



# DOCUMENTATION FROM RICHMOND WORKSHOP ON THE SPECTRUM OF COMMUNITY ENGAGEMENT TO OWNERSHIP

Centering Resident Voice & Community Leadership for  
Racial Equity

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# SUMMARY

On October 1, 2020, Healthy Richmond and the City of Richmond's GARE team hosted over 60 members of various community based organizations, city government entities, school district leadership, and parent/resident leaders for a half-day online workshop focused on centering resident voice and community leadership for racial equity in the city of Richmond, California.

## PURPOSE

The purpose of the workshop was to create a space for collaborative learning and capacity building to promote equitable community engagement and fair outcomes for all Richmond residents by centering historically marginalized groups impacted by structural racism.

## PROCESS

The workshop was facilitated by Rosa González of Facilitating Power, who developed the Spectrum of Community Engagement to Ownership in partnership with several communities working to advance racial equity through resident voice and power, and by a team of facilitators from Healthy Richmond, the City of Richmond, Richmond Land, and the West Contra Costa School District. Workshop participants worked together to develop a shared definition of racial equity, received a presentation by Ms. González on the Spectrum of Community Engagement to Ownership, and participated in small group discussions applying the CE2O Spectrum to 7 different racial equity goals, and shared highlights from their breakout groups in a large group discussion.

## LIST OF PARTICIPANTS

Note: Breakout Group Facilitators are in **bold**

1. **Valerie Jameson, Richmond LAND**
2. Emily Carroll, City of Richmond
3. Sam Vaughn, City of Richmond
4. Paige Roosa, Richmond Rent Program
5. Mariana Moore, Ensuring Opportunity Campaign
6. Michelle Milam, Richmond Police Department
7. Melvin Willis, City Councilmember and ACCE
8. Shasa Curl, Deputy City Manager, City of Richmond
9. Beatriz Guerrero Auna, City of Richmond, Community Development Department
10. Cymone Goree, East Bay Neighborhood Housing Service
11. **Trina Jackson, Liaison to the Richmond City Council and the Richmond GARE Team Lead**
12. Ana Crespin, Water Resources Recovery, GARE Team Member, City of Richmond
13. Randy Joseph, Richmond Community Police Review Commission
14. Shakira W Reynolds, WCCUSD Parent Leader
15. Kimberlyn Carson Thrower, CSD - Community Enrichment
16. Laura Snideman, City Manager
17. Iris Podschun, RCF Connects
18. William McGee, West Contra Costa Unified School District Director of Office of African American Student Achievement
19. Gabino Arredondo, City of Richmond, City Manager's Office
20. Stephanie Seguiera, Richmond Resident and WCCUSD parent

(originally assigned to 4, but ended up in 2)

21. Shivali Gowda, City of Richmond, City Manager's Office, GARE Team Member
- 22. Carlos Lemus, Healthy Richmond**
23. Leslie Recker, PTA - Former Council President and now Legislation and Advocacy Chair, Secretary, WCCUSD LCAP Committee,
24. Maurice Range, City of Richmond - Community Service Department
25. Cristina Kenney, CoBiz Richmond
26. Ranjana Maharaj, City of Richmond, Community Services Department
27. Dominique Green, City of Richmond Mayor's Office and GARE Team Member
28. Duffy Newman, Contra Costa Health Services
- 29. Martine Blake, WCCUSD**
30. Tom Panas, WCCUSD
31. Patrick Seals, City of Richmond City Attorney's Office
32. Stephanie Seguiera, Richmond Resident and WCCUSD parent
33. James Becker, Richmond Community Foundation
34. Jamileh Ebrahimi, RYSE Center
35. Belinda Brown, Finance Director, City of Richmond
36. Rryn Schumacher, Contra Costa County- Community Wellness and Prevention Programs- Tobacco Prevention
37. Tony Wold, CFO for WCCUSD
38. LaShonda White, Interim Deputy City Manager, GARE Team Member, City of Richmond
- 39. Johann Fragg, City of Richmond Community Services Department and GARE Team Member**
40. LaShante Smith, WCCUSD
41. Tetteh Kisseh, City of Richmond Community Services Department
42. Eduardo Martinez, Richmond City Council
43. Anil Comelo, Human Resources Director, City of Richmond
44. Shannon Ladner-Beasley, Contra Costa Health Services - Career Pathways/ COVID-19 Engagement and Outreach
45. Tammi Edwards, City of Richmond, Office of Neighborhood Safety
46. Al Walle, Richmond Police Department
- 47. Vi Vo, Healthy Richmond**
48. Abigail Sims-Evelyn, Richmond Public Library - LEAP
49. Stacey Street, RCF Connects, Chief Operations Officer
50. Jennifer Rougeau, Richmond LAND
51. Dulce Galicia, Richmond LAND
52. David Padilla, City of Richmond, Department of Children and Youth, GARE team member
53. Jordan Simmons, East Bay Center for the Performing Arts
54. Edith Pastrano, ACCE
55. Floridalma Bac
56. Jordan Thompson
57. Erika Cruces, WCCUSD Parent and Multilingual Advisory Committee Co-Chair
- 58. Roxanne Carrillo Garza, Healthy Richmond**
59. Jonny Hill, City of Richmond Information Technology and GARE Team Member
60. Robert Rogers, Contra Costa County Office of Supervisor John Gioia
61. Yolanda Vierra-Allen, WCCUSD Parent leader WCCUSD
62. Hector Malvido
63. Adey Teshager
64. Samantha Carr, City of Richmond

# CURRENT BARRIERS TO AUTHENTIC PARTICIPATION

## Limiting Practices

- Decision making processes are cumbersome, technical, not welcoming, not transparent
- Valuation of time to afford the depth of participation
- School board meetings run too late- I have a medical condition that makes staying up late difficult and potentially harmful
- The public being limited in time (1-3 mins) and ability to give input at public meetings. Items of public interest being addressed far too late at the meetings.
- Public comment time being reduced per person when more people show up to speak.
- Voices/needs/views discounted at public policy hearings
- Communities should be a part of some ongoing organic and or mandated process before a plan is created. Waiting for the creation of plans produces "time stress"
- Not having clear decision-making processes and timelines for projects. Finding out too late to influence much.
- Sometimes staff ask for feedback but don't actually know what to do with criticism or concerns.
- Often budgets are created in isolation and decisions are already made by the time the community is involved with little room for negotiation
- Community mobilization usually happens weeks before the budget is to be approved - by this point it's too late. Values and priorities are not aligned
- Culture of meetings and how decisions are made excludes residents

- Missing opportunity to hear in depth narratives in each of the most impacted neighborhoods, especially across generations.

## Beliefs/Bias/Racism

- Assumption that community doesn't/can't understand solutions for equitable housing
- We don't highlight successes. We seem to focus on failures instead of showing what can work
- Coded racial/classist assumptions drive policy decision making (white/wealthy "landlord" voices are more privileged/valued by decision makers)
- Assuming that people don't want to change, and are okay with current living conditions.
- Blatant racism in the housing provider community.
- Lack of compassion and human connection
- People want the "right" thing as long as it is convenient.

