Co-Design Service Provider Working Group Meeting

Wednesday, April 29, 2020 | 1:00 PM – 3:00 PM
Zoom Meeting

MEETING NOTES

Welcome and Review of Community Needs Assessment (CNA) and Process
(LaShonda White, Richmond Department of Children and Youth (RDCY) Director)

- The **Community Needs Assessment (CNA)** will identify "gaps" between current conditions and desired conditions, while acknowledging community strengths/resources
- The **Strategic Investment Plan** will guide funding priorities for a three-year period based on the findings of the Community Needs Assessment
  - Input from service providers and youth is crucial in the design of this assessment
- The **purpose of this meeting** is to engage service providers in developing the community engagement process with the support of Hatchuel Tabernik & Associates (HTA) and ensuring community voices are captured in this community engagement process

Timeline
- The CNA timeline is subject to change as a result of COVID-19
- CNA work will begin in May with additional data collection taking place through the Summer months
- Data analysis will begin in the Summer, along with focus group and interview protocols through to September
- The CNA report will be drafted in September. The Strategic Investment Plan will be developed in the Fall, with the intent on having the Richmond City Council adopt the Strategic Investment Plan in December 2020

Draft Community Needs Assessment Vision Statement and Guiding Principles
(LaShonda White, RDCY Director)

- The **draft vision statement** was developed by Department staff to guide the Community Needs Assessment Process
  - The City is committed to ensuring the CNA is successful and inclusive and timely given the current COVID-19 pandemic

- Department staff is seeking input before this draft vision statement is finalized. Feedback is welcomed via email, phone, and the chat function on Zoom
- All changes to the draft vision statement will be applied to the final version which will be posted on the CNA website
- For the **draft guiding principles**, Department staff seeks to ensure that their intentions behind this process are clear from the onset
- Feedback:
  - Adding another guiding principle centering around the needs and dreams of children and youth

Richmond Community Engagement Best Practices
(Kweli Kitwana, HTA)

Kweli acknowledged the current work being done by community-based organizations and service providers and is looking to see what people have learned currently as a result of COVID-19.

Question 1: How are your organizations providing services and what shifts are you seeing?

Feedback
- In switching outreach methods during the pandemic, it has been difficult for community members to switch focus to topics that do not directly impact them in comparison to COVID-19. However, community members are still present and ready to engage. There are still barriers present to community engagement such as access to technology and language isolation, so this means switching to using a variety of methods (physical mail, phone, outreach in multiple languages, and social media while being mindful of technology needs)
- The Mindful Life Project has created a YouTube channel where they share information with the community and schools (working with 22 schools across the Bay Area, with seven in West County). The goal is to ensure all areas are accessing the resources they are providing as many schools are encountering the same barriers. The personal touch of phone calls for the most vulnerable populations have been helpful
- Engaging the community is about building trust and it's all about the relationship. Any new process asking for community input needs to start with relationships that already exist, focusing on the lived experiences of youth and trusting that young people know what they need (e.g. technology access). The goal is to get enough information and not overbear community members with requests for information

(e.g. surveys). Any new people that are being brought in need to be verified for their level of knowledge and value they will serve to the community
- Any practice should be inclusive, accessible and on multiple communication venues from trustable spaces such as faith organizations, schools, city programs, and community organizations
- Kweli - From the key stakeholder interviews conducted, there has been a running theme on youth voices and being mindful that they are being heard, avoiding fatigue in the community, not overloading or overlapping the work that has been done, and ensuring that people that are the most impacted should be highly engaged in the process

Question 2: Communities that should be engaged and involved in the process
- It is important that people have role models in the type of participation they want to have. Students are learning from local communities on how to participate and what models are possible for participation. Youth want to make a change and are looking for role models that are non-traditional
- It is important to show that children's' voices eight years and younger are included, which are often missed and overlooked. We can be creative in thinking about opportunities and finding creative ways to incorporate their voices. Caregiver voices should be included as well
- In working with the undocumented community, there is fear of ICE. Family members are telling their loved ones that seek services to not participate in the Census. Goals include:
  - Figuring out how to reach individuals and build trust so they can become involved again and complete the Census
  - Being mindful of family confidentiality and privacy of information
- A priority community group are families with young children
- Rubicon Program's Participant Advisory Board allows for Richmond community members to contribute to the program planning process, hiring of leadership and support staff, funding allocation decisions, etc. This Board is inclusive of all and youth (ages 18-24)
- Transitional aged youth are completely overlooked by services currently
- LGBTQ+ youth
- Priority communities include unincorporated areas (North Richmond), youth who are incarcerated or have incarcerated family members, and linguistically isolated families

