



# Service Provider Working Group Meeting

Wednesday, August 28, 2019 | 3:00 PM – 4:30 PM

450 Civic Center Plaza, Richmond, CA 94804

Richmond Room

## MEETING NOTES

### **1. Welcome and Introductions**

### **2. Department of Children and Youth Update**

*See PowerPoint*

### **3. Service Provider Working Group Discussion**

*See PowerPoint*

Recommendations on Service Provider Working Group:

- The Purpose and Composition are fine with the group. Quarterly meetings (in addition to meetings as needed) are also fine with the group
- Recommendation – “Young adults” be included whenever children, youth, and families are listed in materials
- Recommendation – West Contra Costa Unified School District (WCCUSD) and Community Services Department (CSD) be included at future Service Provider Working Group meetings

### **4. Community Needs Assessment Overview**

*See PowerPoint*

Recommendations on Community Needs Assessment:

- Collect data on North Richmond in addition to the City of Richmond
- Utilize both West Contra Costa Unified School District and City of Richmond data
- Look at both positive and negative data (e.g. tardiness, drop-out rates, etc.)
- Use Peach Jar to send information in the community
- Be considerate of survey fatigue and anonymity in receiving community input

## **5. Community Needs Assessment Gallery Walk and Group Discussion**

Below are attendees' notes from each Gallery Walk section (edited for consistency):

Boundary Designation – How would we like to designate/categorize the various neighborhoods in Richmond (e.g. neighborhood councils, police beats, census tracts, etc.)?

- Income average
- Maybe reach out to John Gioia's Office for statistics
- Data can inform boundary designation – diverse makeup
- Beat three - Richmond annex, Panhandle Annex, Park Plaza, Park View
- WCCUSD school families
- Neighborhood identity?
- North Richmond vs. iron triangle

Data Collection - What type of information from community members do we need to focus on collecting (e.g. health data, income based data, youth resource availability, etc.)?

- Family income levels and income-based data
- Data that's publicly available to measure growth
- I think you should just hit it all, some neighborhood councils will not be any help
- Community-based participatory research methods/principles
- School site-specific CNA (e.g. Stege Elementary)
- Youth resources
- Greatest area of need or resources that don't exist
- Mobility?
- Language/access to language + culturally-specific resources
- Surveys
  - Youth resources of variability
  - Strategic Investment Plan
  - Neighborhood councils
- Providing incentives or a prize for completing surveys or participating in focus groups
- Resources available vs. resources the public doesn't feel they have access to
- What types of services does the community value most?
  - Existing programs
  - Needed programs
- What barriers exist to providing services to youth?

Data Collection – Are there any existing resources or documents that would help in this development process of the Community Needs Assessment?

- Equity Access Bay Area Policy Link
- OST + Library Assessment/Mapping – Ed Fund
- GO Public Schools Data Report – school data
- SENI – LA
  - Student equity needs index
  - Mix of schools and community data
- SparkPoint Contra Costa (Betty)
- 211 (Tom)
- PD/FIRE/EMS
- Richmond Community Foundation
- California Healthy Kids Survey
- Race Counts
  - Advancement projects online data tool looking at disparities
- RYSE Listening Campaign report
- Financial security data (source: Prosperity Now and Insight Center)
- UC Davis mapping/data tool – putting youth on the map

Consultant Criteria – What criteria or characteristics would you like to see in a consultant that would work on the Community Needs Assessment, the Strategic Investment Plan, the grant guidelines, and grant application?

- Consultants:
  - Third Plateau from Sacramento (worked on WCCUSD Strategic Plan)
  - Public profit in Oakland
    - Does WCCUSD OST Assessment evaluation
    - COSP Reports
- Deep experience in the work
- Understanding of Richmond
  - Geographic, politics, major issues, history
- Neutral – open
- Clear timelines and deliverables
- A person of color
- A person from the community or similar
- Experience working with our demographics, organizations, and grants
- Worked with DCYF or OFCY or in Richmond/WCC
- Consultant could be national, the data will be better with most money for consultant services

- Bilingual (English/Spanish) helpful but not required

### Engagement and Collaboration

- Barriers to engagement:
  - Survey fatigue
  - Capacity
  - Concerns of anonymity
  - Reaching “hard to reach” communities
  - Many surveys don’t go deep enough into population
- Suggestions:
  - Peach Jar (WCCUSD)
  - Crime survivors for safety and justice (MASK)
  - Get the “right messengers” to recruit participants (community members and community organizations)
  - Would suggest town halls on youth subjects and that they are categories of funding if we know. Possible areas include:
    - Civic engagement
    - Mental health
    - Early child development
    - College pipeline
  - Working with homeless shelters, churches, in addition to schools
  - Technology access
    - The more personal you can be the better
  - Surveys (larger group) + focus groups/interviews (for smaller target group)
  - Survey
    - Accessible location and time, offer incentives to participate
    - Also language/disability accessible
  - Use existing community meetings
  - Meet at a walkable, easily navigable location
  - Offer incentives for community participation
  - Outreach at Parent Teacher Associations
  - Richmond youth master plan?
    - City of Woodland is drafting one
    - National League of Cities has a template

### Service Provider Working Group

- Budgeting constraints for recommendations
- Add “young adult”
- Flow of data
- WCCUSD representative included
- Support for training
- Community Services Department – Have community centers open for free at additional hours

### Oversight Board Training

- Types of training:
  - Diversity, equity, and inclusion
  - Cultural competency/awareness
  - Classes for credit
  - Trauma-informed healing centered
  - Harm reduction
  - Gender-responsive
  - Political education
  - Opportunities for the department to be the place to train youth
  - Risk management
  - Youth engagement
  - Working with teens
  - Landscape of Richmond – Understanding all neighborhoods
- Training resources:
  - Check with leadership public school about their community leadership institute curriculum – [inspinosa@leadps.org](mailto:inspinosa@leadps.org)
  - The Practice Space – equity and public speaking
  - Safe Return Project
  - Collective Impact Institute
  - Urban Habitat
  - Boards and Commissions Leadership Institute – Training for boards and commissions
  - Building Blocks for Kids – Launched a program
  - Youth leadership Institute – Trains youth councils

## **6. Next Steps**

Next steps include:

- Sharing information with the Service Provider Working Group
- Developing a newsletter to share information with the community