## Information & Training

- Lack of access to info, demoralized populations
- Not feeling accepted by black or Latin members in the community as a mixed community member
- Education on data sharing tools
- Information not accessible for critical decisions being made
- From not being able to access the data, to requesting the data and not getting the data at all or in a timely matter, to the data being unreadable or inaccessible, to no explanation of the data that is given or shown.
- Data when possible not being disaggregated by race and

neighborhoods

- Need to truly share information.
- There has been limited outreach and marketing of information sharing
- Data is subjective, so people with different perspectives interpret raw numbers in different ways. We should talk about data in the community to make meaning together.
- We don't properly educate people on the subjects being discussed, the areas they can impact, and the timelines involved
- Information about opportunities not being advertised in forums frequented by people of color
- Communities of color feel like they don't have the capacity to engage because it is over their head or they don't know how to access it. How does policy affect their lives and the lives of their families? Make connections between policy and their lives.

### Language

- Translation/interpretation in many languages.
- Information is not available in needed languages
- Board of Supervisors meetings having inconsistent and stodgy Spanish language interpretation for public comment and other vital pieces in engaging public policy
- Hay una barrera de idioma impresionante, por parte de la información que damos a las comunidades y el idioma que hablamos la mayoría de las y los funcionarios públicos.
- Language barrier disrupts ability to move through this spectrum

### Political Power

- Gerrymandering - political advantages
- Not having positions of decision making power

- Information flow is too often one-way (from "leaders" to community)
- How to create spaces for resident leaders to consult with systems throughout policy dialogues that leads to decisions on practice and resource allocation.
- Underrepresentation: Communities of color haven't been meaningfully engaged in coming up with solutions to address housing stability
- Not being in positions of power or leadership
- Lack of knowledge especially without local politics work. with elections, we talk about presidents but NOT local elections, we have no idea how they work, and we end up with people who do know how they work
- Voting, folks that have been through the criminal justice system, don't have the ability to get information. Restoring voting rights.

### Technology & Transportation

- Digital divide
- Lack of Internet access
- Lack of access to transportation
- Location of meetings may not be in various neighborhoods to make attendance easier for those with limited transportation

### Dominant Economic Paradigm

- Lack of Access to wealth building services
- Money and resources are the focus.
- No access to employment or underemployment, lack of quality education.
- Employment opportunities are often word-of-mouth instead of recruiting locally
- Internal candidates often take priority over hiring from

community - it's a double-edged sword because career advancement is also important

## IDEAS, ACTIONS & NEXT STEPS

### Cultivate Equitable Housing Opportunity

- Need for greater focus on community ownership within equitable housing
- Need tools for standards for hiring and training, need for conflict resolution management
- Housing providers can be racist; we need resources to intervene here

### Enhance Community Equity Profile

- Go into the community to share and gather info early on. Build relationships, find out who trusted community leaders are
- Agencies need to find out what the communities are interested instead of taking in pre-thought programming
- Take info and make it actionable; no 'us-against-them' mentality
- Importance of training, background info and data that's accessible for community participation: the acronyms, the budget breakdown - give the tools so they can be decision makers
- Compensate for their info
- Make the meetings happen at times and places that actually work for them

### Assess & Improve Diversity in Boards & Commissions

- Website for city of Richmond and school district needs work (User Interface)

- You either know the power and how to get involved, or community ppl try to get involved and think it's just talking, discouraged by self interest of politicians
- City council members are supposed to be liaisons for boards and commissions but they don't attend
- Moving ideas forward: how do we set goals about getting ideas heard?
- Youth and adult mentorship: "What is a board and commission" getting youth informed and tapped into leveraging this power
- Building relationships with orgs that are doing this work and connecting them to the boards, commissions, etc.
- Start from a circular approach
- Know that you can propose something, demystifying and showing what their power is so the community can get involved.
- #inform #empower

### Use Racial Equity Tool to Determine Local Budgets

- Building budget literacy, stakeholder ability to understand budget and process, approval and what approval means for the people
- We have so many spaces for the community to engage, but we still have to leverage them and people still don't feel truly engaged.
- Making info digestible and accessible; more than just emails: broader
- Relationship and trust building



- Early and Often: bring community along with us thru the process versus after decisions have made and asking for feedback
- Key step is to stop and educate people, provide info in ways that matter to the community (take the audience into account - break down information into pieces that are easy to understand and matter to specific populations/areas)

### Apply a Racial Equity Lens to Improve Hiring & HR Practices

- We agreed on which communities are impacted, lack of access to info about job opps
- Once you do see the jobs, short windows, ppl think they're unqualified when they are based on wording
- More opps for job training, collaboration in community with orgs already doing job training
- Reform way applications are processed, reform 'minimum qualifications' that are real life versus jargon
- HR hiring/vendors should be centered around Richmond – getting community voice on this idea,
- Examine how we're recruiting and partnering with agencies

### Develop a Framework for Equitable Community Engagement

- GEOGRAPHY of marginalization
- Inclusion and efficacy in decision making process
- A way to make people feel safe to share

- Identify cbo's that have these connections to avoid tokenization
- Programs that facilitate pathways to decision making
- Emergency relief funding, building in hoops that prevent ppl from accessing funds
- Capacity training and compensation for time and voice. And acknowledge their work. Give residents credit.

### Establish Practices for Equitable Policy Development & Racial Equity Departments in each Major Jurisdiction

- Spaces and places where language is understandable to community so they see themselves
- Conversations about how policy affects lives
- Digital divide: how to get people into the online conversation
- Systems struggle to figure out who what issues to include the community in
- Task force is triggering language to formerly incarcerated
- People need to see themselves in the room
- Hope: there's folks in west county working on this and there are already relationships
- Parents have educational rights to participate in decisions
- This is a revolutionary time and we need to repair real harms
- Build on the Yplan model, we have a relationship with students, it will create agency in their school, education, etc.. Don't wait for students to engage because it will translate beyond their schools

## WHY CIRCLES

Advancing racial equity through the voice and power of communities who have been impacted by structural racism represents a fundamental culture shift - moving from marginalization to community ownership. Why is it important that we come together in circle to do this work together? What wisdom do circles offer us? The following are responses to these questions by those who participated in the workshop:

- **The practices of inclusion, belonging, and connection are key**

In a circle you can really see who's there and connect, and also notice who might be missing.

There's no first and no last person, there's just togetherness. No one is left out.

They are continuous and unbroken

Circles show us that we are connected with one another

Round, continuous, unbroken.

Everyone is unified and on the same level. We can all see one another and come together in similar purpose

They connect our legacy with ancestral practices

- **This works takes balancing uneven power dynamics that contribute to exclusion**

A circle breaks down the power dynamics, everyone present has something to offer and share

We are all the same distance from the center

Bringing circle process into the decision making, moving away from lining up to the podium to speak for a timed segment

- **We must have bold vision and expand our sense of possibility**

Circles are infinite and limitless, demonstrating possibility. They are also held together by the connection of the individuals in the circle.

