



ALISAL Vibrancy Plan

PART OF VISIÓN SALINAS

Alisal Vibrancy Plan Steering Committee Agenda

Agenda del Comité Directivo del Plan Alisal

March/marzo 4, 2019

6-8 PM, Firehouse Recreation Center, 1330 E Alisal Street

1. **Introductions /Check-In / Question/Topic| Introducciones / Registración / Pregunta y Tema: Monica (5 min)**
2. **Quality of Life/ Calidad de Vida (6-7PM)**

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| QL 1.1(a) | <p>1.1: Expand Promotion efforts about existing services to reach more Alisal community members / Ampliar los esfuerzos de promoción sobre los servicios existentes para llegar a más miembros de la comunidad de Alisal</p> <ul style="list-style-type: none"> • Rise Youth Center Richmond / Centro juvenil de subida Richmond • More youth lead programs / Más programas dirigidos por jóvenes <p>QL 1.1 a: Promotion and Social Media Marketing / Promoción y marketing en redes sociales</p> <p>— Social media (can this be funded and sustained?) / Redes sociales (¿esto puede ser financiado y sostenido?)</p> <ul style="list-style-type: none"> • Paid youth Leaders / Líderes juveniles pagados • Internships / Pasantias • Marketing Mix & Intention for it / Mezcla de Marketing e Intención • More presentations in classrooms / Más presentaciones en aulas. • Community Services hours (School and City) & funded for youth / Horario de Servicios Comunitarios (Escuela y Ciudad) y financiado para jóvenes • Flyers, radio, access to many media outlets / Volantes, radio, acceso a muchos medios de comunicación • Marketing things in Spanish / Cosas de marketing en español • Social Media Education and Messaging Strategies / Educación en medios sociales y estrategias de mensajería • Student youth lead promotion / Promoción de jóvenes estudiantes líderes • Make it relevant to all communities / Hazlo relevante para todas las comunidades • Study to culturally relevant "How did you hear?" / Estudio de relevancia cultural "¿Cómo oíste?" |
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| QL 2.1(a-c) | <p>QL 2.1: Support the development of new and existing arts and cultural programs / Apoyar el desarrollo de programas artísticos y culturales nuevos y existentes.</p> <ul style="list-style-type: none"> • Consider adding community events to the policy / Considere agregar eventos comunitarios a la política |
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| | <p>QL 2.1a: Expand Arts- Based Partnerships / Ampliar las asociaciones basadas en las artes</p> <ul style="list-style-type: none"> • Free or low-cost arts programs for youth / Programas de arte gratuitos o de bajo costo para jóvenes <p>QL 2.1b: Create a Network of Arts Groups / Crear una red de grupos de arte</p> <ul style="list-style-type: none"> • In addition: one stop shops for youth with organized funding / Además: ventanilla única para jóvenes con financiación organizada • Connect higher education art programs to network / Conectar programas de arte de educación superior a la red • Not make a formal art program for youth / No hacer un programa de arte formal para jóvenes <p>QL 2.1c: Increase Public Art Opportunity Sites / Aumentar los sitios de oportunidad de arte público</p> <ul style="list-style-type: none"> • Health and Safety reliable funding / Financiamiento confiable de salud y seguridad • Increase school programs as well as after-school programs in all the schools / Aumentar los programas escolares, así como los programas después de la escuela en todas las escuelas |
| QL 2.2(a-b) | <p>QL 2.2a: Identify Public Art Opportunity Sites / Identificar sitios de oportunidad de arte público</p> <ul style="list-style-type: none"> • More public art sites / Más sitios de arte público <p>QL 2.2b: Commission culturally Relevant Art in Public / Comisión de arte culturalmente relevante en público</p> <ul style="list-style-type: none"> • Encourage ownership by community members to reduce vandalism / Fomentar la propiedad de los miembros de la comunidad para reducir el vandalismo |
| QL 2.3(a-b) | <p>QL 2.3: Encourage and support opportunities for all Alisal residents and providers to experience art / Alentar y apoyar oportunidades para que todos los residentes y proveedores de Alisal experimenten arte</p> <ul style="list-style-type: none"> • Have the City of Salinas as promoters/facilitators of arts and events / Tener a la Ciudad de Salinas como promotores / facilitadores de artes y eventos • Have youth internships opportunity / Tener oportunidad de pasantías juveniles <p>QL 2.3a: Identify a Variety of Art Spaces for Training, Display, and Performance / Identifique una variedad de espacios de arte para entrenamiento, exhibición y desempeño</p> <ul style="list-style-type: none"> • Encourage businesses to host art murals on their buildings / Alentar a las empresas a albergar murales de arte en sus edificios • Add, create or repurpose for all arts / Añadir, crear o reutilizar para todas las artes <p>QL 2.3b: Support the Public Art Commission / Apoyar la Comisión de Arte Público</p> <ul style="list-style-type: none"> • Focus only on local artists / Centrarse solo en artistas locales |

