**Richmond Bay Campus and
Richmond Community Partnership Discussion
Working Meeting #1, February 26, 2014**

Small group discussion notes

On Wednesday, February 26, UC Berkeley (UCB) and the Lawrence Berkeley National Lab (LBNL) hosted the first of two working meetings to discuss a community partnership commitment, which could serve as a road map for ongoing UCB/LBNL collaboration with the Richmond community. Community members participated in one of four, small-group discussions, organized by community priorities. This small-group work was repeated, so that each participant worked with community members in two different groups.

Community members were asked to review and respond to examples of current engagement in Richmond by UCB and LBNL. Suggested discussion questions were provided. The notes taken in small working groups – flip chart notes, and in some cases, notes by scribes in smaller break-out sessions – are below.

Contents

For more information about the Richmond Bay Campus, visit
richmondbaycampus.lbl.gov.

Education

Community participants:
Working Group #1: 15
Working Group #2: 8

Flip Chart Notes

Surprises
- Not targeted/hands-on for low-resource kids
- Limited HS Science resources (equipment)
- Not working with youth orgs w/ (not) high performing students
- Grant assistance: needs

Priorities
- Opportunities to visit Lab [and RBC, and UC]: more meaningful, beyond a 1-touch
- Target broader groups
- Deeper support for youth-serving programs/orgs
  - Teacher support
  - Internships
- Itemized community benefit agreement
- Earlier: Pre-K and →
- More departments at UC working in Richmond
- How can UC Benefit from Richmond
  - Eg: students, etc. can intern, work in Richmond and get real life experience
- Align with existing [frameworks]:
  - Equity, access, city and school district documents; etc.
- TRIO: [participant] was pushed to go to college, engaged in TRIO:
- Suggest earlier, and more access to sciences
- Earlier impact
- Access: travel (expensive, hard to access)
- Support:
  - Applications, work with scientists
- Cross-enrollments

Surprises and Questions
- Who accessing these programs?
- Level of engagement needs to go UP
- Better communication
  - PSAT, SAT prep,
  - Parent and student outreach

Missing
- Equitable approach
- Clear, targeted approach
- Direct communication/better communication
- Specific materials

Question
- Are programs at one school available at other schools?

Priorities:
- Linked-learning
- Service-learning
- Intro courses (prep, sciences, etc.)/teacher support
- TAG in Richmond
- Engage teachers/students
- Tutors, schools
- Broaden opportunities/targeted gruops
- Transportation and access
- Increase Pre-K and up programs
- LCFF: partner w/ WCCUSD and existing frameworks/documents

Surprises
- Many programs
  - But no connections between teachers, students, counselors
    - No knowledge of programs
- No coordination

Suggestions/Missing
- Support for student and teachers: more tutoring!
- Visits to campus
- Researchers/scientists interact w/ students increase ENGAGEMENT
- Funding for Community College and HS Labs
  - Donate equipment

Vision:
- School-to-lab pipeline
- Kids see selves working at Lab, UC, RBC (vision/perception AND training)
  - Develop a culture of expectation
    - Work at LAB, etc
- Ex: Kaiser's Radiology program: AA to BA then work at Kaiser
  - Missing a model like this at UCB

Priorities

- Tracking the impact of programs; evaluating the impact
- Website: need easy access to information about:
    o Outreach
    o Community partnerships
- Internships

Surprises
- Many different programs: but missing mental health, dental and vision: need health to be ready to learn
- Missing
- Pre-K, Elementary and middle school programs
- STEM: there as only 1 mentioned. Need more!
- Missing: computer science, design, environmental design, coding, public policy, environmental sciences, etc.

Vision
- Classes/opportunities for people who need to be retrained, need a new career
- Programs → district wide
- Broader opportunities
- Visible, consistent investment
- Dialogue about outreach
- Improved education outreach
    o Consistent dialogue
    o Early outreach
    o Broad availability of programs
- Full academic scholarships
- Summer schools : why are none listed?

Education Notes from Scribes

A. Scribe notes for working group

1. What does your group think about the list/surprises?
a. Dennis (junior from Richmond High) hadn't heard of many of the programs; EAOP, Upward Bound, ICLEM,

b. don't have resources to access the outside programs and internships – no access to labs.