The circle can be seen as a polygon with an unlimited number of sides

## PARTICIPANT VALUES GUIDING THE WORK

In addition to the values named above, workshop participants named the following values or principles for guiding the work of advancing racial equity by ensuring resident voice and power in local decision-making:

**Nothing about us without us.**

**Historical residents as beneficiaries**

**Access to decision makers**

**Critical reflections, a connection to the land/city, understanding where one's position is in relationship to power and privilege**

**Building leadership through work on the ground**

**Decriminalize our cultural uniqueness**

**Taking ownership and using current positions to help impact systemic issues.**

**Love of our communities and its people**

**Having a diverse group of stakeholders to change institutional racism**

**True collaboration building with equity**

**Value stories and experiences**

**Acknowledgment of wrongdoing to people of color (POC) over 170 years**

**Genuine relationship building**

## HOW WE ARE DEFINING RACIAL EQUITY

*“Racial equity [is] both an outcome and a process. As an outcome, we achieve racial equity when race no longer determines one’s socioeconomic outcomes; when everyone has what they need to thrive, no matter where they live. As a process, we apply racial equity when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.”<sup>1</sup>*

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<sup>1</sup> Center for Social Inclusion (now Race Forward): <https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/>

## RACIAL EQUITY OUTCOMES (As Defined By Workshop Participants)

### Everyone has what they Need to Thrive and Participate

- Race should not dictate access to basic needs and services.
- Access to information, opportunities, eat, live, and then work from there.
- Racial Justice means the most impacted by crimes are part of the solution. They need jobs, opportunities so people can move from poverty to a sustainable economic class. Also mental health needs to be included in solutions.
- Having the same access to opportunities and the potential to be able to live a long life- being able to bring the 13 documentary to De Anza high school

### Equitable Economic Opportunity

- Grew up on the Southside of Richmond and there were not too many opportunities. I want to increase job opportunities for residents.
- race equity looks like promoting economic equity

### Ending Race-Based Discrimination in Policing

- Racial equity looks like not treating certain people differently in traffic stops - - trying to be equitable as much as possible

### Decriminalization of Students of Color

- Decriminalization of behavior within school systems.

## THE PROCESS OF ACHIEVING RACIAL EQUITY (as Described by Workshop Participants)

### Community Voice in Policy, Planning & Decision-making

- We all need community input, sometimes we forget and with all injustices its important we look at restructuring - working with youth can be challenging and we need to ensure that everything is fair
- Not doing so is continuing to honor systematic disenfranchisement intended to prohibit community ownership based off of race.
- Racial equity means building policy that promotes community ownership and dignity inspired by the validation of community voice.
- Student and Community Voice is very important. It is critical that we make sure that all are involved from conception rather than presenting plans and getting input.
- Parents were constantly left out of local processes because of lack of translation and other resources.

- Voice, knowledge and expertise valued as a youth and adult - engagement is foundational to engaging the community to validate and lift voice.
- It means aspect of race, bringing other people to the board, making sure the right people are working on the board and issues
- Intentional and inspired to work on behalf of our diverse community and contribute back to the community that has raised me. Believes in "no decision without me" philosophy and that we should always engage folks policies will impact. Has witnessed empowerment when the community is engaged in decision making and development.
- Trying to create policies for RNHS renters. Also wants to look at how to create change outside of the portfolio. Born and raised in Richmond.
- The people who are most impacted have the best solutions, want to learn how to use my power and influence to help, I feel deeply accountable as a white woman

- The city is finally getting on board to impart these services to ingrain community voice into the culture - likes the city wide efforts
- Race equity looking at all services throughout the county - getting people at the table - looking at civil engagement
- Grew up here in Richmond, change in the community by serving low-income, underserved, communities of color; language barriers preventing access. Residents= in spaces

### **Community Leadership to Address Issues**

- Racial Equity means addressing a lot of the issues we see. Barriers to housing, incarceration, systemic and historic barriers to thrive. More subject to displacement. Struggling to survive. The work that is done is on the ground. Building up leaders to do this work and grow their leadership.
- When we truly engage and build community power, we can achieve things that we never imagined. Recalls project that resulted in rebuilding of comm, inc comm ctrs, Nystrom, apartment complexes - residents helped design. Buildings are still pristine bc residents had an opp to engage and therefore build ownership.
- matching passion of residents to the board and in the power. people who are passionate about showing other people. some don't want to give up their seat, and have to groom the next seats.
- Richmond Revolution has a movement and uses skills like social media well, but might not have all the info to navigate and find resources.

### **Critical Consciousness & Racial Equity Lens to Guide Work**

- RPD / View the lens of racial equity in all critical work to transform communities. I think of a person, not a theory. Thinks about Racial equity as a pragmatist. Interested in how barriers can be broken down. At the end of the day, people need to be helped. Historical residents have not been the beneficiaries. That needs to change.

- Use an equity lens in the City decision making process.
- Structural bias is in everything we do asking why I do things
- Recognition that barriers exist in our systems that are holding folks back b/c of their race and identity
- Dig into our own biases and what happens within systems that creates different consequences.
- Conceptual Framework to understand injustice
- Checking my own behaviors

### **Transformative Solutions Developed through Community Organizing & Leadership**

- Opportunity to change the paradigm of education to bring families into systems of education. This is an opp to develop solutions together.
- Racial equity means honoring cultural story and history of the community, access to food, healthcare, and that all systems are available to all that need them.
- Impressed by the organizations in Richmond that strive to work with residents who want to be part of solutions for housing, jobs, and education.
- View the lens of racial equity in all critical work to transform communities. I think of a person, not a theory. Thinks about Racial equity as a pragmatist. Interested in how barriers can be broken down. At the end of the day, people need to be helped. Historical residents have not been the beneficiaries. That needs to change.
- Personal relationship coming from the community. Important to be deliberate about racial equity. Not just power and decision making but supporting youth children families.
- At this moment this work is necessary. Play a role in moving forward in a positive direction. City officials are community clinicians. Health and wellbeing of residents through policy. A long way to go to address inequities.

- CoBiz: we are a Real Richmond organization, Black-led. We want to see this across boards, etc. and we see the same faces.
- Struggle to transform a system to serve young people in an equitable manner. We need to focus on how to better engage the community. Right now it seems disconnected and although we are saying the same things we are sometimes using different language.

### **Authentic Relationships and Transforming Dominant Power**

- Building relationships is another cornerstone essential to engagement
- Here to learn from everyone, on an ongoing journey to understand my role, use my position and privilege to break down barriers.
- Grew up in richmond, serve as an opportunity to reflect on the work the city has done and what needs to be done

- challenging BOS meeting on the 29th. Fighting for more tenant protections. Struggling to be housed and the BOS were mainly listening to landlords (white-presenting) vs. immigrant, black, brown voices being ignored. It was painful to see. The power differential is there and it is important to uplift community voice.
- Racial equity looks like being tolerant and willing to learn

### **Intersectionality**

- race equity looks like promoting economic equity
- Racial equity intersects with ageism, when we are talking about representation.

### **Acknowledging Racial History & Impacts**

- First generation to be bused and it made an impact on me and the system that it tried to address.