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| | <ul style="list-style-type: none"> • Focus on art that tells the story of all the individuals that have contributed to the City of Salinas / Concéntrese en el arte que cuenta la historia de todas las personas que han contribuido a la Ciudad de Salinas |
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| QL 3.1(a-b) | <p>QL 3.1: Institutionalize and promote youth participation in City and community decision-making</p> <ul style="list-style-type: none"> • Adding city youth council with leadership developed • Supporting/partnering with other organizations registering to vote • Supporting authentic youth and adult partnerships <p>QL 3.1a: Increase Opportunities for Youth to Engage with Lead Civic Processes</p> <ul style="list-style-type: none"> • Make community decision-making more youth friendly (activities) • (Priority) Support scholarships for youth civically engaged • Support in the promotion of opportunities (transportation, money, youth, reunions, city bus passes) <p>QL 3.1b: (Priority) Support Youth Leadership Programs</p> <ul style="list-style-type: none"> • (Priority) Intergenerational programming between seniors and youth • Support in promotion of existing groups/programming that works |
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| QL 3.2(a-d) | <p>QL 3.2: Cultivate partnerships to support community health and recreation</p> <ul style="list-style-type: none"> • Extended partnerships with local colleges (Hartnell, CSUMB) • (Priority) Joint use: City support with liability to use school green spaces • Support other interest programming for youth (dance, band) • Develop partnerships with organizations providing other programming (arts) • Partnerships with schools to advance/support STEM education <p>QL 3.2a: Expand Educational Partnerships</p> <ul style="list-style-type: none"> • Include age specific curriculum for civic engagement/leadership for K-12 • Collaborate with organizations to implement curriculum (City parks and Rec) • Associate with the schools to create changes around the schools and inspired more participation between the community and the schools <p>QL: 3.2b:(Priority) Develop Joint-Use Agreements</p> <ul style="list-style-type: none"> • (Priority) Expand after- school programming • Promote idea that schools are community centers <p>QL 3.2d: Develop Community Hubs</p> <ul style="list-style-type: none"> • Support consolidation of youth center and juvenile hall to repurpose space • (Priority) A location where there can be noise |
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| QL 4.1(b) | <p>QL 4.1b: Build Park Shade Structures</p> <ul style="list-style-type: none"> • Add trees to substitute as shade • Create/include community gardens |
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| QL 4.2(a) | <p>QL 4.2: Promote diverse opportunity for wellness and exercise in the Alisal’s parks and recreation facilities.</p> <ul style="list-style-type: none"> Clarify who will be selling healthy options: Will City create incentives for healthy snacks selling vendors? Unregulated? Free snacks? <p>QL 4.2a: Increase availability of healthy Snacks in Parks and Recreation Facilities</p> <ul style="list-style-type: none"> To provide a snack to the individuals so they can eat something when don’t have anything to eat with them Define who defines guidelines for “healthy snacks” |
| QL 4.4(a) | <p>QL 4.4c: Develop a Parks after Dark</p> <ul style="list-style-type: none"> Adding wording that makes “organized programs more explicit (adding wording that does not make it seem like we will turn on park lights and keep park unattended Include increasing library hours (library open until 10pm) What does the City mean by safety? Specify if safety means features such as emergency phones, lighting? But not focused on police as solution. Creating a park watch by community members Diverse programs for Parks after Dark to include (sports and arts) |