2. What efforts appear to be supporting community goals, what is missing?
a. The extra programs are aimed at the higher functioning kids

b. Attention should be paid to the non-profits who are working with the under-resourced

3. How might your group envision future UCB/LBNL-community partnerships in this area?
a. Partner to develop tutors and Science in the Hood through LHS
b. More attention to economically challenged

4. Priorities
a. More opportunities to visit and work in a lab
b. There are no hands on opportunities
c. LHS has 10 or so, but internships?
d. Summer internships?
e. join funding grant work w/ other orgs
f. resources for teacher development/training
g. itemized community benefit agreement

B. Scribe notes from working group

1. What does your group think about the list/surprises
a. Questions about service levels (? Scale requested)
b. Richmond High Programs: note mentioned at back to school night (communication is lacking)
c. Some programs require enrollment in 9th grade
d. Need teacher support
e. No communication on SAT Prep (only 1 teacher offering SAT Prep @ Richmond High
f. Kissing is missing E 1A, 1B

2. What efforts appear to be supporting community goals, what is missing?
a. Equitable programming
b. Missing clear approach, strategy
c. ? developing assistance
d. direct communication required
      a. social media, calls, parents, students
e. materials available and distributed at the beginning of the year
f. are locations OPEN (can students from one school attend / participate at other school?

3. How might your group envision future UCB/LBNL-community partnerships in this area?
a. Adopt high school for their work and link
b. Cal students – service learning! (STEM, tutoring)
c. Stipends for district teachers to take classes from
d. Expand TAG

e. Provide rewards for HS
   a. Expand YPLAN to all high schools

4. Priorities
a. Engage community @ school (parents and students: 50/50)
b. Tutors, assist with scholarships applications, etc.
c. Expand middle college to all schools
d. Assist w/ transportation
e. Increase K-12 STEM programs and access (start early)
f. Provide data
g. Reference strategic plan, LCFF, etc.
h. Internships, and jobs: connect with city

C. Scribe notes from working group

1. What does your group think about the list/surprises
a. Don't see too much of a change, 9th grade late for starting educational programs, should start earlier
b. What Richmond can give to US
   a. Grad students can practice/work here
c. Early child hood ed: pre-school biggest bang for buck
d. Housing fear of displacement
e. Opportunities : not direct or systematic, driving by

2. What efforts appear to be supporting community goals, what is missing?
a. Scientists involved in community
b. Look for interested in science people/who like ?
c. Preschool, parenting classes
d. Equity and access
e. Undocumented students
f. Communication with parents

3. How might your group envision future UCB/LBNL-community partnerships in this area?
a. Life of Science: programming classes
b. Students grade teachers at French school

4. Priorities
a. Early stage education
b. Metric system w/ American system later
c. Align strategic plan at school district
d. General Plan has education section
e. Early interaction
f. Stem
g. AC Transit goes there (RBC)

h. 4 field trips a year (current goal stated by Dr. Harder)
i. early stage engagement wi science
j. See oneself as scientist
k. Travel to different counties to see science in different cultures, contexts
l. Can you share numbers of students on the yellow list?
m. Any participation supports students application to UC
n. UCB and lab disconnected,
o. Can go to Sproul Plaza

D. Scribe notes from working group

1. What does your group think about the list/surprises
a. Different programs offered!
b. No mention of mental health (dental, vision)

2. What efforts appear to be supporting community goals, what is missing?
a. Pre-K/Elementary/mid-school
b. STEM
   a. Computer science, dev design: environmental sciences/design/ public policy

3. How might your group envision future UCB/LBNL-community partnerships in this area?
a. (adults) having to retrain/start another career/classes at contra costa college, expand programs to school district
b. ~~Clear~~ visible, consistent investment on the part of UCB/LBNL. Consistent dialogue about how LNL can con continue and improve their contribution to educational outcomes for Richmond youth

4. Priorities
a. Consistent dialogue
b. Early outreach
c. Broad availability of programs
d. Scholarship for our students (full)

E. Scribe notes from working group

1. What does your group think about the list/surprises?
a. There is so many programs, but no one has heard of them
b. Too much? More coordination, connection of all services/programs
c. Tracking system?