# SPECTRUM OF COMMUNITY ENGAGEMENT TO OWNERSHIP

## **USES OF THE CE20 SPECTRUM**

The spectrum of Community Engagement to Ownership offers a shared framework and language for communities to collaborate in centering community voice and leadership in local decision making. It can be used in the following ways:

1. As a reflection and evaluation tool
2. To set goals for strengthening community engagement and moving towards community ownership
3. To improve policy development practices through community participation

## **APPLYING THE CE20 SPECTRUM TO 7 RACIAL EQUITY GOALS**

**How were the ideas below generated?**

Seven small groups (that included a mix of community-based organizations, resident leaders, and city, county, and district staff) met in breakout rooms each focused on one of the seven racial equity goals identified by the planning team. They reflected together on the prompts that correspond to each stage along the spectrum and generated the ideas and reflections outlined below.

### How will the ideas be used?

The ideas outlined will be incorporated into the GARE racial equity plan, and will inform community engagement plans at the West Contra Costa School District and West Contra Costa County.

1 EQUITABLE HOUSING OPPORTUNITIES					
MARGINALIZATION	INFORMATION	CONSULTATION	INVOLVEMENT	COLLABORATION	COMMUNITY OWNERSHIP
In what ways have communities of color been excluded in this specific area of work? And what barriers to participation persist?	What learning and information sharing needed is for sustained community voice & power in this specific area?	When (and how!) should impacted residents (adults and youth) be consulted in this effort?	What is needed for impacted residents to have genuine voice & power in determining the direction of this body of work?	Where are there opportunities for collaboration to expand and deepen resident voice and power?	What seeds can we plant now to cultivate full community ownership of this body of work, in ways that build community assets?
<p>Assumption that community doesn't/can't understand solutions for equitable housing</p> <p><b>Underrepresentation</b> "Communities of color haven't been meaningfully engaged in coming up with solutions to address housing stability"</p> <p>Hay una barrera de idioma impresionante, por parte de la información que damos a las comunidades y el idioma que hablamos la mayoría de las y los funcionarios públicos.</p>	<p>bringing in the full picture of how affordable housing is built. Integrating challenges in land-use and planning that connect to how development decisions get made.</p> <p>An awareness of how property rights came to be, and an honest unpacking of who has historically benefited from intergenerational wealth accumulation. #whitesupremacy"</p> <p>"Training, access and resources to digital</p>	<p>Focus at the core values and envisioning stage before a project is proposed.</p> <p><b>For policy design</b> "When creating any type of policy that requires public money."</p> <p><b>From beginning</b> "Don't be afraid to blow it up and start over if you get it wrong (this is happening in East County right now)"</p> <p><b>Clarify intent</b></p>	<p>"To feel that the process is transparent and their values are reflected in the decisions. We own up to mistakes and we also seek understanding. "</p> <p><b>Processes</b> "From local government, to require government employees to include community involvement as a process of policy design."</p> <p><b>Resident leadership development &amp; support</b> "Invite/support residents to connect across systems and</p>	<p>Expand and capacity for resident groups and volunteers to support their needs."</p> <p>Deeper partnerships between community organizations and local government Meetings of different resident groups across the county -- congress of residents -- build broad collective power.</p> <p><b>RNHS</b> "Here and info sharing"</p>	<p>Utilize existing communities to help with organization ideas. We have some of that we can build on.</p>

<p>Voices/needs/views discounted at public policy hearings</p> <p><b>"Time Stress"</b> "Communities should be a part of some ongoing organic and or mandated process before a plan is created. Waiting for the creation of plans produces "time stress"."</p> <p>Coded racial/classist assumptions drive policy decision making (white/wealthy "landlord" voices are more privileged/valued by decision makers)</p> <p><b>Lack of Information access</b> Communities of color are working class and barely making a living wage. There isn't time in the day for people to understand the government process and governments' way of notifying the public about critical issues is insufficient.</p> <p><b>Racism and implicit bias</b> Assuming that people don't want to change, and are okay with current living conditions.</p> <p><b>Disconnect / Discounted</b> "White people don't know that they are Racists. Don't see the problem, don't understand."</p>	<p>communities. Currently in the pandemic we are hindered by access issues.</p> <p>Understanding that residents do not understand bureaucratic processes and government employees do.</p> <p>Explain decision making points and processes to residents in clear, accessible language Advocate to decision makers to make decision points and meetings more accessible, welcoming, clarity of info, more support for residents including language access</p> <p>Connecting resources more effectively so residents know where to go to get information and assistance; removing barriers to accessing that information (e.g. language barriers, digital divide, physical distance)</p> <p><b>Outreach</b> "Reaching out to people and having one on one conversation with them is hard but it is also one of the best ways to</p>	<p>"If the consolation is meant to be limited, but upfront about that. Do the prep work to help community members understand their role in the consolation process."</p> <p>Understandable budget documents</p> <p>Break down housing development process (or tenant rights, etc.) in clear terms, no jargon</p> <p>At the Start</p>	<p>issues and needs (to the extent residents want this)"</p> <p><b>Public decision makers come to residents (habitually) vs. make residents come to them</b></p> <p>"The time and space to do so effectively"</p> <p>"Having someone come to a city council meeting for several hours so they can give a 1-3 public comment may not be an effective or feasible way to providing input"</p> <p><b>Rent Program</b> "Mainly in information sharing. Does try to deepen to consolation and involvement."</p> <p><b>Homeless Task Force</b> "Gradient depending on the situation. Sometimes it is info sharing, involvement, engagement."</p>	<p><b>Richmond Planning Dept</b> "and in information sharing in relationship to zoning, permits, etc."</p>	
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<p><b>Special Interest</b> Money and resources are the focus.</p> <p><b>Shifting blame</b> Tenants are mostly bad racial coding.</p> <p>Landlords are mostly good, just a few bad ones.</p> <p>Blatant racism in the housing provider community.</p> <p><b>NIMBY</b></p> <p><b>Internalization and messaging of undesirable communities</b> "homeless people are perceived to be at fault for their condition and people care more about their property values."</p> <p>Lack of compassion and human connection</p> <p>People want the "right" thing as long as it is convenient.</p> <p>Language barrier disrupts ability to move through this spectrum</p>	<p>engage folks. Information community sees everyday it can be easy to overlook issues that impact them. Or not even know where to access that kind of information</p>				
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2 COMMUNITY EQUITY PROFILE					
MARGINALIZATION	INFORMATION	CONSULTATION	INVOLVEMENT	COLLABORATION	COMMUNITY OWNERSHIP
In what ways have communities of color been excluded in this	What learning and information sharing needed	When (and how!) should impacted residents	What is needed for impacted residents to have genuine	Where are there opportunities for	What seeds can we plant now to cultivate full

