

## Exhibit C1 - Scope of Work

### Section 3: Scope of Work

#### Task 1: Work Plan Development

##### Task 1.1: Work Plan Development

###### Description:

We will refine the work plan in this section, incorporating input and feedback from student Fellows from the focus communities to ensure that activities are ones that the young project participants are motivated to undertake, and that they believe will effectively engage their peers and other community members. The work plan will detail how project activities address the air pollution concerns of our students and their communities, and how our project supports their participation in AB 617 implementation. We will include the following sections, as instructed:

- 1) Community support and participation
  - a) The work plan will describe how students will work with community partners, local schools and local governments and will identify our project contact person for any questions from CARB.
- 2) Identify the scope of actions of the study, assessment, or analysis.
  - a) Incorporating input and feedback from the cohort of student Fellows from our focus communities, we will develop plans for focus groups, surveys and potential additional strategies (such as tik tok interviews) for identifying community air concerns and preferred solutions
- 3) Define objectives of the study, assessment, or analysis.
  - a) We will use the objectives identified in Section 3 of this application to inform this section, and cross-check with our currently enrolled students.
- 4) Establish roles and responsibilities.
  - a) We will identify the parties responsible for each major task, including any paid partners.
  - b) We will include a letter of commitment from BAAQMD if necessary to secure our collaboration with the agency on partnership activities

###### Goals & objectives:

Create a document that will allow CARB to authorize the start of work on our project.

###### Activities:

- Convene student Fellows to review and revise the draft work plan
- Modify the work plan to incorporate students input and feedback
- Secure a letter of commitment from BAAQMD as needed

###### Expected results, benefits, and outcomes:

Work will begin on our project, which expands equitable participation of youth of color and low-income youth in AB 617 implementation, promotes local collaboration among

community-based organizations and governments working to improve air quality and public health, and advances environmental justice by strengthening the capacity of youth from disproportionately impacted communities to y to participate in air quality decisions and advance policies that reduce community exposure to pollution.

**Proposed milestones:**

- January 2022: Draft work plan and submit to CARB

**How results will be reported:**

- We will be in communication with CARB to submit the work plan and secure approval, should we be awarded, and will report on this task in our biannual and/or final reports in whatever manner is required.

**Task 2: Workforce Development**

*(e.g., does your project provide paid internships to students or learning institution students, high-quality jobs<sup>1</sup>, job training, etc. to priority populations).*

New Voices' multi-tier leadership development & career-skill-building track includes the following components:

1. Six-week, stipended Summer Youth Leadership Academy including “externship” component in which students work directly with community based organizations, environmental professionals, government agencies & offices, gaining foundational knowledge and taking part in actions on air quality, community health, and environmental justice
2. Paid school-year fellowships for students who want to continue and deepen their work in the Summer Academy. Fellows receive hourly wages as Rose Foundation staff. Recently, Fellows have successfully worked with BAAQMD to make community-focused air quality planning more accessible to community members
3. School-year internships for new students or returning students who are not able to make the time commitment required of Fellows. Interns are stipended or receive academic credit
4. POD leaders (Peers On Duty) are graduates of a previous Summer Academy who return as peer leaders. POD leaders also receive hourly wages as Rose Foundation staff.
5. One or more Youth Co-Coordinators is recruited each year from among past year’s POD leaders to work alongside the program’s full-time permanent staff in leading the Summer Academy. The number of co-coordinators is determined by the number of program participants. In most years there is one; however in 2021, with 27 participants,

a second co-coordinator position was added

Please see Tasks 2.1 and 2.2 below for further description of these programs.

### **Task 2.1: 2021-2022 and 2022-2023 School Year Fellowship/Internship Program**

#### **Description:**

Through 1.5 school years of paid fellowships (January of 2022 - the conclusion of the school year in May of 2022, and September 2022 - May 2023), four to five high school students per year will focus on a key set of air quality and environmental justice issues in their community; share information about problems and solutions with community organization partners, peers, and other community members; seek input from their communities on solutions; and promote involvement in relevant government decision-making processes. Fellows receive hourly wages as Rose Foundation staff, and work experience not only with the Foundation but also with our community organization partners.

Each year, Fellows will be joined by a cohort of Interns, who are students recruited from the Summer Academy who wish to remain engaged in environmental justice work but are unable to make as large a time commitment as is required of the fellows. Interns will receive either a stipend or school credit for their engagement.