2. What efforts appear to be supporting community goals, what is missing?
a. More initiative to UC students. An internship w/ the high schools
b. Tracking system?

c. More coordination between services
d. Programs for low income/formerly incarcerated youth
e. Upgraded web page – up to date information
f. Tutoring, afterschool program
g. Support (funding), opportunities for Contra Costa Community College science classes

3. How might your group envision future UCB/LBNL-community partnerships in this area?
a. School to lab pipeline
b. Programs inside schools, RHS, KHS, DeAnza, Gompers, LPS, etc
c. UC students who are trained and certified to be involved in Richmond high schools

4. Priorities
a. Connecting all the services-coordination w/ services and schools
b. Internships, summer camps, youth activities (school to lab pipelines)

Local Hire and Procurement

Community participants:
　　Working Group #1: 20
　　Working Group #2: 7

Flip Chart Notes

- Building capacity of local & new businesses to get UCB/LBNL contracts
    - Incubate micro-businesses
- Analysis of UC/LBNL purchasing
    - Including existing opportunities for procurement
- Wider distribution of bus opps
- Create priority zones for
    - Outreach
    - Hiring (like city local hire policy)
    - Procurement
- Geographic focus on Richmond and San Pablo
- Preserve Neighborhood Stability and culture

- Disadvantaged hiring and training
    - Incarcerated/previously
    - Pub assistance
    - Unemployed
    - Disabled
    - Senior/vulnerable
- Partner to assist small bus w/ procurement process (Meriweather/Williams, etc.
- Create a process for comm. But that will address EVERYTHING
- Pipeline→education→intern→job
- Job center and dedicated staffing
- Living wage jobs, PLA
- Community representation and resource to verify info
- Community advisory group focused on procurement and local hire
- Set asides and breaking up of contracts to smaller
- Investment in housing resources
- Shuttled from Richmond BART to RBC
- Targeted hire for disadvantaged workers including formerly incarcerated

Local Hire and Procurement Notes from Scribes

A. Scribe notes from working group

a. Have targeted hire for local disadvantaged workers.
b. Targeted local procurement. Also have same goals for prime contractors.
c. Make sure that there is a living wage requirement.
d. Partner with the city on how to do business with LBNL/UCB and provide procurement types of commodities available, value/range of procurement available.
e. Capacity building for small local business.
f. How will this be tracked and reported?
g. How do we connect LBNL/UCB with community to build capacity for the long term?
h. Set up a community advisory group that will focus on procurement and local hire so that the community is ready at the time the jobs/projects become available.
i. LBNL to hire a workforce that represents the community.

B. <u>Scribe notes from working group</u>

What does your group think of the list provided?
a. The list provided is not specific enough and doesn't have qualified metrics (goals, percentages, discounts, etc).
b. Need integrated outreach
c. Business & workforce development/training, identify funding sources.

What efforts appear to be supporting community goals; what's missing?
d. True community advocate participating in future meetings to ensure these priorities are carried forward.
e. What is current status of the UCB/LBNL efforts.
f. Living wage requirement.

How might group envision future UCB/LBNL-community partnerships in this area?
g. Future identification of concrete goals and target groups

Priorities:
h. All have same level of importance
i. Identification of business and workforce opportunities, categories of scope, dollars and values

Workforce Training

Community participants:
> Working Group #1: 6
> Working Group #2: 8

Flip Chart Notes

Please note this group used the flip charts to capture all community feedback. There are no scribe notes.

Priorities
- Workforce programs with training and wrap around services
- Quality of jobs and workforce training, a living wage, health care and responsible contracting
- Identify partnership for Ed
    - Adult ed, Richmond Build, state-certified apprenticeship, CCCollege
- Feeling less hopeful about Richmond residents working at the Lab
    - Private shuttles, cafeteria
        - No economic impact to Richmond
        - "gated community
- Apprenticeship/Pre-apprenticeships
    - Project labor agreements (NOTE HERE IN RED *follow up!!)
    - Elements:
        - Certified training program/continuing ed
        - Living wage/health care
        - Responsible contractor language
        - <u>Local</u> employment priorities
    - Funded Programs for disadvantaged worker training
        - Admin, ongoing-needs, not seasonal,
        - Low to no cost training programs

- East Bay Economic Development Alliance
    - Regional, collaboration
    - Nothing in Richmond right now

- Good organizations/programs
    - 4 Richmond
    - Richmond Build
        - Lab sponsoring them for last several years
        - Time to grow the program
        - Attach to AA degree
        - Only serves 30 students and is highly competitive
        - How do we expand and make long-term sustainable jobs?