3. Community Health & Safety (7-8PM)

Meeting Date/Fecha de Junta: 3/11/2019

GOAL/META #1: ENSURE THAT STREETS, PARKS, AND PUBLIC SPACES IN THE ALISAL FEEL SAFE AND WELL-LIT./ ASEGURAR DE QUE LAS CALLES, PARQUES Y ESPACIOS PÚBLICOS DE LA ALISAL SE SIENTAN SEGUROS Y ESTÉN BIEN ILUMINADOS.

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| HS 1.1a | <p>-Not just focus on high crimes but on visibility needs. /No sólo centrarse en los delitos altos, sino en las necesidades de visibilidad.</p> <p>-Focus on pathways to meeting places./ Centrarse en los caminos a lugares de reunión.</p> |
| HS 1.1b | <p>-Lighted recreation areas. /áreas de recreación iluminadas</p> <p>-Add to department/org neighborhood watch/Agregar a departamento/org ‘vigilancia de vecindad’</p> |
| HS 1.1c | <p>-Street posts should have contact info to report any streets that need repairing./Las publicaciones en la calle deben tener información de contacto para reportar cualquier calle que necesite reparación.</p> |
| HS 1.1e | <p>-Set usage goals or mandate/ Establecer objetivos de uso o mandato</p> <p>-Solar Lighting/Iluminación solar</p> |
| HS 1.1f | <p>-Make sure Salinas Connect is in Spanish/ Asegurar que la aplicación de ‘Salinas Connect’ este en español</p> <p>-Incentivize Use/Incentivar uso</p> <p>-More flashing crosswalks/ Más cruces de peatones que parpadean</p> |
| HS 1.1g | <p>- Increase flashing crosswalks/ Más cruces de peatones que parpadean</p> <p>-Prioritize schools for pedestrian Safety/ Priorizar escuelas para seguridad peatonal</p> <p>-Safe routes to schools/ Rutas seguras a las escuelas</p> |

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| | -Gas tax only be utilize for streets of Salinas city and Monterey County / <i>El impuesto de gasoline debria ser utilizado en calles de la Ciudad de Salinas y el Condado de Monterey</i> -What is included in the outline called out in this sub-goal?/ <i>¿Qué se incluye en el esquema que se ha llamado en este sub-objetivo?</i> |
| HS 1.1h | -High priority (Prioridad Alta) |
| HS 1.2a | -Have it be youth led!/ <i>Hazerlo dirigido por jóvenes</i> -Good Idea but implementation isnt clear, why or how is code enforcement involved./ <i>Buena idea, pero la implementación no está clara, por qué o cómo se involucra la aplicación de código.</i> -Overlaps with other goals/ <i>Solapamientos con otros objetivos</i> -New Idea: Adding blue light buttons to call for Safety (1.2)/ <i>Nueva idea: Añadir botones de luz azul para llamar a seguridad(1.2)</i> |
| HS 1.2c | Lift up /Levantar |
| GOAL/META # 2: CREATE BEAUTIFUL AND ACTOVE PUBLIC SPACES THAT SUPPORT SOCIAL INTERACTION, ACTIVE LIFESTYLES, AND CULTURAL CELEBRATION/ <i>CREAR ESPACIOS PÚBLICOS HERMOSOS Y ACTIVOS QUE APOYEN LA INTERACCIÓN SOCIAL, LOS ESTILOS DE VIDA ACTIVOS Y LA CELEBRACIÓN CULTURAL</i> | |
| HS 2.1a | -Increase Connectivity of local nearby, parks, schools, and/or public space/ <i>Aumentar la conectividad de los locales cercanos, parques, escuelas, y/o espacio público</i> -Increase Connectivity to Carr Lake/ <i>Aumentar la conectividad a Carr Lake</i> |
| HS 2.1b | -Recurrent maintenance/ <i>Mantenimiento recurrente</i> |
| HS 2.1c | -Budgeting-->Translated to social & community capital(2.2b & 2.2F)/ <i>Presupuestar--> traducido al capital social y comunitario (2.2 b & 2.2 F)</i> -Needs to be more specific/ <i>Necesita ser más específico</i> |
| HS 2.1d | -Increase frequency of Ciclovía event and rotate neighborhoods/ <i>Aumentar la frecuencia del evento Ciclovía y rotar vecindarios</i> |
| HS 2.2a | -Include shade and high visibility within flexible public spaces/ <i>Incluir sombra y alta visibilidad en espacios públicos flexibles</i> -Design a flexible space/ <i>Diseñar un espacio flexible</i> -Create an Annual Community Calendar/ <i>Crear un calendario anual de la comunidad</i> |
| HS 2.2b | -Create mix of spaces/ <i>Crear mixto de espacio</i> -Community or Cultural events/ <i>Eventos de la Comunidad o Culturales</i> |
| HS 2.2c | -Evaluate what programs and when/ <i>Evaluar cuales programas y cuando</i> |
| HS 2.2d | -Plaza Center/Centro de Plaza -Beautify Trash cans; Small things big difference/ <i>Embellecer los botes de basura; Cosas pequeñas hacen mucha diferencia</i> |
| HS 2.2e | -Connecting with existing providers and organizations to increase promotion and reach/ <i>Conectar con proveedores y organizaciones existentes para aumentar la promoción y el alcance</i> -Newsletter is an option/ <i>Un Boletín es una opcion</i> |
| HS 2.2f | -Opening communication between City and Non-profits/ <i>Abrir la comunicación entre la Ciudad y ogranizaciones sin lucro</i> -Work with schools to create more programs/ <i>Trabajar con las escuelas para crear mas programas</i> |