#### **Goals & objectives:**

In each year (January - May 2022 and Sept 2022 - May 2023):

- 4-5 Fellows and/or Interns will be recruited and complete the school-year program *(Please note that recruitment for Jan - May 2022 cohort occurs outside the grant period and is not part of the proposed project)*
- Each Fellow is responsible for conducting:
  - A capstone project assigned by project staff. Capstone projects often are carried out in collaboration with a community-based partner organization, or government agency
  - An independent project designed by the student
  - A focus group or other outreach activity in which other 8 or more youth or community members share their views on air quality problems and preferred solutions *(discussed below in Task 3.3)*
  - A workshop or other outreach activity, (such as a podcast or campus-based art exhibit or poetry reading) informing at least 15 other youth about local air quality issues and the AB 617 process, (reaching a total of 60+ community members Student workshops *(discussed below in Task 3.3)*)
- In addition, Fellows and interns will participate in agency proceedings throughout the two-year project. Each Fellow will be expected to participate in at least one proceeding by attending or submitting written comments..

- Fellows and/or interns will post information about air-quality and related decision processes on social media reaching at least 150 local community members
- Youth Coordinator will meet twice weekly with Fellow to check in on progress on projects, explore any challenges and help student resolve issues
- Project staff will meet weekly to review progress toward milestones and make course corrections as needed.
- Project staff will meet monthly with partner/mentors to track student progress and address challenges
- Exit interviews with Fellows to assess their sense of increased competence and interest in ongoing participation on air quality issues

### **Activities:**

#### ***Fellow/Intern Training, Team Building, and Support***

The *Youth Power for Air Justice* fellowships will already be underway at the start of the grant period. Four fellows will have been recruited from among the most highly motivated participants in the 2021 New Voices Are Rising Summer Youth Leadership Academy. Students will have selected a focus issue, so that we will have an East Oakland Air Quality Fellow, Bay Area Air Quality Fellow, Energy Justice Fellow, and Clean Power Hub Fellow.) Because the Fellowship program requires a substantial time commitment, to ensure participation of students from all four focus communities, Fellows may be joined by Interns who work with Fellows on specific projects and commit to dedicating fewer hours to participation in program activities.

As the spring semester unfolds, New Voices Are Rising staff will build on students' understanding of their focus issues and other air quality and environmental justice issues in our four Bay Area project communities. Lessons will include presentations and other collaborative work with partners including Local Clean Energy Alliance, Communities for a Better Environment, City of Antioch and other local groups working on air quality and environmental justice. Fellows will meet as a group once every two weeks for this ongoing air quality education, leadership development training, and team building, and will also meet twice weekly one to one with New Voices staff for ongoing coaching and support.

Fellows receive wages and interns receive stipends or school credit for participation. Training and collaborative work with partners are core elements of the program, providing invaluable work experience that cannot be gotten in a classroom. Additionally, New Voices staff and program peers create an environment that supports students to be successful as they take on real-world projects and programs, so that they build confidence and skills.

#### ***Fellowship/Internship Individual Projects***

To prepare for potential careers in air quality or other environmental justice issue areas, Fellows will pursue independent projects that will develop their skills and initiative while providing them with the support (from New Voices staff and partner groups) that they need to

succeed. As a first project, each Fellow will share a presentation on air quality and environmental justice problems and solutions with one of their classes, or in another peer-forum, such as an afterschool club. (Students may choose to create a non-standard presentation such as a podcast or art exhibit that conveys real information on air quality and AB 617.)

Beyond presentations, each Fellow will complete two additional individual projects over the course of the Fellowship, with support from student Interns. The first, the Independent Project, will engage students in selecting and designing a project that addresses an air justice issue they choose to address in their community. The final project, the Capstone Project, will address one of the following focus issues: 1.) East Oakland Air Quality, 2.) Bay Area Air Quality, 3) Clean Energy (Energy Justice) 4) Clean Power Hubs [and, if approved by CARB 5.) Food Justice<sup>1</sup>.] Fellows will continue to study their focus issue past the initial training period, working closely with existing New Voices partners to deepen their understanding of their focus issue, engage with partners to promote equitable public participation on these issues, and plan and complete the individual projects.

Recently, Fellows have successfully worked with BAAQMD to make community-focused air quality planning more accessible to community members, and have worked with CBE to strengthen recommendations in BAAQMD's Draft HRA on an East Oakland foundry. Besides the individual projects, Fellows are each required to do a presentation on AB 617 and community air quality, and lead a focus group for peers or other community members to help collect community perspectives on air quality problems and preferred solutions (discussed in Task 3.3 below).

### **Expected results, benefits, and outcomes**

As a result of participating in the project, youth from the focus communities will be better prepared for environmental careers and other work advancing community interests. Youth will have taken part in professional work settings, reporting to the Rose Foundation office in Oakland when we are in-person, and joining our virtual meetings when we are remote. They will have gained professional experience with project management, communication, and collaboration with the public and with partners and government agencies. Students also will have gained skills in advancing equitable public participation, as agency processes often are not designed to encourage youth participation, and the program provides opportunities and training to support their participation.