specific area of work? And what barriers to participation persist?	is for sustained community voice & power in this specific area?	(adults and youth) be consulted in this effort?	voice & power in determining the direction of this body of work?	collaboration to expand and deepen resident voice and power?	community ownership of this body of work, in ways that begin to build community assets?
<p>From not being able to access the data, to requesting the data and not getting the data at all or in a timely matter, to the data being unreadable or inaccessible, to no explanation of the data that is given or shown.</p> <p>Not having clear decision-making processes and timelines for projects. Finding out too late to influence much.</p> <p>Lack of internet access</p> <p>Lack of training</p> <p>Not having positions of decision making power "Need to truly share information."</p> <p>There has been limited outreach and marketing of information sharing Location of meetings may not be in various neighborhoods to make attendance easier for those with limited transportation Data when possible not being disaggregated by race and neighborhoods No access to employment or underemployment, lack of</p>	<p>Community wide training on how to access, read, and apply data.</p> <p>Sharing info continuously, in multiple languages, for various learning styles and literacy levels</p> <p>Virtual workshop trainings</p> <p>Recorded trainings</p> <p><b>How to take stake in the community.</b> "How to own property. How to own a business. Education and how to advocate for students, Black students."</p> <p>Trainings on understanding funding at the state and local level</p> <p>Education on the open data portal, refer to the community to determine the equity indicators or to be a part of the brainstorming sessions</p> <p>Constant feedback loops and providing</p>	<p>Going to Neighborhood Councils, having the city setup accessible tutorials, making the information easily accessible.</p> <p>Throughout the process! Use participatory action research to have residents ask the questions they care about, not just look at the answers.</p> <p>Asking CBOs what data they want to see on the portal</p> <p>Asking residents what data they want to see during trainings</p> <p>Meaningful data, not just sharing information and calling it data.</p> <p>Going to where residents are, having meetings at multiple times, providing childcare, food, even compensation depending on the role</p>	<p>Having the city not ignore members and respond to requests, making the data easy to be found and easy to read.</p> <p>More collaboration with funders and community-based organizations to share data and engage the community. "implementing institutional change as a result of community involvement"</p> <p>Taking feedback and making it actionable. Not just talking, but show how items are being addressed. Quarterly updates. to be included in the process</p> <p>Community leads meetings asking what should be added</p> <p>Residents need to feel that they issues they are involved with are incorporated into the portal</p> <p>Training and opportunities to have leadership positions</p>	<p>Opportunities are all over. But to have something meaningful, it should be done in a forum where people can all talk, share the mic, and not just listen. There needs to be breakout groups, and true learning.</p> <p>Allowing CBOs and resident leaders work on adding datasets/pages to portal</p> <p>"Agencies being transparent how they're collaborating with the community and how/when they will implement change"</p> <p>Faith-based community, CBOs, community groups, student-led organizations</p> <p>Create capacity for ongoing community organizing and participatory action research with Y-PLAN alumni - youth and adults.</p>	<p>Make Nystrom Village and other public housing into a Land Trust or cooperative</p> <p>Appreciate the youth-led Board for the Department of Children &amp; Youth funding</p> <p>Community is part of approvals process for adding to the portal</p> <p>Develop coops where residents can own and work in their own business...share profits</p> <p>agencies to include input garnered from the various community groups. The project/program was co-created by agency and community</p> <p>Deeper engagement with parents at school sites and at the district level, with existing SSCs and parent advisory committees</p> <p>Pathway for residents to become teachers.</p> <p>Be more intentional</p>

<p>quality education.</p> <p>Sometimes staff ask for feedback but don't actually know what to do with criticism or concerns.</p> <p>Not being in positions of power or leadership Data is subjective, so people with different perspectives interpret raw numbers in different ways. We should talk about data in the community to make meaning together.</p>	<p>timely, easy to understand data</p> <p>who are the community partners and are there community partners from all demographics</p> <p>sharing on a regular basis</p> <p>Data should be up to date to ensure accuracy</p> <p>Tie data when possible to existing plans/foundational documents</p>	<p>should be an ongoing process, have the portal always have a way to get community feedback and occasional workshops explain what is available in the multiple dashboard platforms</p> <p>should be early and often</p> <p>should always be a way to get feedback (workshops, lunches, presentations at cbo's)</p>		<p>seek out community groups and meetings to request input</p>	<p>about the inclusion of youth in decision making</p> <p>Train parents and youth and then compensate them for their time and expertise. Training and economic empowerment must be a core part of any power shifts.</p>
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### 3 DEMOGRAPHICS OF BOARDS AND COMMISSIONS

MARGINALIZATION	INFORMATION	CONSULTATION	INVOLVEMENT	COLLABORATION	COMMUNITY OWNERSHIP
In what ways have communities of color been excluded in this specific area of work? And what barriers to participation persist?	What learning and information sharing needed is for sustained community voice & power in this specific area?	When (and how!) should impacted residents (adults and youth) be consulted in this effort?	What is needed for impacted residents to have genuine voice & power in determining the direction of this body of work?	Where are there opportunities for collaboration to expand and deepen resident voice and power?	What seeds can we plant now to cultivate full community ownership of this body of work, in ways that begin to build community assets?
<p><b>lack of knowledge</b> "especially without local politics work. with elections, we talk about presidents but NOT local elections, we have no idea how they work, and we end up with people who do know how they work."</p>	<p><b>technology/ website</b> "hard to navigate city website AND WCCUSD website. This marginalizes the community from the beginning. layers of tabs to find something so</p>	<p><b>attend board/commission meeting</b> "they are supposed to go to these meetings, so they should go regularly or answer to those spaces (or call</p>	<p><b>cobiz: power vs instruction</b> "what we learned: when you give people power to do something, they take ownership BUT if you tell someone to do something, then you are</p>	<p><b>city council members are liasons to board</b> "they are supposed to be liaison, but they don't go to the meetings of boards/commissions. it should be a general</p>	<p><b>Rich City Rides</b> "they aren't boards/commissions, but it's a good model for community engagement of all ages. they've built something powerful in just 5 years. 20-30 young</p>

<p><b>mentorship and training needed</b> "this opens up the ""net"" of people applying."</p> <p><b>words of mouth</b> "there should be more publicizing of these spaces for better representation"</p> <p><b>bringing attention to data</b> "breakdown of board of commissions based on years of membership, demographics, fact-based, and produce conclusions around ownership of building people into those roles."</p> <p><b>"coming back"</b> "don't just leave after it's over, come back. people treat it as ""business as usual"". there's a lack of current leadership. It's cool to be on one, but what are you doing. are those people actually in the community or are there any relationships/connections. this way representatives know the needs of the community/businesses/etc."</p> <p><b>no power / purpose</b> "The community knows about B + C, but if there isn't any power or agency, then ""What's the point""? Community will organize on their own to make changes."</p>	<p>simple."</p> <p><b>website/IT department</b> "i could not find the document I needed, and couldn't help someone else because of it"</p> <p><b>I.T.</b> "I was brought on to meet IT department, but there is a complete disengagement, technology outdated and security issues that don't exist. There's a lot of gate keeping and pulling teeth.</p> <p>Compared to San Pablo's EDC social media, our city is not up to date."</p>	<p>them out). identify root causes for low attendance."</p> <p><b>treatment from board/commission members</b> "they are not very respectful of the community and staff. they might joke around or be sarcastic, but comes off differently"</p> <p><b>cultivate leadership</b> "always looking for the next generation to foster leadership. who is that bright star, and build them up/support. and where are spaces (I am in the Richmond Promise mentorship program) to help the next generation."</p> <p><b>"social clubs" vs change makers</b> "B+ C's power and outcomes depend on people in it. if the right people are in there, then there's more leadership, but some gatekeepers will discourage people to return."</p>	<p>simply instructing people. she's passionate about something and took it to the next level (public relations person)"</p> <p><b>learning from community</b> "The community has a lot to offer. give them a chance to do what they love or have experience, and they will evolve it."</p> <p><b>orientation/introduction</b> "step 1: teach what your org/space is about and step 2: ask what they thought or what they would like to do; allow for creativity. the community will say something we haven't even thought about."</p> <p><b>up to date / bylaws</b> "boards/commissions bylaws should be up to date. and should be widely known and practiced during meetings.</p> <p>we get lots of participants with their own agenda and how are we ensuring an equal process is being upheld by members.</p> <p>for example: commissioners using Park/Rec space to secure spaces for their soccer</p>	<p>statement/expectation."</p> <p><b>recreations and parks commission ambassador program</b> "we are in the process of getting a plan approved to get community college students onto boards and commissions."</p>	<p>men to bicycle, hire local youth through Kennedy bicycle club (compensation for youth involvement). they might not know ""bylaws"" but they know ""too many abandoned business buildings"" so then connect them to the EDC commission. and which organizations to partner with. (ex. El Garage graduated from Renaissance"" , so how do we lift them as a model)"</p> <p><b>Accessibility</b> "B+C are supposed to be accessible for participation. they CAN be powerful (with training + accessibility + help + comfortability + valued)"</p>
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			<p>team"</p> <p><b>self-interest</b>  "some people come in with personal agendas (although it might benefit community) and then pull people in subgroup or ""silos"" and now we are all in fragmented spaces. this then pushes community-focused people away."</p>		
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#### 4 INCORPORATE USE OF THE RACIAL EQUITY TOOL INTO THE BUDGET

