

Children & Families Community Vision Forum

Braille Institute of Santa Barbara

Wednesday, May 21, 2008, 6pm-8pm

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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 1-4)
 - Safe Zones
 - Slower, deliberate opportunities
 - Respect (others, community)
 - Cleaner Environment
 - Awareness
 - Involvement
 - Family Diversity (everyone in the family is valued)
 - Spirituality (as health care)
 - Health Care and Education
 - Freedom to accept new ideas
 - Ethics in business (to be taught in ed, media)
 - More opportunity
 - Hopeful
 - Passionate
 - Equality
 - Curious
 - Self-confident

- Capable
 - Engaged
 - Universal thinking
 - Healthy
 - Good Judgment – ability to make good decisions
 - Extroverted
 - Selfless
 - Compassionate
 - Respect
 - Tolerant
 - Loving
 - Flexible
- Three qualities/characteristics Synthesis
1. Respect/Tolerance/Loving + Compassionate
 2. Self-Confident, Capable + Ability to make good judgments, decisions
 3. Healthy person (total) + spirituality/universal thinking

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) Self-confident, capable, good judgment

- Role models/mentoring/guidance/support
- Education/Accessible non-academic activities
 - e.g., sports, volunteering
- High levels of accomplishment/Recognition
- Kids have to show up “prepared” for success
- CONNECTION to community
 - “It takes a village to raise a child”

(2) Healthy, holistic, spiritual, sense of direction

- Religion – sense of place in universe → direction
- Connection to overall community, exposure to different types of people, sharing common direction
- NUTRITION, safety, mental health
 - e.g., community gardens → valuing life

(3) Loving, flexible, compassionate

- Endorse propositions that try to find common ground; finding solutions to long-standing problems
 - Community is accepting of differences, alternative families and lifestyles
 - Breaking the cycle of negativity → pay it forward
 - We are all products of our environments
- ii) *Group 2*
- (1) Respect/Tolerance**
- Strong faith community
 - Role-models – parents, seniors, etc
 - Educational choices
 - Avenues to develop values
 - Sports and recreational opportunities: teamwork
 - Exposure/feeling of acceptance
 - Multigenerational, cultural diversity, and experience
 - Eliminate separatism
 - Friendships
- (2) Self-confident/Capable and Good Decisions**
- Public education and positive reinforcement
 - Parental involvement/choices
 - Safe neighborhoods, free of drugs, alcohol and crime
 - Family togetherness
 - Economic progress, development, guidance
 - Jobs and opportunities, job assistance, opportunities for success
 - Affordable housing
 - Physical assets: recreation, sports, paths
 - Creative outlets, music, etc.
- (3) Total health/universal thinking**
- Access to all kinds of healthcare
 - Healthy lifestyles
 - Strong faith community
 - Rec, sports, P.E. in schools, after school activities
 - Healthy food in schools, markets
- iii) *Group 3*
- (1) Compassionate/Loving**
- Engaged in community
 - Engaged with family and friends
 - Experiential education (learning how to put yourself in others' shoes)
 - Increasing inclusivity
 - Egolessness
- (2) Self-confident/Capable**
- Improvement in education - teachers

- Experiential Learning (especially in nature)
- Emphasis on safe environment
- Safe zones
- Developing emotional intelligence
- (3) Healthy, holistic, spiritual**
- Nutritional education
- Health education
- Built environment - walking and biking paths
- Easy access to affordable, healthy food
- Appreciation of being connected to something “bigger than yourself”
- Being at peace with yourself
- Equal access to healthcare

iv) *Group 4*

(1) Respect

- VALUE youth and people!
- Everyone has struggles; reach out to people
- Recognition
- Opportunities to feel like you are doing good in your community (i.e. volunteering)
- Opportunities to engage with people who are different

(2) Self-confident

- Value youth
- Education
- Out-of-school programs
- More activities for parents
- Opportunities for success
- Getting involved
- Guidance from teachers re: life choices
- Family guidance re: life choices

(3) Health

- Clean/healthy environment
- Sense of well-being
- Education
- Access to affordable healthcare (& screenings)
- VALUE health (value veggies and make them affordable)
- Public safety (so people can get outside!!)

b) Reconvene as a larger group. Synthesis of what our community should focus on to create these qualities.

i) Respect/Tolerance

- Education
- Valuing youth
- Opportunities for youth to volunteer and feel important and valued
- Opportunity to engage with diverse populations
- Engaged in community opportunities
- Experiential education
- Inclusivity
- Egolessness
- Celebrate examples of tolerance
- Breaking cycle of negativity
- Intergenerational engagement and exposure
- Lower boundaries
- Build sense of teamwork

ii) Self-confident/Capable

- Education
- Safe zones
- Developing emotional intelligence
- Mentoring and Role Models
- Access to non-ed activities
- Volunteering
- Recognized for levels of accomplishment
- Parent activities
- Opportunities for success, jobs
- Involved
- Family education
- Parental involvement
- Safe neighborhoods

iii) Healthy/Holistic/Spiritual

- Nutritional Education
- Increasing physical activity opportunity
- Equal access to healthcare
- Appreciation of being connected to something bigger than yourself
- Connection to community
- Valuing life
- Strong faith-based community
- Opportunities for and valuing of healthy lifestyles
- Healthy environment
- Bike paths and walking routes