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<sup>1</sup> Over the past 15 years, we have seen tremendous interest on the part of community youth in issues surrounding limited access to healthy food in low-income communities of color. Because this issue is of such high concern among our youth, we have included it as a potential focus. While we recognize that other issues may have greater or more direct impacts on air quality in our focus communities we note that U.S. EPA identified projects to reduce Vehicle Miles Traveled through increased food access in food deserts as an example of projects fundable under the Clean Air Act in their 2021 Request for Proposals from the U.S. EPA Environmental Justice Small Grants program.

The program also will result in increased involvement of youth and other community members in improving air quality and environmental health. Partnering with BAAQMD and CARB to increase youth engagement on air quality issues is at the heart of the East Oakland Air Quality Fellowship and Bay Area Air Quality Fellowship. In addition to participating themselves, the students' impact is magnified by their outreach to others in their home communities, sharing information on government air quality programs such as AB 617 planning processes, collecting community input on air quality concerns and preferred solutions and via their individual projects. The students will also work with our community partners such as EBALDC and CBE, building on local air quality work, supporting each other across community boundaries, and connecting local efforts through convenings such as the Fellowship end of school-year summit. Finally, they will be advancing environmental justice, as these youth leaders from some of California's most pollution-burdened communities take on work that makes their home communities healthier.

**Proposed milestones:**

- January - May 2022: Fellow/Intern Training, Team Building, and Support
- January - May 2022: Fellows develop and present their Independent and Capstone projects
- August - September 2022: 4-5 Fellows/Interns are recruited for the 2022-2023 school year program
- October 2022 - May 2023: Fellow/Intern Training, Team Building, and Support
- December 2022 - May 2023: Fellows present their Independent and Capstone projects

**How results will be reported:**

We will include a written description of the Fellowship/Internship Program for each school year (January - May 2022 and August 2022 - May 2023,) including how many students participated, topics covered in trainings, topics of Independent and Capstone projects, and impacts of the projects on local air quality improvement efforts. We will include an update on our partnerships, and describe the successes and challenges of those collaborations.

**Task 2.2: 2022 and 2023 Summer Climate Justice & Community Resilience Leadership Academy**

**Description:**

The Summer Academy will engage 16-20 students from our focus communities in an intensive 6-week, 5 days/week summer intensive training institute. We will recruit new students through local school districts and through individual schools serving the Bay Area's

lower-income communities of color in our four project areas. Students will participate in leadership development training; collaborate with community partners in externships; gain foundational knowledge on air quality, community health, and environmental justice; increase their community participation; develop their professional skills; take part in actions that range from tree-plantings and DIY air monitoring to public education events and rallies; and are supported to engage others in air quality improvement and decision-making processes. They receive a stipend for their participation, and are guided and mentored by staff, externship hosts, and returning student peer leaders.

Until March 2020, New Voices Are Rising programming was built around in-person youth engagement, and we continue to believe that in-person work is most effective in building youth leadership among the youth in the communities we serve. To that end, we plan to return some level of in-person engagement for Summer 2022, if possible. We will continue to open the Summer Academy to students from Bayview/Hunters Point, Richmond/San Pablo and the Contra Costa refinery corridor, although we recognize that in-person participation on the part of students from outside Oakland will be more difficult, potentially leading to an Oakland-heavy cohort. Assuming that in-person gatherings are determined to be advisable by June 2022, we will plan for activities for 30 hours each week. If public health protocols suggest limiting in-person gatherings, we will plan virtual activities for a 20 hour week. The Fellowship and Internship programs will continue to build out our engagement with students from Bayview/Hunter Point and the Contra Costa refinery corridor, regardless of the direction the COVID pandemic takes.

### **Goals & objectives:**

In each year (Summer 2022 Summer 2023):

- 16-20 students will be recruited and complete the Summer Academy
  - Each student will complete:
    - Training and actions for each week of the curriculum
    - Externship with local organizations or agencies
- 4 POD Leaders will be recruited and complete the Summer Academy
  - Each POD Leader will complete:
    - Facilitation training
    - Development and implementation of one whole-group lesson
    - Curriculum design for the Summer Academy, co-created with New Voices staff
    - Mentor one small group of students throughout the Academy
- 1-2 Youth Co-Coordinator will be recruited, and plan and complete the Summer Academy
- Weekly surveys and exit interviews with Summer Academy participants to assess their sense of increased competence and interest in ongoing participation on air quality issues
- We also will track our students' participation in agency proceedings

- Interviews with community partners to get feedback on whether project youth added value to partners' ongoing engagement on air quality
- Interviews with agency partners to get feedback on youth participation in agency proceedings, and role youth played in increasing engagement among their peers and in their broader communities

**Activities:**

***Student and Leader Recruitment***

To recruit Summer Academy students, staff will work with local school districts to reach students participating in the summer career readiness programs. Additionally, staff will reach out through community partners and will present in classrooms and assemblies at high schools that serve or are located in our four focus communities. Staff will then review students applications and interview applicants.

