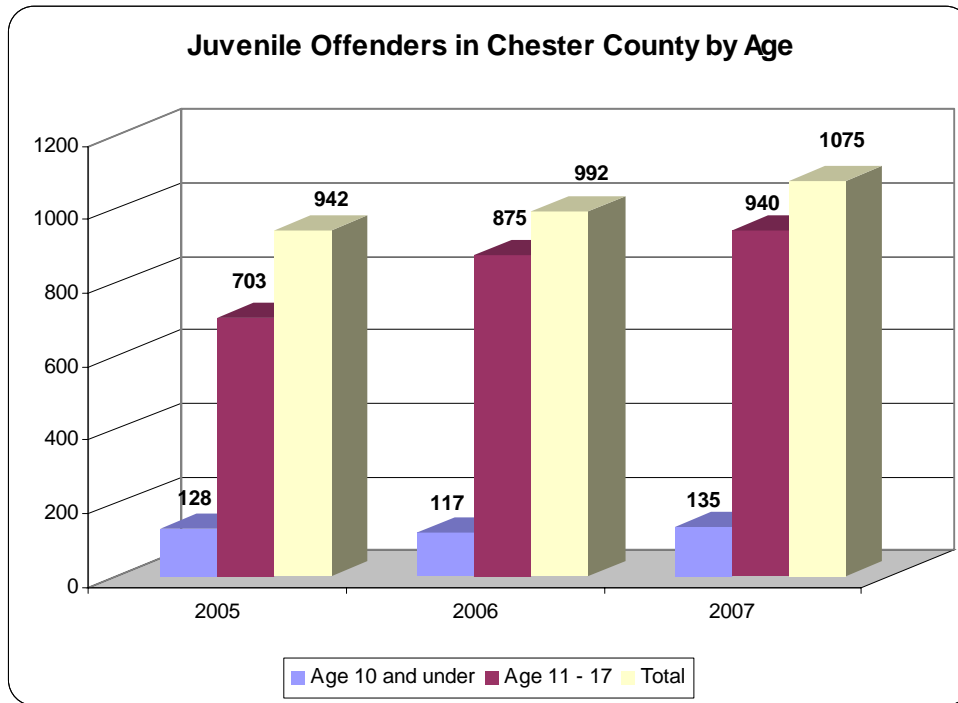
This section highlights data on public safety, looking at juvenile and young adult offenders, ages 18–24. Public safety data were limited to offenses and arrests of young adults between the ages of 18 and 24, as provided in the Pennsylvania Uniform Crime Report. The data on assault offenses and arrests include all aggravated and not-aggravated. The alcohol-related offenses and arrests include drunkenness and driving under the influence (DUI); drug-related offenses and arrests include all drug sale and drug possession. The team made an effort to gather data on unemployment and homelessness, but the data were too broad for the purposes of this planning process.

**Table C-17: Juvenile Victims of All Crimes, by Age**

	Age 10 & Under	Age 11–12	Age 13–14	Age 15	Age 16	Age 17	All Juveniles
<b>2005</b>							
Caln	7	3	10	3	4	3	30
Coatesville	16	7	10	5	4	12	54
East Fallowfield	4	2	1	0	0	2	9
South Coatesville	0	2	1	0	0	0	3
<b>2006</b>							
Caln	4	2	2	7	6	4	25
Coatesville	10	13	14	14	15	6	72
East Fallowfield	0	4	0	0	4	1	9
Sadsbury	0	0	1	0	0	0	1
West Brandywine	0	1	4	2	2	2	11
<b>2007</b>							
Caln	5	3	2	0	5	2	17
Coatesville	15	10	16	11	8	17	77
East Fallowfield	1	2	5	0	2	1	11
Sadsbury	0	0	0	1	0	0	1
South Coatesville	0	1	0	0	0	0	1
West Brandywine	1	0	0	0	0	2	3
West Caln	4	0	0	1	1	3	9

