

## Defining 'Advocacy' as a core function of the CYFCC:

Group definition of Advocacy as workshopped during the retreat -

"Effective advocacy includes providing compelling, data-driven information, establishing good working relationships with policy makers and demanding\* accountability/actionability."

Speaking up and showing up for those who can't show up in the room.

Effective Engagement can look like,

- Explore research-informed advocacy frameworks for an approach we can galvanize around.
- Utilize perspectives in and during meetings.

\*NOTE:

### **Specific feedback re: the advocacy agreement**

"The word "**demanding**" in the advocacy definition has continued to worry me. It's a supremacist view and not sure that it's how all would feel about or be comfortable with demanding things. Maybe we own issue but it does not sit well with my soul!"

## Goal Group Planning/Ideation for key activities for success in FY25

### **Goal Group 1:**

- Engage speakers focused on what youth view of issues including school newspaper (Theogeny) and Peer Ambassadors and Student Council.
- Engage speakers serving new immigrant students/refugees
  - Afghan/Dhari Literary Program
  - Mental health non-profits focused on immigrants
  - West End resources
- Engage speakers on housing instability
  - VOICE
  - Tenants and Workers United
- Engage speakers focused on serving individuals with intellectual and developmental disabilities
  - Therapeutic recreation
  - DD/ID Waiver office in CSB
  - Nonprofits highlighting the needs of the most vulnerable

## **Goal Group 2:**

Collaborate with other commissions for example, Commission for Women and Housing Commissions.

### **Advancing Educational Equity**

- Engage with the Minority Student Achievement Network and engage with Student Club Speakers
- Prioritizing Trauma Informed teaching/education

### **Support College and Career Readiness**

- CC Center Speaker and CTE information gathering
- Gather Academy Information from students including CTE

### **Fostering Supportive Learning Environments**

- How do we broaden the learning environment by including all?
- Model of family engagement that is currently working that we can duplicate for success?

## **Goal Group 3:**

- Racial and ethnic inequities
  - Engage in deeper authentic conversations about “Developmental Assets”
    - From Chelsea’s slides on Challenges
- Increasing diversity on the CYFCC among specific communities/groups without representation
- #36 action E - Hearing from diverse groups
  - Hearing from families and creating a safe space
  - Developmental Assets
    - Boxing or other activities that provide ‘protective’ factors for at risk youth

Risks the group identified that might keep the CYFCC from being successful in FY25

### **High level themes with specific comments below**

**Theme 1:** Communication and planning are key to ensuring we are targeted in our approaches to advocacy and community outreach.

**Theme 2:** We focus on the need, not just the successes and the work done to-date.

**Theme 3:** Identifying, recruiting, and engaging new commissioners must be inclusive and intentional to ensure they are set up for success.

- Failure to communicate effectively inside the CYFCC
- We did not do pre work or assignments in advance of meetings
- Commissioners who are able to advocate don’t have the time to do so.

- Not enough individual commissioner getting involved in recruiting new voices for speakers/commissioners and showing up for advocacy opportunities
- Lack of commitment by commissioners
- The work, collaboration, and meetings that are required outside the commission don't occur. So much is needed beyond what we may plan for.
- Access to students can be difficult
- Not knowing how to reach out to kids from different groups.
- We don't hear from the community and/or community engagement was limited by barriers to access and that negatively affected priority setting and goals accomplished.
- The groups we hear from tend to focus on the success and not their needs.
- Too many priorities and not zooming in on one or doing it well.
- We failed to set SMART goals.
- We did not allow for enough time in meetings to dive deep into issues and plan effective and well-informed advocacy.
- We didn't take the time to focus on one issue area or group or need.
- Lack of specific commitments/responsibilities for commissioners at an individual level.
- Leads to busy schedules and reduced engagement in achieving our goals outside of monthly meetings.
- Compensation for Youth Board Members: Unable to get funds for student volunteers because the process designed or recommended failed to produce benchmark data.
- Doing what we know, what we are comfortable with.
- We want to speak to diverse populations with our new diverse board but the learning curve is HARD. New commissioners might not feel ready to participate in the conversation or speak about our roles.