MARGINALIZATION	INFORMATION	CONSULTATION	INVOLVEMENT	COLLABORATION	COMMUNITY OWNERSHIP
In what ways have communities of color been excluded in this specific area of work? And what barriers to participation persist?	What learning and information sharing needed is for sustained community voice & power in this specific area?	When (and how!) should impacted residents (adults and youth) be consulted in this effort?	What is needed for impacted residents to have genuine voice & power in determining the direction of this body of work?	Where are there opportunities for collaboration to expand and deepen resident voice and power?	What seeds can we plant now to cultivate full community ownership of this body of work, in ways that begin to build community assets?
<p>"We fail to engage them at all, early enough in the process, in a space that is convenient for them, in a language that they can understand"</p> <p><b>Little to No Consultation</b>  "Often budgets are created in isolation and decisions are already made by the time the community is involved with little room for negotiation."</p> <p>We don't properly educate people on the subjects being discussed, the areas they</p>	<p>"Making clear to those impacted what certain approvals mean, and how they will impact services (access to library, cultural events, community centers, and other city services)"</p> <p><b>Capacity Building and Mult Forms of Comms</b>  "It is important that we make deliberate efforts to engage communities that we impact and be strategic in focusing on those furthest away from</p>	<p>"At every step of the way there should be mechanisms that signal and the signpost consistently."</p> <p>"People should be brought in early, at the onset and not after the majority of decisions are made"</p> <p>There needs to be education at the beginning of the process and people need to be asked</p>	<p>"To have diverse residents engage in and provide feedback on the process and include them in conversations prior to recommendations and allow them to be a part of what flows out to the broader public"</p> <p>"Some might need the information explained in a way that is understood. Sometimes financial information is shared in a complex manner but time and effort could be spent</p>	<p>"Working with resident groups and community organizations - help to determine what info should be shared, how it should be shared and in what space it should be shared"</p> <p>"Partnering with organizations who have the communities respect who are connected to financial literacy, home ownership, rental assistance, etc. to support government in</p>	<p>"We need to do a better job of informing communities about the policies and procedures that build budgets"</p> <p>When budgets reflect values, then we have ownership</p> <p>"There are bodies in existence but there are improvements needed for increasing community engagement towards community ownership - i.e. DLCAP committee.</p>

<p>can impact, and the timelines involved</p> <p>"Budgets created in isolation, documents are not accessible or the details needed to understand the budget are not provided, union negotiations, budgets are shared after they are close to final and community is not included in the process at the start of the actual budget process. Community mobilization usually happens weeks before the budget is to be approved - by this point its too late. Values and priorities are not aligned."</p> <p><b>We don't provide budgets in understandable formats or explain how people can influence budgets</b></p> <p><b>Group Discussion</b> "Concern: Timing and input comes in the wrong areas Want to create and implement training re: budget and allow for a parent to present with staff</p> <p>Key step is to stop and educate people</p> <p>provide info in ways that matter to the community (take the audience into account</p> <p>break down information into pieces that are easy to</p>	<p>opportunity most. We must communicate with them in various capacities, strengthen relationships to build trust, and build their capacity and confidence to engage. It will be important to scaffold opportunities for community to engage and value/trust information we provide and that we make sure information is provided in a family friendly way and translated"</p> <p>"Relinquishing power and be transparent - take time to educate the community so we are able to meaningfully and authentically engage in the budget process. Translation and other supports are provided to remove barriers."</p> <p>Budget Justice Coalition training for the City level - they currently provide great trainings on the county budget level</p> <p><b>Group Discussion</b> - staff need education/training on how to effectively and authentically engage community</p> <p>- jurisdictions should</p>	<p>about their priorities before plans are created.</p> <p><b>Now!</b> "We should leverage existing groups to help develop stakeholder engagement plans to outreach to communities to build their capacity to engage in this work."</p> <p>"Before and every step of the way."</p> <p>"It should be first. we need to discuss priorities of community along with revenue and expense items - what do we have, what are we willing to pursue, and then setting budget priorities"</p> <p><b>Group Discussion</b> - how do we reach out and engage people that do not understand the process? - have to make the effort to find and engage others and those of us that understand can speak up</p>	<p>simplifying it"</p> <p>"More visuals"</p> <p>"Shared power, govt/systems staff are genuinely interested in engaging community and this is evident in values, practice and culture, accessible meetings and information, validation, relationship and community building, trust"</p> <p>Earlier notification of budget process starting and training</p> <p><b>Group Discussion</b> - How can we get parents and stakeholders at the table at WCCUSD SSC? - Participatory budgeting as a tool and step toward engagement</p>	<p>offering opportunities to help us make things clear"</p> <p>"A transparent budget process with ease of access to the information"</p> <p>"Meeting the community in their spaces vs. scheduling other meetings - parent groups, coffee clubs, classrooms, youth councils, CBO collaborations, etc. Be clear from the start - what is non negotiable due to dedicated funding and also be clear on what has just been always funded in a certain way but can actually be done differently."</p> <p><b>Group Discussion</b> - Use outside organizations as hubs and partner to share info and leverage resources/cultural capital - leveraging existing spaces</p>	<p>Also the newly formed Oversight Board for the Dept of Children and youth - a group of residents/youth that will decide how to dedicate funding using an equity framework."</p> <p><b>Group Discussion</b> - Funding does not always match goals - need a workshop in Spanish so local vendors know how to navigate the bid process and prepare RFPs.</p>
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<p>understand and matter to specific populations/areas)</p> <p>reframe culture and understanding of why it is important to engage</p> <p>more capacity building</p> <p>the ability to 'create open doors' for people to engage and provide support"</p>	<p>adopt culture that we must reach out and engage</p> <ul style="list-style-type: none"> <li>- trust building and relationship building is essential (the fact that people have been marginalized means that we will need to work on trust)</li> <li>- create documents that are easily understandable</li> <li>- building internal capacity that it is everyone's role to share and community trust/relationship building</li> <li>- gov't thinks in deficit model and we need to invest in systems/tools that can help us translate important information"</li> </ul>				
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## 5 INCORPORATE AND USE RACIAL EQUITY TOOLS IN HIRING & HR PRACTICES