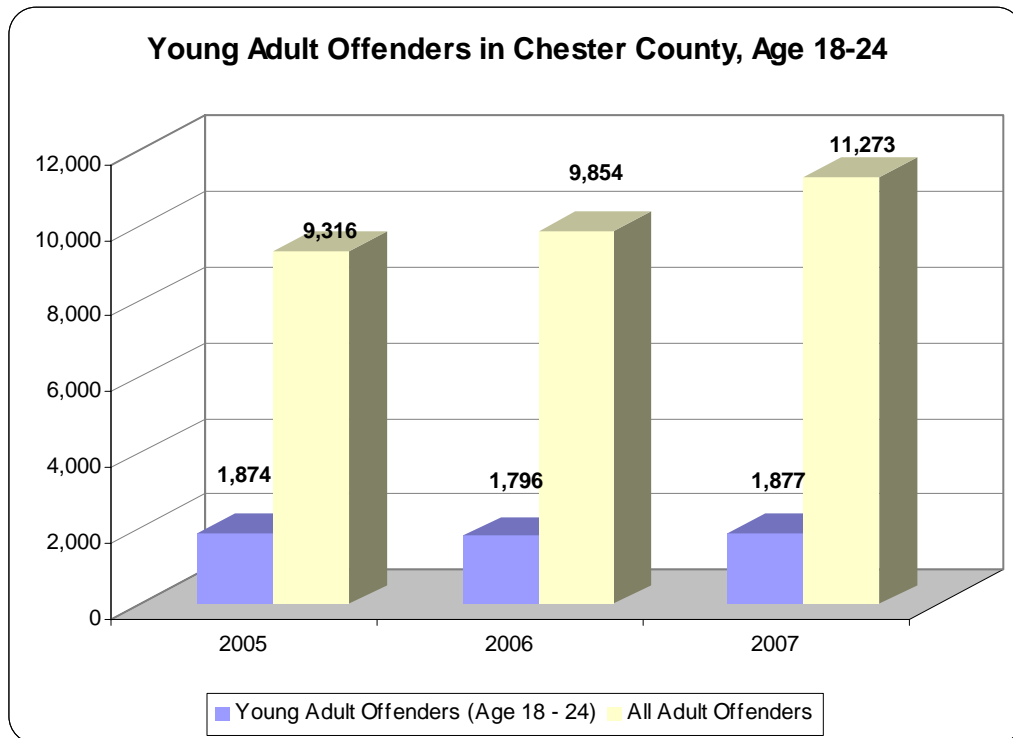
Source: Uniform Crime Reporting System

**Figure C-9: Juvenile Offenders in Chester County, by Age**



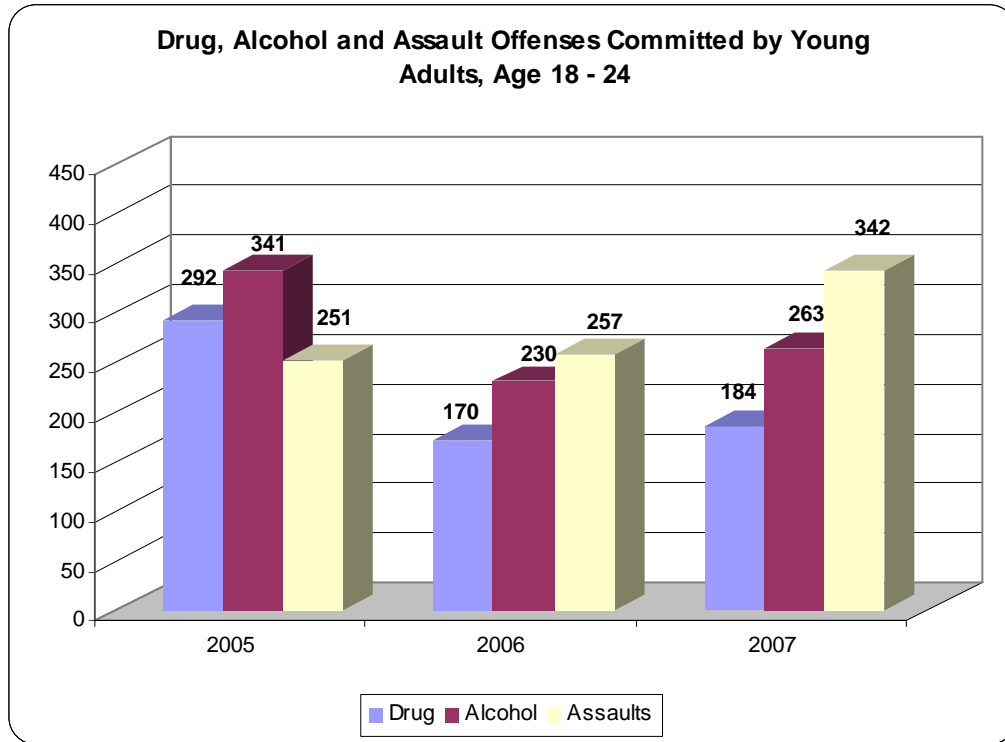
Source: Uniform Crime Reporting System

**Figure C-10: Young Adult (Age 18–24) Offenders in Chester County, by Age**



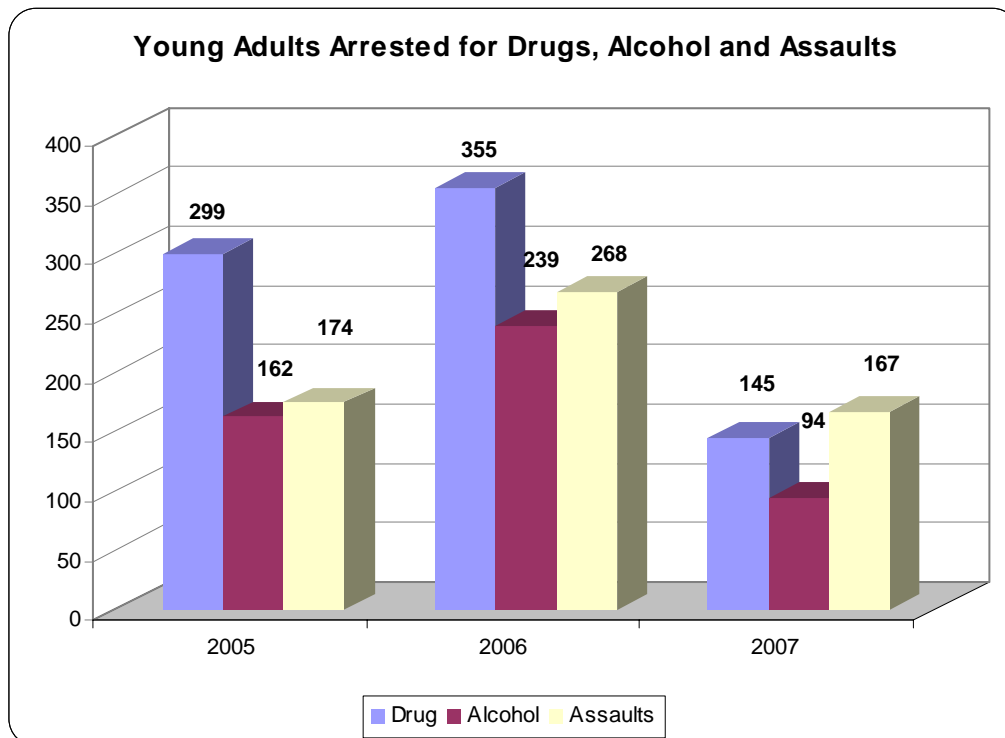
Source: Uniform Crime Reporting System

**Figure C-11: Total Offenses Committed by Young Adult (Age 18–24) in Chester County**



Source: Uniform Crime Reporting System

**Figure C-12: Total Arrests-Drug, Alcohol, Assaults of Young Adults (Ages 18–24) in the Greater Coatesville Area**



Source: Uniform Crime Reporting System

**Table C-18: Total Drug, Alcohol and Assault Arrests for Young Adults (Age 18-24) by Region<sup>16</sup>**

	Drug			Alcohol			Assault		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Caln	15 (5.01%)	26 (16.04%)	24 (13.79%)	47 (13.23%)	58 (14.17%)	38 (14.17%)	37 (25.51%)	28 (29.78%)	14 (8.38%)
City of Coatesville	282 (94.31%)	129 (79.62%)	116 (66.6%)	290 (81.69%)	125 (52.30%)	136 (50.74%)	87 (60.0%)	47 (50.0%)	76 (45%)