GOAL/META # 3: ENSURE THE ALISAL HAS STRUCTURES, PROGRAMS, AND RESOURCES TO IMPROVE COMMUNITY SAFETY AND CIVIC ENGAGEMENT. / ASEGÚRAR QUE EL ALISAL TIENE ESTRUCTURAS, PROGRAMAS, Y RECURSOS PARA MEJORAR LA SEGURIDAD COMUNITARIA Y EL COMPROMISO CÍVICO.

***PRIORITY/PRIORIDAD**

*additions/addiciones

*questions-removal/preguntas-quitar

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| HS 3.1a | <ul style="list-style-type: none"> -Name change for neighborhood watch <ul style="list-style-type: none"> • Creates fear among residents • Members of watch created fear w/ neighbors • Not associated with police, unless it's something serious (solve own problems) -Neighborhood Committee made up of only residents -"Guardian Angels" -Safety from police officers as well -Redefining "Safety" -Great focusing less on searching for crime and more on community ownership. -Evolve "neighborhood watch" to be more inclusive |
| HS 3.1b | -Committee to have access to staff that can do investigations |
| HS 3.1c | -What is this? |
| HS 3.1d | *priority/ no comments |
| HS 3.2a | <ul style="list-style-type: none"> -Needs specific examples -Police officers need to know Spanish or take Spanish classes -Word change- remove "crime" -New action---> Invest in Prevention programs and efforts that address root causes to incarceration. -Youth leadership Pathways |
| HS 3.2c | *priority |
| HS 3.2d | <ul style="list-style-type: none"> *priority -Police officers volunteer a few hours a week in community -Friendlier approach -Follow through on asks from community during engagement (I.e. no green space is included in SPD Building; there was no follow through) |
| HS 3.2e | <ul style="list-style-type: none"> -need to have an innovative crisis team -behavioral health, mental health -embedded in department -All responders be culturally competent and bilingual and from the area to better communicate with dispatchers/police/services |
| HS 3.2h | <ul style="list-style-type: none"> -Pathways for youth to become police officers ---> Police Officers from own community -Include informed trauma & healing -engage community in types of training <ul style="list-style-type: none"> • Learn from residents as part of humility and racial equity training |
| HS 3.2i | <ul style="list-style-type: none"> *Priority -Take out "tips" in investigations <ul style="list-style-type: none"> • Need to be culturally inclusive that supports Alisal |
| HS 3.3a | |