Fellows and other students who have participated in past New Voices programs will be eligible to work as one of 4 POD Leaders in the 2022 and 2023 Summer Academies. Staff will invite past participants to apply for the POD Leader position and interview applicants. POD leaders will help plan and implement the summer's curriculum, and receive additional facilitation skills training to support their new level of responsibility. During the academy, each POD Leader will develop and lead at least one lesson for the whole cohort, and they will mentor a small group (or "pod") of newer students. POD Leaders play key roles in helping other students master unfamiliar concepts and information, and also help make sure that students feel welcome and able to share ideas and concerns. Because some of our students are more comfortable conversing in Spanish than in English, we will strive to have at least one POD Leader who is proficient in both English and Spanish. The POD Leader position is 35 hrs/wk.

Finally, staff will recruit one full-time Youth Co-Coordinator to take on a major leadership role side by side with staff in the design and implementation of the program. If public health conditions necessitate a return to virtual programming in the summer of 2022, we may expand the cohort and bring on a second Co-Coordinator as we did in 2021. This second position would be funded by reallocating hours from other staff (after shifting from a 30 hour/week in-person program to a 20 hour/week virtual program as mentioned above).

***Summer Curriculum Development***

While it may change based on input and feedback from student leaders, we expect the curriculum to be divided more or less into the following sections, incorporating guest speakers, service learning, field trips, and other resilience actions for hands-on learning.

- Climate Justice: Introduces the processes driving global warming, identifies greenhouse gases and their major sources, and explores disproportionate climate risks in focus communities. Connections are made by students between climate



change and air quality risks, and this curriculum provides a strong knowledge and experience base around GHG emissions and resulting community health impacts.

- **Housing Justice:** Explores environmental racism and the legacy of redlining, and the role redlining played in concentrating communities of color near pollution sources.
- **Air Quality and Community Health:** Includes mapping out pollution associated with goods movement and local industrial facilities, learning about strategies to reduce community exposure to pollution, local information on wildfire smoke, AB 617 planning processes, as well as information about and exposure to other agency initiatives and decision-making processes, especially from CARB and BAAQMD.
- **Energy Justice:** Explores in greater depth the role of fossil-fuel-based power in global warming and community health, and profiles other energy sources (hydro-power, wind, solar, geo-thermal, and nuclear), comparing benefits, hazards, and life-cycle impacts. Introduces energy conservation and efficiency strategies and explores avenues to increase community energy security, such as local micro-grids and off-grid resilience hubs. Discussions of power sources and energy use build on our climate justice and air quality modules, developing students' understanding of the interplay of these issues and resultant community health impacts.
- **Water Justice:** Focuses on California's energy-intensive water distribution networks, explores focus communities' water sources and introduces possible water conservation strategies (including rainwater collection, water recycling, and changes in agriculture). Identifies common pollutants that pose threats to drinking water safety. Explores interactions between water pollution and air pollution.
- **Food Justice:** explores strategies for reducing vehicle miles traveled by increasing local access to affordable healthy food in food deserts.

Staff will work with school-year Fellows and then Summer Peer-On-Duty ("POD") Leaders to tailor the Summer Academy's content, based on relevance to student leaders' own experiences and to incorporate opportunities to engage on current air quality issues. Air quality and air justice will be at the forefront of the curriculum. From the understanding of emissions and climate drivers of community health impacts in the climate justice week, to exploring strategies for reducing vehicle miles traveled by increasing local access to affordable healthy food in food deserts in food justice week, students will receive a comprehensive understanding of environmental justice issues in their communities, with air justice as the current that runs through all themes and ties them together. Intensive leadership training will be incorporated into each module of the curriculum, and this combination of air justice education and leadership training prepares our students well to succeed in their externships.

### ***Peer Leader Training***

For most POD Leaders, this will be their first formal leadership role with New Voices, and potentially ever. To prepare them, we will plan and host trainings on large and small group facilitation, public speaking, and leadership to build the skills and confidence they need to

succeed in the role. The Youth Co-Coordinator(s) will also be taking on a significant increase in responsibility, and New Voices staff will work with them closely while finalizing the Summer Academy curriculum to deepen their leadership skills and set them up for success. Past New Voices leaders have described to staff how their leadership roles in the Summer Academy have prepared them for success in future workplaces, including with local government agencies and other community-based organizations. We've also found that our tiered leadership structure, starting with externships, moving into POD Leadership, and building to the Youth Co-Coordinator role, supports students' career skill development and personal growth.

### ***Summer Academy Implementation***

On Mondays, staff and POD leaders will introduce the theme for the week, and students will immerse themselves in the theme through guest presentations, group learning activities, and discussions. On Wednesdays, field trips (in person or virtual) will allow students to meet with community leaders and experts in a wide range of fields related to environmental justice, while having the chance to see environmental management strategies, problems, and solutions with their own eyes, and come to their own conclusions. Each Friday is a day of action -- students will take action to reduce exposure to air pollution and increase community resilience through, for example, planting trees on a school campus or other site in their community, or participating in a public education event, such as a clean power rally. Additional air justice and community health-building actions may be designed by the students themselves.