East Fallowfield	1 (0.3%)	2 (1.23%)	15 (8.62%)	12 (3.38%)	10 (4.18%)	19 (7.08%)	15 (10.34%)	7 (7.44%)	14 (8.38%)
Sadsbury	0 (0%)	4 (2.46%)	3 (1.72%)	0 (0%)	26 (10.87%)	36 (13.43%)	0 (0%)	6 (6.38%)	17 (10.17%)
South Coatesville	1 (0.3%)	0 (0%)	6 (3.45%)	6 (1.69%)	4 (1.67%)	7 (2.61%)	6 (4.13%)	1 (10.6%)	4 (2.39%)
Valley Township	0 (0%)	0 (0%)	6 (3.45%)	0 (0%)	0 (0%)	14 (5.22%)	0 (0%)	0 (0%)	18 (10.77%)
West Brandywine	0 (0%)	1 (.061%)	0 (0%)	0 (0%)	16 (6.69%)	15 (5.59%)	0 (0%)	5 (5.31%)	8 (4.79%)
West Caln	0 (0%)	0 (0%)	4 (2.29%)	0 (0%)	0 (0%)	3 (1.11%)	0 (0%)	0 (0%)	16 (9.58%)
Greater Coatesville Area	<b>299 (29.42%)</b>	<b>162 (18.30%)</b>	<b>174 (17.15%)</b>	<b>355 (11.55%)</b>	<b>239 (8.11%)</b>	<b>268 (8.06%)</b>	<b>145 (12.88%)</b>	<b>94 (8.78%)</b>	<b>167 (13.93%)</b>
Chester County	1,016	885	1,014	3,072	2,944	3,325	1,125	1,070	1,198

Source: Uniform Crime Reporting System

<sup>16</sup> The young adults arrested for drugs, alcohol or assault include residents and nonresident of the Greater Coatesville Area.

**Table C-19: Drug, Alcohol and Assault Offenses by Young Adults (Age 18-24), by Region**

Neighborhoods	Drug Related Offenses			Alcohol Related Offenses			Assault Related Offenses		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Caln	19 (0.65%)	22 (12.94%)	29 (15.76%)	47 (13.78%)	61 (26.52%)	49 (18.63%)	65 (25.89%)	54 (21.01%)	50 (14.61%)