BREAKOUT SESSIONS NOTES

Group 1: Focus Groups
Kweli Kitwana (facilitator); Patrick Seals (notetaker)

Groups to Engage
- Families with young children, undocumented immigrant families, underserved and vulnerable families, low-income families
- Youth and their families affected by gun violence

Engaging Families with Children 0-5
- Many organizations already have information as to how to engage these groups
- Concern - How do we engage families that are not involved with organizations?

Engaging Families
- Compensating families
- Ensuring transportation issues are not a barrier
- Providing childcare and food for families
- Ensuring there is culturally-sensitive interpretation when it comes to focus groups and understanding the importance of community interpreters
- Having co-facilitators from the community if possible
- Allowing participants to review notes of focus groups before they are finalized
- Incorporating outreach at local housing complexes and possibly hosting events at these sites. 200-300 families are already in these areas
- Utilizing SurveyMonkey

Groups that should be engaged
- Asian Pacific Islander community
- Native American/Indigenous communities
- Southeast Asian community (many of these community came as refugees, so a trauma-informed lens is important)
- Laos community
- Richmond has a large Latino community (including English Language Learners) and African American community. Whether these groups are low-income or not, these groups should be surveyed considering their challenges regardless of income status
- Those impacted by gun violence

COVID-19
- There is a unique opportunity to go beyond service populations that community organizations support
- Have neighborhood gatherings with neighborhood councils while social distancing (e.g. driving by with cars and signs)
- It is far to even think through July, we must work with what we have right now

Question for HTA
- When do you know you've reached the threshold or saturation of getting information? Are we talking about 10, 20, 30 groups?

Group 2: Community Forums
Jes Montesinos (facilitator); Aurelio Rivera (notetaker)

Community Forums and Identifying Groups to Engage
- The forums should be bilingual and multilingual if necessary
- Young children can have their own space and include LGBTQ+ youth with their own space to share their thoughts
- Involve mothers and parents including younger kids
- Foster youth are a good category to actively engage. Their needs are often overlooked, and they don't have the opportunity to participate
- Provide space to adults and young parents to share and have youth in a separate space so that they are able to provide feedback
    - It might make it harder for youth to share their thoughts in a group with their parents
    - Look at where there is alignment in what is shared from the groups
    - Have safe spaces for youth as well (LGBTQ+, foster youth, homeless)
- Youth impacted by incarceration directly and indirectly to address resources and needs
- There is agreement from the group to have safe spaces for young people

Additional Suggestions in Identifying Groups to Engage
- Homeless youth need a lot of resources, food, housing, vouchers, and are not able to adhere to social distancing
- In Richmond, there isn't support for formerly incarcerated and homeless community members. Services are not available to them like in Oakland
- Include the South Side of Richmond as it may be beneficial to host a community forum at Kennedy High school and include families from DeJean Middle School
- Recommendation - Look at RYSE listening campaign and their approach as well

- In Contra Costa, there have been a lot of community forums that were done in the same format. It might be a good strategy to keep the same structure and use all the forums

Coordinating Outreach and Facilitation
- Empowering youth to support and be involved in the community
- Supporting people from specific areas of the community to share feedback
  - This model has worked well to engage the community and getting them to obtain services
- Maybe creating an open house-type outdoor forum on school grounds in which participants rotate to stations. Ensuring social distancing, people could go somewhere in person but avoid crowding

Question - What has been working?
- Engaging youth groups and utilizing organizations that work with youth. This includes using these groups to get other youth involved
- Youth are skillful and can use technology such as social media
- Michelle Milam works with foster youth and may help get them involved. They were supposed to have a conference, but this had to be postponed due to COVID-19
- Partnering with WCCUSD so that youth can participate along with parents. Parents have been participating in district school virtual meetings
  - Look at what has been working at schools to engage parents and youth
- Think about how many people can be present in one meeting. Schools are currently not opened. We must outreach to parents and seek support from community-based organizations for outreach
- Asking existing organizations to identify and bring individuals to community forums
  - Tell them why their participation is important, so the process feels humanized
  - Do some type of activity so everyone feels involved. There is a lot pain and trauma. It is important to be mindful that this is a vulnerable topic
- Incentivize the process and make it rewarding for participants