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| HS 3.3b | -Work with organizations to add leadership development of residents |
| HS 3.3 c | *Priority -transparency of documents in language |
| HS 3.3d | -Space also for action not just learning |
| HS 3.4a | -More hyped/relevant/ fun instead of just “I heart Salinas” |

GOAL/META #4: EXPAND ACCESS TO AFFORDABLE, HEALTHY, CULTURALLY-APPROPRIATE, SUSTAINABLE FOOD AND BEVERAGE OPTIONS./ AMPLÍAR EL ACCESO DE OPCIONES DE ALIMENTOS Y BEBIDAS SOSTENIBLES, SALUDABLES, CULTURALMENTE APROPIADAS.

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| HS 4.1a | -Community garden partner with existing organizations -Collaborate with schools to have more gardens. -High School students teach us about life skills needed for college -more community Gardens that include trees |
| HS 4.1b | -Collaborate with Food Bank to orgs that already have this infrastructure -Soda-tax -Collaborate with the State and County to offer Medical for all utilizing the junk food tax. -Analyze where money will go. Not have it go to Ciy/Police Dept. Oppose- Not a fan but if it passes tax should not go to Public Safety, goes to AVP and Youth Fund, HS Jobs for Youth Oppose- Don't like – Tax for junk food is taxing the poor, rather give them stipends for healthy options Oppose- Don't like taxes on Soda/Junk food, prefer subsidy; can't define “junk food” |
| HS 4.1d | -Provide funding/ partner with organizations already doing education programs |
| HS 4.1e | -Food Dessert Study- where are the areas with food disparities? -Provide incentives for the vendors in that area. -School-based farmer's market-Great Idea -Useful and should be ongoing and promoted |
| HS 4.1f | -Collaborate with Farmer's Markets to have vendors be at the CICOLVIA event and promote healthy foods, especially vendors who accept WIC/CalFresh and other events |
| HS 4.1 h | -Take advantage of Statewide legislation (e.g. refrigeration legislation for Corner Markets) -position healthy foods in front of store |
| HS 4.1i | -Community Kitchen can also be used for art -helps develop employment for those interested in culinary jobs Add language “Accessible community kitchen” |
| HS 4.2a | -Culturally relevant classes |
| HS 4.2b | -Find ways to Collaborate with county and schools to have year round Farmers Markets and WIC Enrollment -Reach out to other groups doing similar plans -Research past attempts so as to learn from pit falls. Promote/Support school gardens |
| HS 4.2c | -Make this a youth led campaign -How do you discourage consumption? Add more details on how this can be done -Maybe connect with incentives for the consumer or vendor. |
| HS 4.2d | -Gym equipment in parks and for them to be free (Gym stations) |
| HS 4.2e | -Promote street activities with a community calendar; collaborate with news outlets |
| HS 4.2 f | -City is flat and perfect for bicycles -Will it be free? |

GOAL/META # 5: ADVOCATE FOR THE COMMITMENT OF RESOURCES TO ENHANCE ACCESS TO EXPANDED CULTURALLY RESPONSIVE MEDICAL AND MENTAL HEALTH SERVICES./ ABOGAR POR EL COMPROMISO DE LOS RECURSOS PARA MEJORAR EL ACCESO A EXPANDIR SERVICIOS DE SALUD MENTAL.

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| HS 5.1a | -Increase # of providers is good but we need more clinics and expand hours. Physical spaces & use other spaces that are existing. Mobile services. |
| HS 5.1c | -include all family members/trauma informed and cultural -increase # of sessions of therapy one needs |
| HS 5.1d | -Increase mental health resources to undocumented residents(create safe spaces & affordable resources) -Add a campaign approach for mental health awareness(some places don't advertise well enough) -Youth focused |
| HS 5.1f | -multiple languages -Indigenous/holistic approaches -Bilingual does not mean culturally competent -Finance student education that focuses in mental health with loan forgiveness -Local students so they can continue to be here -have them focus on substance abuse add intervention |
| HS 5.1h | -Add trauma informed and cultural training -Connecting 'western' with culture and religion |