City of Coatesville	271 (92.8%)	141 (82.94%)	126 (68.47%)	278 (81.52%)	123 (53.47%)	139 (52.85%)	159 (63.34%)	173 (67.31%)	214 (62.57%)
East Fallowfield	1 (.034%)	2 (1.17%)	13 (7.06%)	12 (3.51%)	9 (3.91%)	19 (7.22%)	21 (8.36%)	10 (3.89%)	18 (5.26%)
Sadsbury	0 (0%)	2 (1.17%)	0 (0%)	0 (0%)	4 (1.73%)	6 (2.28%)	0 (0%)	2 (.077%)	2 (.058%)
South Coatesville	1 (.034%)	0 (0%)	6 (3.26%)	4 (1.17%)	4 (1.73%)	5 (1.90%)	6 (2.39%)	1 (.038%)	9 (2.63%)
Valley Township	0 (0%)	0 (0%)	6 (3.26%)	0 (0%)	0 (0%)	15 (5.70%)	0 (0%)	0 (0%)	18 (5.26%)
West Brandywine	0 (0%)	3 (1.76%)	0 (0%)	0 (0%)	29 (12.6%)	24 (9.12%)	0 (0%)	17 (6.61%)	8 (2.33%)
West Caln	0 (0%)	0 (0%)	4 (2.17%)	0 (0%)	0 (0%)	6 (2.28%)	0 (0%)	0 (0%)	23 (6.725%)
Greater Coatesville Area	<b>292 (21.59%)</b>	<b>170 (14.17%)</b>	<b>184 (14.88%)</b>	<b>341 (10.63%)</b>	<b>230 (7.34%)</b>	<b>263 (7.55%)</b>	<b>251 (13.64%)</b>	<b>257 (13.55%)</b>	<b>342 (15.62%)</b>
Chester County	1,352	1,199	1,236	3,206	3,130	3,480	1,839	1,896	2,189