Anticipated field trips include: a tour of the Port of Oakland to see how the Port is working to reduce diesel pollution and what further efforts are possible; a tour, guided by local activists, of Richmond refinery fence-line neighborhoods or East Oakland neighborhoods that are heavily impacted by pollution; visiting the Mokelumne River and Parde Reservoir to see the source of Oakland's water and to view hydropower generation in real time. Additional field trips may be added or substituted, based on partner interest and student leader input.

### ***Externship Recruitment and Support***

Two days each week, Tuesdays and Thursday, students will participate in an externship, working in pairs or small groups at the workplace of a partner nonprofit or government agency, where they will be mentored by that organization's staff. This professional workplace experience is a new experience for many of our students. They gain skills working with professional adults outside of a school setting, project management, professional communication, and we often host a resume workshop during the summer to help the students translate their externship experience into tangible line items in their work history.

By the start of each of the summer programs, staff will have all externship host organizations recruited. We expect many of our recurring externship hosts to continue. As needed, we will pursue additional host organizations doing local work within our issue areas. Past

externships hosts have included: Local Clean Energy Alliance, the City of Antioch, Communities for a Better Environment, BAAQMD, MTC, various Oakland City Council offices, Growing Together, and Acta Non Verba.

To support our work with grassroots nonprofit groups who are closest to the issues we're working to address, we will provide stipends to some of our nonprofit externship hosts.

**Expected results, benefits, and outcomes:**

Over time, the Summer Academy has demonstrated its value as a workforce development program. As discussed above, the multi-tiered student leadership structure of externships, POD leadership, and Co-Coordinator roles supports professional development at each level, and gives students at all levels strong role models to aspire to. We expect students to gain knowledge about air quality, environmental justice and health, and emissions that impacts how they experience the world around them, and for them to connect their new knowledge and training to the realities they live in their home communities. Partnering with local government and other community organizations strengthens partnerships between New Voices and these organizations, and amongst the partners as we coordinate between them. Youth knowledge of environmental justice and participation in decision-making processes is the cornerstone of advancing environmental justice in the next generation, and we are proud to have this as one of the most beneficial outcomes of our work.

**Proposed milestones:**

- February - May 2022: 16-20 students, 4 POD Leaders, and 1-2 Youth Co-Coordinators recruited to the Summer Academy
- January - June 2022: Summer Curriculum Development
- April - June 2022: Peer Leader Training
- June 13 - July 22, 2022: Summer Leadership Academy takes place
- January - July 2022: Externship recruitment and support
- February - May 2023: 16-20 students, 4 POD Leaders, and 1-2 Youth Co-Coordinators recruited to the Summer Academy
- January - June 2023: Summer Curriculum Development
- April - June 2023: Peer Leader Training
- June - July 2023: Summer Leadership Academy takes place
- January - July 2023: Externship recruitment and support

**How results will be reported:**

We will include a written description of each Summer Academy (Summer 2022 and Summer 2023), including how many students, POD Leaders, and Youth Co-Coordinators were part of the program, a description of topics covered in training and the Academy, and participation of the students in local air quality improvement efforts. We will include an update on our partnerships, and describe the successes and challenges of those collaborations.

### **Task 3: Community Engagement**

*(e.g., public events and targeted stakeholder meetings to discuss project proposal with community members, event notices provided by social media/website/in-person delivery/mail, etc. and in language(s) appropriate to the audience, outreach and education activities, etc.).*

New Voices' community engagement program is multi-pronged and highly interactive, supporting youth leadership as a successful pathway for increased community participation in local air quality issues and agency processes. Youth in our program are supported to design and lead community summits, focus groups, and workshops that engage their peers and other community members on air quality issues and solutions.

Our students' communities have suffered from a legacy of racist redlining policies that limited housing options for people of color and concentrated industry in these particular neighborhoods, as we mentioned in Section 2. Our community engagement efforts seek to build trust, expand community participation with the goal of identifying solutions that community members really want, and create processes for participation that are empowering rather than disempowering for the community. Many of the traditional agency forums for community participation leave community members feeling confused and powerless when they feel they can't understand the language used and the processes for change. A major goal of our project is to demystify and open up policy development and implementation, in a way that centers the lived experience of the people most affected. Youth are a source of community pride, and have led nearly every social movement in this country; since the 1970's, youth also have been the most effective messengers on environmental policies like recycling, that are taken for granted today. By building youth power, we're building power at the heart of the communities most impacted by air pollution and fostering truly equitable public participation in solutions and pathways for change.