Ideas
- Look at pre-apprenticeships
  - Expand opportunities
    - Non-construction side, IT, lab technicians
    - Renewable energy: what is LBNL doing around this?
    - Follow up: length of time/scope for bio-technician/lab tech program/construction/pre-apprenticeship
- Start pathways younger, early emphasis
  - STEM elementary school
  - Involve teachers and training
- Workforce training programs with wrap around services
- How will training programs expand to serve the:
  - Note in red for this are: FOLLOW UP: PLAN TO IMPLEMENT THIS
  - Low-wage, long-term unemployment reality in Richmond
    - Disadvantaged workers
    - Formerly-incarcerated
    - Veterans, etc
  - K-12
  - Adult education
- SET GOALS for:
  - Employment/training, local percentage
- Outreach to veterans
- Living wage
  - Level of compensation for employers (contracting and operations)
- Health care
  - Level of compensation for employers (contracting and operations)
- Responsible contractor language around level of compensation for employers

Priorities
*Workforce training focused locally (Richmond), focused on disadvantaged, with wrap-around services:
  - Re-entry
  - Long-term unemployed
  - Public benefit
  - Veterans
- *Priority on quality pre-apprenticeships and [illegible]
  - wage: money lead to ?
  - emphasis on low to no cost
  - paid
- Mapping of Pathways to Careers (in RED on side)
- Pathway, stackables (in RED on side)

- Emphasis on identified partnerships with local agencies that are doing the work

    o Include "voices" of program participants

New ideas

- Pipeline → pre-apprenticeship to apprenticeship: carpentry, welding, pipefitting training? Follow up for next meeting

- Workforce training outside STEM
    - o Operations and administration
    - o Example: Excel model at USF
- STEM education leadership to NOBEL Prize winning – anything is possible !!!
- Mentorship, tutoring, internships (GREEN programs → ex. Public gardens, farmers market
- Summer internships for high school/college students
- How do we expand programs to local schools?
    - o Ex: iCLEM (bio-tech)
    - o High school pre-apprenticeship
- Target: Youth Homes, Drop outs → Partnerships with organizations like
    - o Ex. Youth Build
- Ex: Companies that sell-technology to the lab
    - o *Have programs for specialized training to help people get those jobs (focus Richmond residents)
- Biotech→ biomed manufacturing
    - o DBS Grant
        - How do we expand to contra Costa, the same opportunities
    - o Probation: →workforce training
    - o Recently incarcerated
    - o Emphasis on workforce training with wrap-around services
- Education
    - o STEM education @ elementary and above
    - o Support fundamental education outcomes for all positions available
- Ensure outreach and job opportunities @ entry-level are available
- Develop nationally recognized stackable credentials for education/training (curriculum dev)
    - o Employer curriculum development
- Focus training on local community and disadvantaged population
- Diversity outreach → goals → training and employment

Partnerships
- Office of Neighborhood Safety
- Contra Costa College
- Rubicon
- City of Richmond
- Richmond Rise

- CCISCO and Cease Fire
- San Pablo EDC
- Adult Education – WCCUSD or CCCD Education
- Girls, Inc
- Richmond Rescue Mission
- GRIP
- Sparkpoint
- Richmond Builds

Concerns
- Only talk about Richmond and Berkeley, where is San Pablo in the discussion?

- Consider displacement of community
  o Housing
- Help facilitate conversations around ensuring affordable housing

Follow up for next mtg:
- How we can provide information on non-science jobs that don't require doctorate
- Outreach for jobs

+++++
Emphasis on programs around Safe Return

Community Engagement

Community participants:
> Working Group #1: 9
> Working Group #2: 9

Flip Chart Notes

Please note this group used the flip charts to capture all community feedback. There are no scribe notes.

Feedback on UCB/LBNL Current Activities
The groups were very positive that UCB/LBNL are currently active in the community but there is concern that many people don't know what is being done, have no understanding of how to access it or benefit from it, and there is no documentation of what is being achieved, how many people are being served, and who is benefiting directly.

- Increase, enhance all that you are already doing
- Health Equity Partnership – Relationship w/ Profs and Students is very positive
    - They Work together with us– and become a resource to community
- Kudos to Richmond Confidential: turned kids onto journalism, exposure/fairness
- Full Service Community Schools seem to exist in name only
    - What is real impact ? (too well, kept secret)
- What is #5: Community Engagement Database?

Improve Communication - Get the Word Out
- Town hall forums IN community
- Reach people where they are
- Go to school district meeting, school PTAs
- Partner w/ existing organizations (CCISCO) to get word out
    - Comm Centers, Senior centers, churches
- Plant seeds!
- Missing knowledge of what is happening in the community – get the word out! Lack of COMMUNICATION
    - Students don't know about internships
- Communicate→ knowledge (what UC is doing is too well, kept secret)
- Consider using Website, FACEBOOK: social networking to get the word out
- Tap into existing communication organizations to get the word out
- Be careful about terminology, WORDS MATTER