Source: Uniform Crime Reporting System

## Data Definitions and Data Sources

	Source	Definition:
<b>Demographics and Housing Characteristics</b>		
Table C-1: Population of Children and Youth of Greater Coatesville, by Age	U.S. Census, 2000	Children, youth and young adults, ages 0 – 24, that inhabit a specified area.
Figure C-1: Population of Children and Youth of Greater Coatesville, by Age	U.S. Census, 2000	
Table C-2: Population of Children and Youth, by Ethnicity and Region	U.S. Census, 2000	Ethnicity is defined by the U.S. Census as self-identification data items in which residents choose the race or races with which they most closely identify, and indicate whether or not they are of Hispanic or Latino origin.
Table C-3: Household Composition, by Region	U.S. Census, 2000	Household composition includes all of the people who occupy the same housing unit.
Figure C-2: Comparison of Household Composition, by Region	U.S. Census, 2000	
Figure C-3: Comparison of Median Household Income, by Region	U.S. Census, 2000	Median household income is the dollar amount which divides a household income distribution into two equal groups – half with incomes above and half with incomes below the median.
Figure C-4: Comparison of Median Family Income, by Region	U.S. Census, 2000	Median family income is defined as the dollar amount which divides a families' income distribution into two equal groups – half with incomes above and half with incomes below the median.
Table C-4: Median Household Income of Householders Under Age 25, by Region	U.S. Census, 2000	Median household income under age 25 represents the income of the householder and all other individuals 15 years old and over in the household, whether they are related to the householder or not.
Figure C-5: Families Living Below the Poverty Line, by Region	U.S. Census, 2000	Families are determined to be below poverty if their total family income was less than the poverty threshold specified for the applicable family size, age of householder, and number of related children under 18 present.
Table C-5: Families Living Below the Poverty Line, by Region	U.S. Census, 2000	
Table C-6: Employment for 16–24-year-olds, by Region	U.S. Census, 2000	Civilian non-institutional population aged 16 – 24 years that is employed.
<b>Educational Characteristics</b>		
Figure C-6: Enrollment for Grades 7–12, by School	Pa Dept. of Education, Public School Dropout by School	Enrollment is a registered student in the Coatesville Area School District
Table C-7: Dropouts for Grades 7–12, by School	Pa Dept. of Education, Public School Dropout by School	Drop-out is defined by the CASD as one who withdraws from school before graduating.
Table C-8: PSSA	Pa Dept. of Education	Pennsylvania System of School

