Ideas for the Oakland Youth Advisory Commission

1. Initial Assessment:
   1. Established February 5, 1985 by Ordinance 10545
   2. November 29, 1988. Ordinance 11058 Amended Sections 3-5, modifying the length of the term to one year, designating regular meetings twice per month, and specifying the submission of reports to Council twice per year (once in January and once in June)
   3. June 23, 1992, Ordinance 11461: 13 members constitute quorum
   4. In June 1994, City Council increased the number of Commissions to 25.
   5. In April 26, 1994, expansions were made to Sections 2-4\
   6. March 12, 1996, Ordinance 11869:
      1. Status reports submitted quarterly
      2. Responsible for policy recommending board for civic/education matters in which youth have an interest
      3. Advise City Council on youth activities and services
      4. Be geographically and ethnically diverse
      5. Commissioner terms limit: 2 years
      6. Attendance must be recorded
   7. By laws:
      1. Council approval must be obtained prior to the creation of any standing committee of the Comission
      2. Three adults will be appointed by the Mayor to serve as consultants and advisors to the Commission
      3. Anyone who resigns is required to submit a resignation letter
      4. **What is the Executive Committee?**
      5. Inform appointing authority when there is a vacancy
      6. Officers:
         1. Two chairpersons
         2. Government Affairs officer
         3. Community Affairs
         4. Media and Public Relations
         5. Sub-committee chairs
         6. Rotating Facilitator
      7. Attendance
      8. Leave of Absence
   8. Interview process:
      1. Individual interviews
      2. Rubric
      3. Group dynamic interview
      4. Mock scenario
   9. OFCY:
      1. Funding StrategyGoal areas 3 and 4 alignment (28.5% and 20.1% respectively):
         1. #5 engagement and success for Elementary and Middle School students
         2. #6 Summer Program Strategy
         3. #7 Year-Round Youth Development and Leadership
         4. #8 High School and Postsecondary Student Success
         5. #9 Career Awareness and Employment Support – HS and Opportunity Youth
      2. Strategy 6-7: 25-27% allocation
      3. Strategy 8-9: 20-22% allocation
      4. Projected youth residence by Council District
         1. D5: 23%
         2. D6: 20%
         3. D7: 22%
2. City of Oakland third largest city in SF Bay Area and largest city and county seat in Alameda County
3. Youth Development theory:
   1. Youth involved in apprenticeships but industrialization changed demand for worker skills. Youth seen as helpless children who needed protection from risk. Labor laws and compulsory school made youth isolated from community and family life.
   2. Youth development models come as a response to seeing youth as capable of making active decisions on civic matters. Service-learning curriculum emerged as a way of connecting student community involvement in their education. (Gibson 3-4)
   3. Positive youth development, which focuses on health development (Zeldin 19)
   4. Youth Engagement Continuum (Edwards 10)
      1. Youth Services
      2. Youth Development
      3. Youth Leadership
      4. Civic Engagement
      5. Youth Organizing
   5. Youth organizing (Edwards 11-12) – advocacy focused and exerts public pressure
      1. Development and Skill Training
      2. Outreach and New Member Recruitment
      3. Community Assessment and Issue Identification
      4. Campaign Development and Implementation
   6. Youth-Adult collaborations promoting change from within
4. Bay Area Youth Commission Survey:
   1. Majority under Parks and Recs
   2. Oakland – Human Services
   3. SF – Board of Supervisors
   4. All volunteers
   5. Annual goal setting meetins
   6. Skills developing workshops
   7. Unity building retreats
   8. Direct service to youth
   9. Liaisons to other civic board and commissions
   10. Liaison to county, state, nationa, international, educational, and non-profit boards to build coalitions across all levels of governances and platforms
   11. Review and make recommendations on city and educational policies
   12. Philanthropic capacities: raising funds and donating money
   13. Publish reports and newsletters as outreach materials and informational resources
5. Focus based options:
   1. Desired Policy Focus
   2. Youth Leadership development focused
6. Decision making
   1. 13 person quorum is quite large
   2. 25 person body is quite large
   3. 14-member suggestion for a policy-based focus, 2 members per district, and 7 at-large working on a training basis
7. Recruitment
   1. Use recruitment to build coalitions
   2. Choose youth with proper knowledge bases
   3. Target parents to build alliances with city leaders
8. Programming:
   1. Using specific issues as springboards for action
   2. Youth organizing
   3. Issue based legislative activities
   4. Programming activities
9. Commissioner manuals
   1. Standard trainings: ethics, Brown Act, Youth Development Week, Youth Development Annual Awards(?)
10. Advantages
    1. Gain special knowledge from learning about developments in specific fields
    2. Participate in dynamics of adult interactions
    3. Learn to evaluate positive and negative outcomes
11. Challenges:
    1. Difficulty partnering with fellow city departments
    2. Difficult relating to city youth organizations who do not view the OYAC as an avenue to accomplish change, possibly due to lack of involvement in city policy making and programming
12. Opportunities
    1. Go to body for all issues involving youth
    2. Collaborations with other youth organizations can lead to shared youth leadership development activities as well as partnerships and sponsors
    3. Incorporating learning targets to prepares students
    4. Assess commissioner performance to determine proficiency levels and administer feedback loop
    5. Manage school-based relationships to incentivize school credit in exchange for time and efforts
    6. Require youth to participate in at least one other youth-based program in their District
    7. Engage with youth learning in a culturally relevant way
    8. Projects promote real-world application and community transformation
    9. College preparation
    10. Service day
    11. Career exploration
    12. Theroretically based readings, exposure to films, critical thinking and processing
    13. Exit tickets
    14. Produce community-based research with students committing to a majority of the cognitive load
    15. Youth gain skills in qualitative and quantitative analysis
    16. Rubrics developed
13. Structure
    1. Initial assessment
    2. Youth provided with a manual
       1. Ethics
       2. Responsibilities
       3. Models
    3. Trainings
       1. Wellness
    4. Calendar of events and meeting schedule
    5. Contact list of program staff and Council officials
    6. List of skills they should master
    7. What they’ll get out of participation
    8. How the program begins and ends