Question - If we are compensating individuals for their participation, how does that look like?
- Instead of incentivizing participants, it might be a good idea selecting an individual from each district as an overseer/lead
  - The lead would oversee getting people from those areas involved and rallying participation from their area
  - They can be incentivized their hard work - This was previously done through the FAFSA challenge by creating healthy competition by seeking support from community members to get others involved

Question - Any other thoughts on incentives?
- Childcare, translation, and food might be an incentive for parents to participate in the process
- Youth might require a different type of incentive for them to share and be involved (e.g. gift)

Questions for HTA
- Will the community forums be general or themed?
- Will these community forums involve people who have extensive experience with or specialize in talking with traumatized people?

Group 3: Youth Engagement
Nandi Peterson, HTA (facilitator); Guadalupe Morales (notetaker)

Strategies for Youth Engagement
- Surveys can be difficult for community members to put experiences into words
- Balance between qualitative and quantitative data
- Storytelling - Describing what they have been going through and making a conclusion
- Working with providers already in the areas, especially for hardest-to-reach populations
  - Consider the needs of hearing from students with developmental disabilities, IEPs, etc.
- Digital Divide
  - All students have been matched with devices & hot spots – some still not able to connect so WCCUSD is working with these families specifically
- COVID-19 Alternates
  - Virtual recess
  - Virtual activity centers
  - Community Services Department (CSD) working on virtual summer camp

- Youth-led activities (e.g. RYSE's youth-led town hall)

Barriers to Youth Engagement
- Budget cuts at WCCUSD
  - There was a massive deficit prior to COVID-19, so it will likely be even greater post-COVID-19

Incentives for Youth Engagement
- Gift cards (popular ones include Starbucks, Target, Google Play, etc.)
- Engage the caregiver to engage their youth – Providing an incentive or gift card to the family will help them get their youth onto an event, especially youth under the age of 14

Support from Community-based Organizations (CBOs) for Youth Engagement
- Focus groups and forums will need to be limited because of COVID-19 unless restrictions are given
- Numerous organizations expressed interest in providing space/time to support youth engagement focus groups and forums

Best Practices for Youth Engagement
- Best times for activities
  - It depends on the age group and venue
  - Typically after work hours, either right after school or during the evening
  - Providing childcare and meals to support families/parents
  - After school - 4:00pm-6:00pm
  - Evening - 6:00pm-8:00pm
  - Weekends - After 11:00am
- Be specific as possible for topics with youth and parents - The younger the student, the more concise/specific question to ask
- Alternate days and times to engage the variety of populations desired
- Actively engage the Richmond Public Library in the conversation - Young adult librarians might have some ideas
- Be mindful of burnout since school is now online
- Do not let youth feel overly studied
- Make it a point to meet the students where they are to increase engagement

Online Platforms and Locations
- Online platforms that can be used include Zoom, WebEx, Flip Grid, Wonders, Google Hangout, and Instagram
- Potential locations Contra Costa College, Richmond High School, and E M Downer YMCA

Breakout Groups Share Out

Participants from each group above shared briefly on what topics were discussed regarding focus groups, community forums, and youth engagement.

Next Steps and Closing
(LaShonda White, RDCY Director)

The Department of Children and Youth appreciates the feedback shared and the opportunity to work together with service providers to engage the community. Department staff encouraged everyone present to reach out with additional feedback and to let the department know if they need assistance sharing information/resources related to COVID-19.

Additional Announcements
- Bouakhay Phongboupha – The City of Richmond is still moving forward with its Summer Youth Employment program. Community partners are welcome to refer youth. There is more information on the City of Richmond's website
- There is a youth forum scheduled for April 30th. A link was shared with the group
- Katherine Lee – APEN has been a part of a steering committee for an online youth rally on Thursday, May 7th from 4:30pm to 5:30pm. An RSVP link was shared with the group