MARGINALIZATION	INFORMATION	CONSULTATION	INVOLVEMENT	COLLABORATION	COMMUNITY OWNERSHIP
In what ways have communities of color been excluded in this specific area of work? And what barriers to participation persist?	What learning and information sharing needed is for sustained community voice & power in this specific area?	When (and how!) should impacted residents (adults and youth) be consulted in this effort?	What is needed for impacted residents to have genuine voice & power in determining the direction of this body of work?	Where are there opportunities for collaboration to expand and deepen resident voice and power?	What seeds can we plant now to cultivate full community ownership of this body of work, in ways that begin to build community assets?
Employment opportunities	Job prerequisites should	"Community Needs	"access to informations"	"Forums/Needs	"Education and Forums"

<p>are often word-of-mouth instead of recruiting locally</p> <p>Internal candidates often take priority over hiring from community - it's a double-edged sword because career advancement is also important</p> <p>"The lack of understanding of civic process: how to navigate through the "red tape""</p> <p>"They do not have the resources to apply or fully engage in the process."</p> <p>The structure of hiring panels (the people) as well as the process (the questions) alienate candidates and often screen people out instead of in. Answering questions well does not always translate into doing the job well and vice versa.</p> <p><b>Digital Divide</b>    Locked up</p> <p>"Information about opportunities not being advertised in forums frequented by people of color "</p>	<p>be posted so applicants are prepared when openings occur.</p> <p>"A Community Forum on how to apply for Civic Employment. Inform the public on the process"</p> <p>"agency workshops to assist applicants"</p> <p>Job descriptions should highlight what the first 30-60 days on the job would look like, not just list off the Knowledge, skills, and attributes of "ideal" candidates because "ideal" is subjective to system needs, not just the community's needs.</p> <p>Jobs should be posted in different languages</p> <p>Career Preparation should start in middle school by having classes "work for" agency partners to get exposure to workplace culture, typical work tasks, meeting etiquette, and problem-solving first-hand.</p>	<p>Assessment"</p> <p>Employment opportunities should be posted at community centers and not just the HR department or online</p> <p>"in-person surveys of community groups "</p> <p>Sc</p> <p>Involve community-based organizations, residents and youth themselves in designing job descriptions.</p>	<p>"education on the process and how to get their voices heard"</p> <p>"Communities should be able to have a voice in process (ie. Instead of hiring an outside consultant to do the Reimagining Richmond, we should pay community organizations to organize the process)"</p> <p>City departments should develop community mentor programs to better prepare local applicants</p> <p>"Include community members on the job interview panel."</p> <p>Involve community-based organizations, residents and youth themselves in participating in interview panels and evaluating progress and performance of the roles of people hired to serve them.</p>	<p>Assessments etc."</p> <p>"partnering with community based organizations that provide job training and life skills"</p> <p>Residents can be provided the opportunity to provide feedback on job requirements and participate in hiring interview panels</p> <p>Community Colleges should be an official pipeline partner to securing local government and public sector employment.</p>	<p>"rebuild hiring practices; restructure application processes; re-write job descriptions and determine minimum qualification with communities"</p> <p>The police department hires officers through our cadet and explorer programs. We are also inviting police commissioners to sit on our interview panels</p> <p>"Richmond is rich in community organizations who are already in communication with one another. The city government should listen to them as much as we do to organizations who represent businesses"</p> <p>People from the community or that have a shared lived experience as the population being served should receive bonus points in candidate evaluation.</p>
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## 6 ESTABLISH A FRAMEWORK FOR EFFECTIVE AND INCLUSIVE ENGAGEMENT

MARGINALIZATION	INFORMATION	CONSULTATION	INVOLVEMENT	COLLABORATION	COMMUNITY OWNERSHIP
In what ways have communities of color been excluded in this specific area of work? And what barriers to participation persist?	What learning and information sharing needed is for sustained community voice & power in this specific area?	When (and how!) should impacted residents (adults and youth) be consulted in this effort?	What is needed for impacted residents to have genuine voice & power in determining the direction of this body of work?	Where are there opportunities for collaboration to expand and deepen resident voice and power?	What seeds can we plant now to cultivate full community ownership of this body of work, in ways that begin to build community assets?
<p>Missing opportunity to hear in depth narratives in each of the most impacted neighborhoods, especially across generations.</p> <p><b>Decision Making</b> "the community is excluded when the decisions are taken. They are only being Heard, but the communities are not being listened to and really taken into account when it is time to act."</p> <p>Lack of translation of information/data that is distributed as well as no access to the information; culture of meetings and how decisions are made excludes residents. "People of color don't have an opportunity to engage in a discussion that allows them to process."</p> <p><b>Understandable language for community</b> "voting opportunity"</p>	<p>Include residents in strategy sessions with staff or key players. As orgs we make a lot of decisions without those we serve.</p> <p><b>consistent formats and communication modes, translations, relevant data</b> "resources for gathering community input -in person and aggregate."</p> <p>Residents are always called upon to be on the front lines, but never in the negotiation. Information for residents to be involved in all aspects- not just as bodies.</p> <p>"In school we practice 'think, pair, share'...this process allows people to hear the idea and think about, share their thoughts with a smaller group where there is</p>	<p>early on and through the process</p> <p>"Impacted residents should be consulted from beginning to end. The Y Plan is an excellent vehicle for something like this."</p> <p>"This has traditionally been the decision of orgs. I would say ask the residents and then create the formula."</p> <p>""if public officials must be consulted at all times. there should not be the node of ""when should they be consulted?"". they should ALWAYS be consulted</p> <p>Ask yourself, "if I were a resident in this community, would I want to be consulted or engaged in another way?" -- not just take</p>	<p>a diverse set of results across the range of early actions, small wins that happen immediately to large measures that project work in a further timeline and then are met</p> <p>"Community members need support to participate. They also need training on how to participate. People need access to the culture of decision making so that they can realize their significant role."</p> <p>"decisions must be made based on data and study. There must be active listening from officials to the community member's experience."</p> <p>Capacity training and compensation for time and voice. And acknowledge their work. Give residents credit.</p>	<p>Around public education and "public safety."</p> <p>"Use LEAP as a learning ground for people to explore ideas and find their voice."</p> <p>Everywhere. Especially in the budgets of orgs to engage residents.</p> <p>"create community-lead meetings with public officials. The lack of knowledge is what prevents the community from feeling supported even though there are programs or orgs reaching out to the community."</p> <p>"Between local government agencies and school districts"</p>	<p>Need to have range of examples-from all neighborhood projects to school initiatives to budget times to gain trust and confidence</p> <p>Allow residents to take the lead and build power - where orgs are playing a supportive role and not hindering or playing the politics of ownership of people</p> <p>"Providing a space for youth to have decision-making power (e.g. Y-PLAN)"</p> <p>Leading with our youth will give all a sense of belonging and ownership and investment not only in oneself but community as well.</p> <p>Community land use benefiting richmond residents especially the seniors and veterans</p>