	<b>Source</b>	<b>Definition:</b>
Mathematics Scores for Coatesville School District, by Grade		Assessment (PSSA) measures individual student achievement in mathematics.
Table C-9: PSSA Mathematics for Norristown School District, by Grade	Pa Dept. of Education	
Table C-10: PSSA Reading Scores for Coatesville School District, by Grade	Pa Dept. of Education	Pennsylvania System of School Assessment (PSSA) measures individual student achievement in reading.
Table C-11: PSSA Reading for Norristown School District, by Grade	Pa Dept. of Education	
Table C-12: Public High School Graduates and Post-Secondary Bound, by Region	Pa Dept. of Education, Public High School Graduates and Post Secondary Education	Graduate is an individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed course of studies in a secondary-level school. College bound graduate is considered a high school graduate planning to enroll in a two- or four-year degree granting college or university or a specialized associate degree-granting institution.
Figure C-7: Truancy Rate for Coatesville School District, Grades 6–12	Pa Dept. of Education	Truancy is an unexcused absence or lateness.
Table C-13: Truancy, Out-of-School Suspension and Expulsion for CASD and Chester County, by Region	School Safety, Annual Report	Out-of-School Suspensions and School Expulsions results are from the violation of the student code of conduct.
Table C-14: Truancy Rate for CASD and Chester County		
<b>Health and Well-Being</b>		
Table C-15: Teen Births for Youth Ages 15–19, by Region	Pa Dept. of Health, Vital Statistics	Teen births are live births to women 15 through 19 years divided by total births
Figure C-8: Confirmed STD Cases in Chester County, by Year	Pa Department of Health, Communicable Disease	Confirmed STD Cases is defined as the number of new cases of sexually transmitted diseases that are reported each year
Table C-16: Unduplicated Youth with Approved Claims for Mental Health Service in Coatesville (Zip Code 19320)	Pa Dept. of Health, County Health Profiles	HealthChoices members within Coatesville zip code (19320) with approved claims for mental health service provided in the calendar years 2005-07.
<b>Public Safety</b>		
Table C-17: Juvenile Victims of All Crimes, by Age	Pa Uniform Crime Reporting System	Reported incidences of juvenile victimization.
Figure C-9: Juvenile Offenders in Chester County, by Age	Pa Uniform Crime Reporting System	Juvenile offenders are persons under the age (17 and younger) of either gender who has been convicted or cautioned for a criminal offense.
Figure C-10: Young Adult (Age 18–24) Offenders in Chester County, by Age	Pa Uniform Crime Reporting System	A person age 18 and older who has been convicted or cautioned for a criminal offense
Figure C-11: Total Offenses Committed by Young Adult (Age 18–24) in Chester County	Pa Uniform Crime Reporting System	

	<b>Source</b>	<b>Definition:</b>
Figure C-12: Total Arrests- Drug, Alcohol, Assaults of Young Adults (Ages 18–24) in the Greater Coatesville Area	Pa Uniform Crime Reporting System	The detention of a person, either to bring him before a court body or official, or to otherwise secure the administration of the law for an alleged drug, alcohol or assault violation.
Table C-18: Total Arrests for Young Adults (Age 18-24) by Region	Pa Uniform Crime Reporting System	The detention of a person, either to bring him before a court body or official, or to otherwise secure the administration of the law for an alleged drug, alcohol or assault violation.
Table C-19: Drug, Alcohol and Assault Offenses by Young Adults (Age 18-24), by Region	Pa Uniform Crime Reporting System	Type of criminal violation allegedly committed by an adult offender, who is age 18 and older

## Appendix D: Mission and Goals

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### Mission

The Coatesville Youth Development Steering Committee is engaged in a community planning process to develop and articulate a shared agenda to improve opportunities and supports for youth and young adults (ages 12–24) in the Greater Coatesville Area.

The Steering Committee aims to be individually responsive to all youth and young adults within the Greater Coatesville Area by continually supporting a continuum of resources and programs that enhance the knowledge, skills and strong character of our youth as a means to reach their fullest potential and become productive citizens in a caring environment that fosters unity and shared responsibility.

