

Children & Families Community Vision Forum

Goleta Valley Community Center

Tuesday, May 20, 2008, 6pm-8pm

Facilitator: Leslie Graham

Notes

I. Introduction

II. Visioning Exercise

- Imagine that it is several years in the future in our community.
 - What does it look like?
 - What is it that makes the children happy?
 - Why are the families thriving?
 - What are their personal qualities and characteristics?
 - What community characteristics contribute to their well-being?

- Responses – Future Qualities/Characteristics (p 1&2)
 - Sense of belonging
 - Wide variety of job opportunities
 - Reunited groups
 - No childhood obesity
 - Sense of hope
 - Quality education
 - Equal opportunities 0→5 for growth
 - Great healthcare
 - Children being content
 - Healthy, engaged
 - Dreams fulfilled
 - Supported
 - Parents feel competent
 - Parental roles are honored
 - Neighborhood activities
 - Less traffic
 - Accelerated learning, equal across classrooms

- Place where everyone has economic opportunity
- Economic
 - Homes
 - Time at home
- Education
 - Health education = no obesity
 - Parental competence
 - Graduation
 - Equality
 - Stable schools
 - School readiness
- Relationships
 - Sense of well being
 - Content
 - Families are happy
 - Dignity and respect
 - Tolerant Community
 - Families are a community value
 - People reunited
 - Neighborhood activities

➤ Synthesis of responses

- Everyone graduates from high school
- Parents have more time at home with families
- More stable schools (tenure, etc)
- No threat of drugs or extreme living
- Juvenile delinquents have positive opportunity for improvement
- Children feel 100% supported in community, neighborhoods, schools
- Happy, tolerant community
- No more violence
- Safe streets
- Homes for everyone
- Dignity and respect
- No more gap between rich and poor

➤ Final Synthesis; central themes & associated words

- Economic
- Education
- Relationships
- Safety

- Confident
 - Inquisitive
 - Resilient
 - Involved/engaged
 - Comfortable
 - High-self esteem
 - Creative
 - Loved & Supported
 - Trusted
- Three qualities/characteristics (Consolidated from above by the group)
1. Confident/Resilient/Comfortable/High-self esteem/Trusted
 2. Inquisitive/Creative
 3. Involved/engaged/Loved + Supported

III. Next steps

- What will our community focus on to create these qualities for a better future?
- What are the conditions that give rise to or create the qualities/characteristics you've just described?

a) Small group exercise

i) *Group 1*

(1) Confident, resilient, comfortable, high self-esteem, trusted

- Better quality schools
- Parent involvement – resources
- Unconditional love; mistakes are okay
- Kids have to show up “prepared” for success
- Choices/decisions are valued

(2) Inquisitive/creative

- Opportunities for exposure and all other interests
- Exposure to UCSB/SBCC/Museums – SB has them all
- Getting kids there; buy-in from kids and parents
 - Museums – opportunities; transportation and supervision

(3) Involved, engaged, loved, supported

- Good relationships = parents/siblings/within community
- More neighborhood experiences – kids in sports in one area, another activity in another... disconnection
- Kids need down time with kids in their neighborhoods
- Take advantage of parks/local

ii) *Group 2*

(1) Confident, etc.

- Great education that doesn't stop at school, 0→100 lifelong learning
- Children are valued
- Children have a voice
- Adults in their life love and support them
- Universal health care
- Opportunities for youth leadership
- Parent education opportunities

(2) Involved/engaged

- Secure housing
- Safe places for families to gather
- Actively involved in community decisions
- Sense of community; neighborhood gatherings

(3) Inquisitive/creative

- Make museums, etc accessible to everyone
- Global awareness
- Safe outdoor places
- Value activities in nature

iii) *Group 3*

(1) Self-esteem/confidence

- Ask them
- Parents need self esteem
- Love from parents, teachers, community
 - Told they are loved

(2) Creative + Inquisitive

- Basic happiness
- Opportunity
- Tools (being removed from schools)

(3) Involved/engaged, loved + supportive

- Require community service in schools
- Exposure first
- Recognition

iv) *Group 4*

(1) Self esteem

- Stay-at-home parent
- Parents are supportive and encouraging
- Sense of family pride
- Parent education/parental role-models
- Community needs to be more balanced and less materialistic

(2) Inquisitive

- Male role models

- Exposure to different activities
- Actively participate in community
- Encourage creativity
- TRUST (children and parents developing a sense of trust)

(3) Engaged

- Community is also supportive
- Close-knit neighborhoods
- Get outside!
- Safe community to get out of home
- FREE activities in the community

v) *Group 5*

(1) Self esteem/confidence

- Greater sense of belonging in community
- Stable home environment, put programs in place to support this
- Improved childcare
- Increased opportunities in education/industry → boost economy
- Increased tolerance, diversity, patience
- Safety in neighborhoods
- Decreased tolerance gang activity

(2) Inquisitive/creative

- Making the community more accessible (\$) – zoos, museums, parks, library, etc.
- Art programs, hikes, mentorship
- The community embraces family values

(3) Involved, engaged, loved, supported

- Children/youth feel listened to, honored, they matter
- Provide job opportunities, after school activities, art programs

b) Reconvene as a large group – common themes from small groups

i) Self-esteem/confidence

ii) Inquisitive/creative

iii) Involved, engaged, loved + supported

- Safety – community responsibility
- Mentoring/apprentices
- Community events/activities
- Sense of neighborhood – place and feeling
- Eliminate barriers
- Affordable housing
- Physical activity/health
- Accessibility to community assets
- Better transportation