#### **Task 3.1: End of School-Year Community Summit**

##### **Description and Activities:**

New Voices staff and Fellows will recruit 35 community member participants (including partner groups and their networks, community leaders, and friends, family, and teachers of Fellows) to participate in an in-person or online summit event (depending on public health guidelines and community practice), where students will present their individual projects (project topics, design, and implementation are discussed in Task 2.1 above). Staff and students will devote significant time to calling parents and partners to ensure Fellows engage as many community members as possible in their projects.

Students will share information about air quality problems and potential solutions through media that range from PowerPoint presentations to poetry and visual arts. Students will report on the work they have done over the course of the school year and share information

about opportunities for community participation about air quality planning in the future. Attendees will be asked to share their air quality concerns through online polls or in-person charting activities.

**Goals & objectives:**

- All Fellows share their culminating presentations at the summit
- 35 community members attend the summit
- 20+ community members share their concerns about air quality and priorities for solutions

**Expected results, benefits, and outcomes:**

Students' family, peers, and other community members will be better informed about air pollution issues within the community and about opportunities to shape policy to reduce exposure to air pollution. Students will gain practice in community outreach and communication skills that they can use in further work to engage community on issues of community concern. The summit is also a valuable venue to convene the community partners that students have been working with, and provides a space for partners' work to be showcased so that others working on similar issues can collaborate. The community summit is also a venue for students to connect their communities to the work the youth have been doing that is engaged with governmental agencies such as CARB and BAAQMD, connecting the community members to the agencies' work in a welcoming way that encourages future participation.

**Proposed milestones:**

- April - May 2022: End of School-Year Community Summit held
- April - May 2023: End of School-Year Community Summit held

**How results will be reported:**

We will include a written description of each End of School-Year Community Summit (May 2022 and May 2023), including how many students presented, a description of topics covered in their presentations, and how many community members attended. We will also share any community-generated output created at the summit, such as polls, survey responses, or comment cards. If it is a virtual summit, we will share a recording of the event.

**Task 3.2: Summer Community Summit**

**Description and Activities:**

Throughout the Summer Academy, students will work on individual projects to be presented at a Community Summit to take place shortly after the Summer Program concludes, with a similar format to the End of School-Year Community Summit. Students will dig deeper into

issues that particularly interest them, creating presentations (which could include workshops, sustainability models, videos, other visual arts, poetry, or other formats) that share information about environmental and climate justice issues that pose challenges to community health in Oakland and throughout California.

New Voices staff and Academy participants will recruit 45-60 community member participants (including partner groups and their networks, community leaders, and friends, family, and teachers) to an in-person or online summit event (depending on public health guidelines and community practice). Staff will devote significant time to calling parents and partners to ensure Academy students engage as many community members as possible in their projects.

The event will be structured to maximize opportunities for participants to share their concerns and assessments of environmental factors affecting environmental justice, and particularly air quality, in low income communities of color. Students will also offer their recommendations and share upcoming opportunities for community involvement in environmental decision-making on local community health issues.

**Goals & objectives:**

- All Summer Academy students present at the summit
- 45-60 community members attend the summit
- 30+ community members share their concerns about air quality and priorities for solutions

**Expected results, benefits, and outcomes:**

Benefits of the Summer Community Summit are similar to the equitable participation, partnership building, workforce development, and community participation benefits of the End-of-Year Summit discussed above. In addition, many of the summertime students are new to air quality and community health issues, and are not experienced speaking in public. Participating in this kind of activity and working with other students strengthens their relationships, builds trust among the group, and increases the likelihood that they'll continue to speak on behalf of their communities and in public forums. We have seen that having friends and family of the students see them speak out in this way, when they haven't before, is galvanizing for community members and encourages them to participate in public processes.

**Proposed milestones:**

- July 2022: Summer Community Summit held
- July 2023: Summer Community Summit held

**How results will be reported:**

We will include a written description of each Summer Community Summit (2022 and 2023), including how many students presented, a description of topics covered in their presentations, and how many community members attended. We will also share any community-generated output created at the summit, such as polls, survey responses, or comment cards. If it is a virtual summit, we will share a recording of the event.

### **Task 3.3: Student-Led Community Focus Groups and Community Air Quality Workshops**

#### **Description:**

In addition to the recruitment, training, and projects that each student Fellow is responsible for described above in Task 2.1, each Fellow will lead a focus group reaching a total of 40 peers and community members, and a workshop on community air quality issues and AB 617 for schoolmates, reaching a total of 100 students. These community sessions provide a venue for community members to connect about air quality issues. Importantly, they also provide a space for the Fellows to act as connectors between their wider communities and agencies such as CARB - connecting their learning about agency efforts and AB 617 to peers and community members. We see youth-led community gatherings as a key way to increase meaningful public participation in air quality improvement processes, and routinely find that leadership from our young people empowers other community members to feel engaged and comfortable participating.