### Our Goals

- To understand and acknowledge the strengths and needs of the Greater Coatesville community and its families and use them to identify and prioritize strategies that will address the needs of the youth and young adults in the Greater Coatesville Area.
- To foster trust, cooperation and collaboration among community stakeholders residing in or serving the Greater Coatesville Area around a mutually agreed-upon vision, goals and objectives that support youth and young adults.
- To complete a community-specific needs assessment and comprehensive mapping of resources to identify the strengths and needs of the Greater Coatesville community.
- To increase networking and communication among all youth and young adult services planning and delivery entities.
- To increase the coordination and utilization of youth and young adults resources.
- To build a continuum of resources that serve youth and young adults in a comprehensive manner.
- To establish partnering relationships with youth and young adults and help ensure their participation in the planning process.
- To continually review and refine the Steering Committee's vision, goals, objectives and implementation strategies to ensure we are meeting the needs of the youth and young adults in the Greater Coatesville Area.

## Appendix E: Members of the Coatesville Youth Development Steering Committees

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Geri Allen  
Diamond Divas

Kristen Geiger  
City of Coatesville

Ken Allen  
Community Resident

Joshua Grove  
COAD Group

Cleo Alston  
Brandywine Health Foundation Board

Tony Harkins  
CYWA- WORD Foundation

Mark Bailey  
Community Resident  
Little League and Midget Football

Ceil Harkness  
Chester County OIC

Mike Barnard  
ChesPenn Health Services

Anne Hearn  
Brandywine Health Foundation Board

Jarvis Berry  
COAD Group

Jason Jarvis  
Camp at Old Mill

Lindsay J. Brinton  
Art Partners Studio

Alray Johnson  
Community Resident

Lee Bunting  
Brandywine YMCA

Carolyn Johnson, Esq.  
Community Impact Legal Services  
Brandywine Health Foundation Board

Colleen Carney  
Chester County Futures

Casey Jones  
Transformation Ministries

Joyce Chester  
Chester County OIC

Terry Kenworthy  
United Way of Chester County

Jordan Crans  
The Bridge Academy

Robert Knecht  
Coatesville Area School District Board

Josh Crans  
The Bridge Academy

Harry Lewis, Jr.  
Brandywine Health Foundation Board

Rev. Sherry Crompton  
Trinity Episcopal Church - Children's Theater

J. Renay Loper  
Big Brothers/Big Sisters Southeastern  
Pennsylvania

J. Patrick Davis  
Chester County District Attorney's Office

Falaq Lucas  
New Community Christian Church

Kathleen Feeney  
Coatesville Area School District

Barbara Mancill  
Chester County Health Department

Doug Franz  
Coatesville Community Bike Works

James Manning Jr., Esq.  
Brandywine Health Foundation Board

Lesa Franz  
Coatesville Community Bike Works

Marietta Lamb-Mawby  
Chester County Juvenile Probation

Pastor Dan Wagner  
Towerville Community Christian Church

Lai-Onda Lewis  
Chester County Juvenile Probation

Joseph Wilson  
Board Member, Chester County Futures

Christa McCarthy  
Chester County Juvenile Probation

Laura McOdrum  
Chester County Dept. of Community  
Development

Jennifer Mora  
Art Partners Studio

Gail Pippin  
21st Century-Program Director

Meg Polvino  
Chester County Drug & Alcohol Department

Teresa Lee Powell  
Coatesville Area School District

Ted Reed  
Pennsylvania American Water Company

Eugenia Roberts  
Principal, Gordon Alternative High School  
Coatesville Area School District

Fred Sharpe  
Coatesville Community Bike Works

Frances Sheehan  
Brandywine Health Foundation

Roberta Showell  
Community Resident

Lila Singleton  
Chester County Department of Community  
Development

Allen T. Smith  
City of Coatesville, Weed & Seed

Linwood Smith  
Coatesville Minister/Retired Principal  
Downingtown Area School District  
Brandywine Health Foundation Board

Maureen Stryker  
Chester County Department of Mental  
Health/Mental Retardation