Proposal:

Youth Leadership develop can engage Commissioners in a way that broaden their access to youth across Oakland, by being liaisons to city youth and involving their voices in policy making. Commissioners can also be conduits of information to inform and mobilize youth to input for City Council decisions affecting youth, organize youth to comment on pending legislation, and demystify processes in the City. Their coalition-building efforts can lead to recruiting well-prepared youth who have proper knowledge bases and vice versa. The program can be robust with a minimum of 14 members on the OYAC, with 2 from each council district and 7 appointed at-large by the Mayor. These seven at-large commissioners may be reserved for less experienced in-training member who wish to be appointed as future council district representatives and can serve on sub-committees.

Being that youth are committed to service learning through a model of youth leadership development and that schools across the nation are committed to promoting Linked Learning and Career Technical Education pathways, the work completed by the youth should be credited academically.

Standards and learning targets Commissioners may meet at the introductory level would include:

1. Ethics Role of a Commissioner
2. Commissioner skills, role of collecting public comment, documentation, and sharing
3. How a bill is passed with the City, State and National levels
4. Race and class analysis
5. Networking
6. Power mapping
7. Policy areas:
   1. Transportation: Community Planning, Scooters/Bikes, etc.
   2. Housing: tenant protections and affordable housing
   3. Land use
   4. Immigration
   5. Prison reform and abolition
   6. Affordable healthcare
   7. Abortion
   8. Youth and Police Violence
   9. Community Housing Services
   10. Parks and Recreation
8. Delegation on a City board
9. Liaison on a community board
10. Guest speakers on current advocacy issues from local leaders
11. Site visits with Youth Leadership Development Organizations
12. Creating an advocacy agenda for youth
13. Facilitating youth public comment
14. Research
15. Analyzing legislation
16. Public speaking
17. Making recommendations
18. Community based research design
19. Policy writing
20. \*Commissioner roles, after deep training and receiving content knowledge
21. Pipeline to serve on or staff Boards and Commissions
22. Guest speakers from alumni
23. Mental health and wellness
24. Mentorship
25. Social media marketing and public relations
26. History of OYAC, history of Oakland
27. Oakland tours
28. Crafting a personal narrative
29. Restorative justice/conflict mediation
30. Parental involvement
31. Meet and greet with City Council members
32. Attendance of City Council meetings
33. Production of an annual report

Syllabus:

* Readings
* Week by week outline
* Structure and function
  + Meeting structure:
    - Community updates
    - Current affairs pertaining to youth
    - Guest speaker/presentation/training/workshop/field study/multimedia presentation
    - Closing: positive and negative outcomes
    - Public comment
  + Attendance
  + Call to order
  + Warm-Up/Check In Question
  + Review meeting minutes and approve
  + Record meeting minutes
* Retreat
  + Objectives:
    - Trust and relationship building among youth
    - Adult-youth trust and relationship building
    - Ground rules/setting up a safe space and expectations for being in a safe space for each other and selves for the year
    - Introduction/personal narratives
    - Provide background of OYAC
    - Powermap an agenda or focus areas for the year
    - Introduce the structure and function of OYAC:
      * Attendance requirements
      * Roberts Rules
      * Roles and positions
    - Deep dive into 2 issue areas with at least 2 different guest speakers
    - Overview of trainings in the school year
    - Develop processes and routines for youth engagement, adult facilitation, and co-ownership
      * Determine internal decision making processes
    - Wellness and mental health centering
    - Intention setting for the year
    - Pluses and delta’s
    - Appreciations
    - Roles for cleaning up and departure
* Logistics of retreat:
  + Location, budget, permission slips, transportation, adult help
  + Securing guest speakers
  + Developing trainings
  + Offering of something to an altar
  + Background/history of OYAC
  + Timeline of OYAC
  + Oakland History – need help developing this!
  + Eating/meal time expectations
  + Teambuilder – facilitated
  + Power mapping – where are you from? What issues do you notice?