#### **Goals & objectives:**

Each fellow leads:

- One focus group reaching 40 peers and community members
- One workshop on community air quality issues and AB 617 for peers, reaching 15 or more students per workshop

#### **Activities:**

##### ***Community Focus Groups***

During the course of the school year, each Fellow will conduct one focus group study to get community input on health and welfare effects of air pollution and on strategies for pollution control. The student Fellows design the workshops and lead them, and receive staff support for the design and planning of the focus groups. Focus group participants are students, classmates, or other community members, and we will also discuss holding focus groups with residents at Lion Creek Crossings or other similar affordable housing complexes. Eight or more participants join each focus group, and results of the focus groups are documented by non-presenting students. Students prepare activities that engage participants and give them an opportunity to share their air quality concerns and evaluate different potential solutions. Focus groups also will explore the types of settings that help participants feel

comfortable and media they find engaging, and will provide an opportunity for students to compile information about community concerns and priorities that they can share with CARB and AQMD staff and board.

### ***Community Air Quality Workshops***

In addition to the focus group, each student will lead a workshop during the school year to present information on identified pollution sources in their communities, health impacts of air pollution, and the AB 617 planning process and other opportunities for peers or other community members to engage in air quality work. Workshop attendees will be Fellow's classmates or youth participants from other organizations. As an alternative to a conventional workshop, students may choose to pursue innovative and non-traditional ways to share air justice information, including putting on an art show or temporary art installation on their school campuses, or creating podcasts or TikTok videos around community members' air quality concerns or preferred solutions.

### **Expected results, benefits, and outcomes:**

Of primary benefit is getting community members in the most impacted communities the information they need to participate in agency processes; our youth leaders' outreach augments agency outreach efforts by sharing information in settings and via methods where community members are comfortable and familiar. By undertaking these outreach activities, we are reaching people where they are as part of their everyday lives, which is a proven strategy to increase participant engagement and comfort. By soliciting community members' views, the focus groups are designed to help community members recognize that they have important information to share with decision makers and in this way encourage deeper community participation over time. Additionally, community members and students in the low income communities and communities of color that our project focuses on are historically not the demographics most engaged in government processes. Our students' work builds trust between community members and the agencies, promoting collaboration and equitable public participation.

### **Proposed milestones:**

- January - May 2022: Fellows conduct focus groups and workshops
- December 2022 - May 2023: Fellows conduct focus groups and workshops

### **How results will be reported:**

Staff will work with students to prepare a written report that lists the number of participants and summarizes community comments at each event.

## **Task 3.4: Clean Power Design Workshops**



**Description and Activities:**

Students will lead community members in design workshops to develop a vision for modifying affordable housing complexes so that they can become clean power hubs for the community. These hubs would incorporate solar powered battery backup storage so that when there are PG&E Public Safety Power Shutoffs or other stresses on the power grid, low income residents in heavily impacted communities can maintain necessary systems like refrigeration, air filtration, and power to medical equipment, without resorting to fossil-fuel-fired backup generators, which are often highly polluting and would add to pollution burdens in the neighborhoods. As part of the design workshop, students will also share information about communities like Pittsburg and Antioch that experience pollution burdens from fossil fuel power plants and the connection between air quality and power.

In East Oakland, we have the possibility of doing these workshops with the Lion Creek Crossings affordable housing community, and in Pittsburg, with students at Pittsburg High School. We'll work with the Pittsburg students to identify a site with similar potential to Lion Creek Crossings in the Pittsburg/Antioch area, and we are exploring the possibility of a site in Antioch with our partners in Antioch city government.

**Goals & objectives:**

- Engage 10 youth who live in or are connected to an affordable housing development in one of the focus communities
- Produce visual and written representations of the changes that would be required to convert a particular affordable housing development into a clean energy hub, and share this with relevant decision-makers such as the local housing authority, members of city council, board members of the East Bay Clean Energy Agency, and the California Public Utilities Commission

**Expected results, benefits, and outcomes (re: their priorities):**

These workshops further expand our community engagement efforts, and continue to connect our students to community members, and community members to air pollution solutions, in familiar spaces. Additionally, building the capacity and interest of partners such as EBALDC and connecting them with other partners such as LCEA and working together to participate with local governments on air issues is a major benefit of this task. Local solutions such as these have not always been supported by utilities at the regulatory level, and so we are proud to involve community members in these workshops to vision for a cleaner and healthier future, while also creating a program that is a potential pilot for other affordable housing complexes in the Bay Area.

**Proposed milestones:**

- January - May 2022: Fellows conduct design workshops
- December 2022 - May 2023: Fellows conduct design workshops

**How results will be reported:**

We will write up a description of the workshops, including any community-generated content such as writing or visuals. We will include the number of attendees and location of the workshops.