Going Forward Concepts to Consider as RBC develops

- How to scale up partnership?
- Nonprofit education volunteer
    - → sectors to link
    - student/faculty presence
    - link to community
- Want to see <u>Investment Program for Students</u>
    - Get money back for education
    - Learn to be an Entrepreneur
- Look at all larger impacts that campus will have on community – ie.
    1. Will residents remain after success/development, will we afford to live here?
    2. <u>WHO</u> will benefit: existing community or a diff. set of people
    3. Displacement → rents going up
    4. Where will workers of the new campus LIVE
- Annual Open Campus UCB Outreach Richmond - More exchange
- Community doesn't know about programs now – make sure that is fixed
- RBC use channels: like churches, package of info to parents in schools at start of school year
- Create a NOTICE: what to expect
- How project will impact YOU (Prevent displacement)
- Scope of impact of RBC → HUGE

Process to Achieve Benefits
- Need Clear ROAD MAP
- Community Advisory Committee
    - Guides decisions
    - Membership→ community, teachers, business and ? wrers?
    - Low/Med Families benefit
- LEGALLY BINDING - Want legally binding agreement to include resources to protect tenants – prevent displacement
- Want to preserve benefits for current community
- Engagement to look at impacts
    - So people who are here now are the ones to benefit
- Catalyst to benefit Richmond Community
- Set up a network of interested businesses, workers, suppliers, to be involved
- Involve entrepreneurs – community to support each others' businesses
- Look elsewhere for models with CAUTION: not every place is same
- Learn from mistakes of others
- Need assurance/guarantee→ Legally Binding Contract (enforceable)
    - Long range development Plan a lot can happen over 40 years – set guidelines/assurances,
- Uplift community

- UC is public, tax payer supported – the Charter calls for equity/inclusion - Not disconnected, not ivory tower: Chancellor went to Richmond High as visit
- One on One interaction w <u>UCB people is good for Richmond</u>
- Great opportunity – Partnership TOOLS needed
  - o CBA is such a tool> sense that we can work together
  - o How to make it REAL > sense that we can work together

Top Priorities
- Preventing displacement
- Work UCB/Community – CBA-protection w/ consequences
- Continue conversation indefinitely: Open ongoing process into future
  - o Build partnerships over time
  - o Regularly occurring
  - o Measure impact
- Regular Interaction: at least 4x / yr
  - o Nhood councils, city,
- Advisory committee >Richmond representatives
- Stakeholders, multiple businesses >Richmond representatives
- Make ti times that work for everyone
- Partner to find other resources to bring more
- Connect w/ existing outreach organizations
- How open will campus be
- NO ISLAND
- Secure Guarantees of benefits like CBA
  - o Jobs
  - o Housing issues (rents can go up!)
  - o Education – kids to work on campus
- Values statement → vision → like city general plan

Ongoing involvement partnership
- Investments ALIGNMENT with community goals
- Richmond folks work there
- Kids→ learn→internships→ leads to jobs (above)
- Concerned: people forced out
  - o Affordability
  - o Keep it up!
- Education VALUES → YPLAN!
  - o Connection: college and community
  - o Good role model
- Climate action Plan
- HAAS Business School: Sector Solutions Study – great example
- Not just a campus: A community

DRAFT: Notes from 2/26/14 meeting

- Bridging Gap→ Disconnect
- No one knows about existing programs
  - Follow up on these exist. Programs: measure, track, EVALUATE, reuse
- Board that gives community voice, connection, knowledge
  - Annual report: measure progress
- Leave no one behind
- Community Engagement Database: Should be Used by Advisory Board to help community

Helping in Richmond is Multi-Faceted, Complex, not Simple
- Many organizations trying to help, but people who <u>need</u> it, don't know, don't understand, don't speak language
- UCB: to understand Richmond community, multiple layers, people who just trying to stay alive
- Some want jobs → but were in prison 20 years ago
- Not SIMPLE – complicated
- University has to tap into existing community research to UNDERSTAND Richmond → layers of needs
- Willing people <u>but complicated</u>
- If get training→ may loose other money support
- Need to develop TRUST – some folks weary
- How do you connect diff. cultures
- Richmond is SPECIAL – people who want to make things better
- UCB should do Social study <u>from within,</u> to clarify what makes it special
- Engagement is a lot simultaneously
  - Know who →access
  - Say what you mean/do what you say
  - Resources come around –not real folks who up who "represent" community
  - Beware of poverty pimps
  - Work with <u>REAL</u> community
  - Bolster schools, exist. Non profits,

SOLUTIONS NEED TO COME FROM within: NOT OUTSIDE BIG IDEAS