<p>As a mixed woman growing up with a Creole mother and Mexican father I was not accepted in any community and always was considered an outsider no matter how hard I continued to fight for my community. It hurts and time after time feeling like a prostitute to these poverty pimping systems with no real support once the date was collected. Nothing grassroots anymore just small fires.</p> <p>"also as a woman I am looked at more as a nurturer and so the work is not as compensated or respected when a male is in control."</p> <p>"Lack of equitable outreach, interpretation and translation services. Data and language used is often difficult to understand"</p> <p><b>restoring voting rights</b> "tools to thrive in systems in place leading to generational impacts on communities."</p> <p><b>communities of color dont feel they have capacity</b> "communities understanding policies that affect their lives digital divide /covid/ how are resources distributed/we are shifting to digital platforms and digital disparities." credible messengers within</p>	<p>trust, and then bring to the table for whole group processing."</p> <p>When large funds are awarded, notify community and ask they how they see the funds to be spent Programs are designed to be rolled out in a way that is not conducive to resident life or for them to go through many hoops. Involve residents in the strategy of rolling out projects ex. emergency funds. Pilot something before making it hard or stressful for people</p> <p>"it is needed to accept the opinion from the community and verify data to create an effective change. each decision needs to be done after a study is done or after listening to community experience"</p> <p>"An accountability framework in place that allows residents and service providers to provide feedback on a regular basis."</p> <p>Share information about opportunities with the community early and brainstorm how to</p>	<p>the decision that is easy to do. This is also about respect for the neighborhoods and its people.</p> <p>"Through a co-design process from the beginning. This means providing impacted residents the tools and opportunities early on so they feel confident in sharing their voice"</p> <p>Continually and consistently, with a shared decision-making process. Opportunities for developing resident leadership.</p> <p>Continue providing information about how communities can be empowered as residents. start maybe through schools.</p> <p><b>holding space for community is the priority</b> "active collaboration that's real and authentic; come up with solutions."</p>	<p>Resources to allow residents to participate (financial, training, translation, transportation, internet access). Time for residents to engage in deep, transformative conversations and lean into tensions/conflict. Shared goals and benchmarks to strive for together. Grassroots leaders who will engage in active, empathetic listening and will step back to focus on resident voices. I work with an organization that has provided support that continues to empower which allows me to stay motivated to push forward and do the work because there is work to be done.</p> <p>safe language to systems impacted folks.</p> <p>"sharing back to keep momentum moving out of formal settings during meetings</p> <p>"</p>	<p>opportunities to unite all the classes within a community, that is true collaboration.</p>	<p>youths</p>
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<p>our communities is needed</p>	<p>partner from the start. Ensure information sharing is consistent and accessible, not just in terms of language/translation, but so that it is relatable and relevant to all populations. Be transparent about data, especially as it points to inequities that exist, i.e. name the problems and involve impacted residents in developing solutions.</p> <p><b>More community involvement</b>  "create safe spaces people feel empowered"</p> <p>invest in folks from the community for the long run. have weekly mtgs and check the pulse of community concerns and connect with other surrounding orgs and community.</p> <p>Active digital process for components of organizing communities on line moving forward.use available device tech avail to our communities of concern.</p> <p>obama ( free) phones need more bandwidth. in</p>				
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order to reach those folks

## 7 EQUITABLE POLICY DEVELOPMENT AND LAUNCHING OFFICES OF RACIAL EQUITY

MARGINALIZATION	INFORMATION	CONSULTATION	INVOLVEMENT	COLLABORATION	COMMUNITY OWNERSHIP
In what ways have communities of color been excluded in this specific area of work? And what barriers to participation persist?	What learning and information sharing needed is for sustained community voice & power in this specific area?	When (and how!) should impacted residents (adults and youth) be consulted in this effort?	What is needed for impacted residents to have genuine voice & power in determining the direction of this body of work?	Where are there opportunities for collaboration to expand and deepen resident voice and power?	What seeds can we plant now to cultivate full community ownership of this body of work, in ways that begin to build community assets?
<p>Having understandable language to include themselves in these discussions, they often have no idea.</p> <p>Voting, folks that have been through the criminal justice system, don't have the ability to get information. Restoring voting rights.</p> <p>Don't have tools to thrive within these systems and then it snowballs to their next generation. If they do, it accumulates. Marginalization often breeds more marginalization</p> <p>Communities of color feel like they don't have the capacity to engage because it is over their head or they don't know how to access it. How does policy affect their lives and the lives of their families? Make connections between</p>	<p>So much promise on-line so govt will need to invest more in linkage between systems and community. It's all online but it has to be an active process. Invest more in creating outreach moments to actively involve community with what tools are available</p> <p>It has to be transparent, video recordings of meetings to learn and catch on</p> <p>Glossary for system acronyms that systems use and watch what language</p> <p>Information is power and if you don't know you can't act--What is the policy really trying to accomplish?</p>	<p>Communicate at every step of the way</p> <p>Systems struggle with this given the number of decisions based on govt compliance issues and the staff is strapped by bandwidth and capacity. Star this question for systems leads. We have to talk to the community but what are the priority issues. Community gets angry and the staff is in a difficult position.</p> <p>Communities' concerns change quickly and some don't based on context. If you keep space consistent and open, people will contribute, if the concern is shared and then the</p>	<p>Safe language, when you are inviting people to system meetings to watch language, "task force" is a trigger for them. Use simple language. Community needs to feel comfortable coming into the room to share their life in the room. Show by example, what decisions are, what the risks are and how they can engage.</p> <p>Sharing back is important, here's what you said, here's how we responded. There is a though</p>	<p>People need to see themselves in the room. Full representation in the room and that they are being treated well and responded to in a positive way, what direction we are going in</p> <p>Important for the system to provide a positive feedback loop for the community. If people don't feel their voice is heard</p> <p>Relationships and trust is important to collaboration. What time is needed to get to know people more deeply</p>	<p>Yplan is a great model for students and adult</p> <p>Build on the Yplan model, we have a relationship with students, it will create agency in their school, education, etc.. Don't wait for students to engage because it will translate beyond their school</p>

<p>policy and their lives.</p> <p>In what ways have communities of color been excluded. Digital divide is a big issue. How does Govt conduct business online. Way to participate is going digital. It's a major impediment.</p> <p>Community events, it's not everybody. Is it only organizers or ordinary residents? Trusted messengers to go into the community to spread the word.</p>	<p>Get with the times, use social media, Facebook to relay messages to go through posts and have staff dedicated to responding and dialoguing</p> <p>Free Obama phones need more bandwidth to expand</p>	<p>issue gets lost, we need balance. Holding space is a priority.</p>			
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