**Task 4: Reporting**

**Task 4.1: Preparation and Submittal of Biannual Reports and Final Report**

**Description:**

The project evaluation relies on rigorous and ongoing qualitative analysis. Staff will meet regularly with all students to get feedback on what forms of engagement and which activities are working for them, as well as what can be improved.

Additionally, at the end of the school-year fellowships/internships, and Summer Academies, we will survey participants and conduct exit interviews to learn how students' experiences in the New Voices program shaped their views of air quality, environmental justice, and community health. We will also consult with externship hosts and Fellowship partners to learn how (and whether) our students' participation has aided their overall effectiveness at public participation as they address community health issues.

In regular twice weekly meetings with Fellows, staff will explore their engagement work in depth (e.g. What engagement strategies are they using? What seems most successful? How many community members are participating? What challenges are they facing and are potential solutions to those challenges?). These one-on-one sessions will also help us capture other student insights about issues of concern to the community.

In part, we are relying so heavily on qualitative measures because it can take many years to see measurable progress toward the types of long term goals that the project seeks to advance, such as building community capacity to participate in decision-making. However, we also will track the number of youth and other community members reached with different presentations and workshops and summit attendance quantitatively. We have found that this combination of dialog-based analysis combined with data on who our projects and programs are reaching, has been a winning combination to strengthen our program and provide the most impact to students year after year.

We will use this information to prepare the biannual reports and final reports required by this grant program, should we be awarded.

**Goals & objectives**

Produce 3 insightful biannual reports, and 1 final report.

**Activities:**

***Fellowship/Internship Evaluation***

- 2x/week 1:1 staff engagement sessions
- End of program exit interviews with staff
- End of program survey
- Consultation with partners

***Summer Program Evaluation***

- Weekly surveys
- End of program exit interviews with staff
- End of program survey
- Consultation with partners and externship hosts

***Community Engagement Evaluation***

- Number of community members reached by End of School-Year Community Resilience Summit
- Number of community members reached by Summer Community Resilience Summit
- Number of community members reached by Student-Led Community Focus Groups and Community Air Quality Workshops
- Number of community members reached by Clean Power Design Workshops
- Any further dialog with partners as needed

**Expected results, benefits, and outcomes:**

We look forward to providing reports which highlight how our project is advancing CARB priorities.

**Proposed milestones:**

- June 2022: Biannual report 1 due
- December 2022: Biannual report 2 due
- June 2023: Biannual report 3 due
- February 2024: Final report submission

**How results will be reported:**

Results will be reported in the written biannual and final reports.

- **Clearly identify the anticipated benefits, and potential challenges, of the project. How will the targeted community be better as a result of the implemented project?**

Potential challenges of the project include the uncertain future with coronavirus. We are ready and prepared to pursue in-person, virtual or hybrid programming, but know that a shift in any direction will present different opportunities and challenges in terms of which activities some students will be able to easily participate in, and which students will need more support.

As we describe in the tasks above, there are many anticipated benefits and ways the focus communities will be better as a result of this project. To summarize:

- Leadership and workforce development: community youth will gain real-world professional experience in a series of leadership tiers with increasing responsibility
- Youth power and community engagement: youth are the heart of a community, and are often at the forefront of moving important social issues forward. By engaging youth, we provide a welcoming pathway for other community members to authentically engage in air quality improvement and pollution mitigation efforts. By the end of this project, youth will have accomplished a great deal. Among other things, they will have educated a 200+ community members on air pollution issues and air planning processes; compiled and shared information on community members' air pollution concerns and preferred solutions; helped develop community-based visions for reliable, clean power to keep low income residents' refrigerators and medical equipment working during grid stress without adding to local air quality burdens from dirty peaker plants or even dirtier back up generators; and more.
- Community knowledge: Focus area communities will be better informed regarding how to participate in decision-making proceedings related to air quality, and community insights around air quality solutions and concerns about pollution issues will be communicated to agency representatives
- Agency efficacy: Agencies will have a better sense of what youth need to be effective participants, increasing authentic and equitable community engagement.
- Investment in the future: These youth will be community leaders on other environmental justice issues besides air quality, and supporting the community in efforts to achieve a more just and sustainable future across the board, rooted in understanding of air quality issues and how to participate in local decisionmaking processes.
- Collaboration: Our project brings together community based organizations and local government to support youth leadership and advance air quality. Coming together under the umbrella of our program strengthens connections and facilitates collaboration among our partners, and by doing so increases the capacity of our focus communities to partner with government agencies to improve air quality
- Transferability: Building on our successes in East Oakland, we seek to support young people in our three other focus communities to engage with air quality

improvement efforts in their home communities, strengthening regional efforts and sharing connections and lessons learned across communities.

- Furtherance of AB 617: New Voices students have already been active in the furtherance of AB 617 goals, and with this project, will continue that work by increasing youth engagement on AB 617 processes in Richmond and by building youth and community capacity to participate in eventual AB 617 planning in three communities awaiting designation.