

Human Relations Commission Agenda

The Human Relations Commission is a citizen commission appointed by the Fremont City Council. Human Relations Commission business is conducted in a public forum and operates within the provisions of the Brown Act. Information on the Brown Act may be obtained from the City Clerk's office at 3300 Capitol Avenue (phone 284-4060).

General Order of Business

- | | | |
|-------------------------------|---------------------------|--------------------------|
| 1. Secretary Check for Quorum | 6. Written Communications | 11. Commission Referrals |
| 2. Call to order – 7:00 p.m. | 7. Announcements | 12. Commission Reports |
| 3. Roll call | 8. Consent Items | 13. Staff Reports |
| 4. Approval of Minutes | 9. Old Business | 14. Referral to Staff |
| 5. Oral Communications | 10. New Business | 15. Adjournment |

Order of Discussion

Generally, the order of discussion after introduction of an item by the Chair will include comments and information by staff followed by Human Relations Commissions questions, inquiries or discussion. The applicant, authorized representative, or interested citizens may then speak on the item. At the close of public discussion, the item will be considered by the Commission and action taken.

Oral Communications

Any person desiring to speak on a matter which is not scheduled on this agenda may do so under Oral Communications. The Human Relations Commission will take no action on an item which does not appear on the agenda. The item will be agendaized for the next regular meeting or at a special meeting called in accordance with the terms of the Brown Act. The Human Relations Commission may establish time limits of presentations.

Information

Regular scheduled meetings of the Human Relations Commission are conducted at 3300 Capitol Avenue in the Large HR Training Room. Meetings are held at 7:00 on the third Monday of the month. Meetings may be tape recorded at the discretion of the Chair.

Copies of the Agenda are available at the Human Services Department at 3300 Capitol Avenue and online, three days preceding the regularly scheduled meeting.

Assistance will be provided to those requiring accommodations for disabilities in compliance with the American Disabilities Act of 1990. Interested persons must request the accommodation at least 2 working days in advance of the meeting by contacting Human Services Department at (510) 574-2050.



Information about the City or items scheduled on the Agenda may be referred to:

Suzanne Shenfil, Director
Human Services Department
3300 Capitol Ave
Fremont, CA 94538
(510) 574-2051

Arquimides Caldera, Deputy Director
Human Services Department
3300 Capitol Ave.
Fremont, CA 94538
(510) 574-2056

Your interest in the conduct of your City's business is appreciated.

Human Relations Commission

Dharminder Dewan
Tejinder Dhani
Paddy Iyer
Dr. Sonia Khan
Lance Kwan
Patricia Montejano
Julie Moore – Vice Chair
John R. Smith – Chair
Cullen Tiernan

City Staff

Suzanne Shenfil, Human Services Director
Arquimides Caldera, Deputy Human Services Director
Laurie Flores, Recording Secretary

Mission Statement

The City of Fremont's Human Relations Commission (HRC) strives to prevent discrimination and ensure that the rights of all individuals and groups in Fremont are protected under the law. The HRC promotes, supports, and helps create a compassionate community environment where diversity is honored and respected, neighbors reach out and support each other, and the most vulnerable receive services; to allow all a high quality of life in a community where we live, learn, work, and play in peace and harmony.

AGENDA
HUMAN RELATIONS COMMISSION
REGULAR MEETING
MONDAY, NOVEMBER 20, 2017
TRAINING ROOM
3300 CAPITOL AVE., BUILDING B
FREMONT, CALIFORNIA
7:00 P.M.

1. **SECRETARY CALL FOR QUORUM**
2. **CALL TO ORDER**
3. **ROLL CALL**
4. **APPROVAL OF MINUTES** of October 16, 2017
5. **ORAL COMMUNICATIONS**
6. **WRITTEN COMMUNICATIONS**
7. **ANNOUNCEMENTS**
8. **CONSENT ITEMS**

8.1 FY 2017-2018 Social Services Grant Mid-Year Evaluation Process

BACKGROUND: The City of Fremont funds an array of local non-profit agencies through Social Service grants funded by the general fund, Community Development Block Grant (CDBG) fund and Paratransit (Measure B) fund. Funding is provided on a three-year cycle, which ends June 30, 2019.

The Human Relations Commission (HRC) is responsible for reviewing and recommending funding of human services proposals to the City Council. In May 2016, based on the HRC recommendations, the City awarded \$619,717 in funding to fifteen human services programs that provide an array of services to low and moderate-income individuals and families. We are currently in the second year of the three year-cycle.

Mid-Year Evaluation: The HRC is also responsible for reviewing agencies on a year to year basis through participation in the mid-year evaluation process. The evaluation will be conducted in January and February of 2018, and is comprised of three parts: a questionnaire completed by the agency; a site visit; and an evaluation form completed by the staff visiting the agency. Commissioners generally attend at least one mid-year site visit as a way to become more familiar with individual agencies.

Mid-Year Questionnaire and Manager Evaluation Drafts: This will be the fifth year the City will be using ZoomGrants, an online grant submission / management program, for the Social Service grants mid-year evaluation process. The questionnaire will be completed by agencies via ZoomGrants. Staff is presenting Commissioners with a paper copy of the draft Mid-Year questionnaire along with a paper copy of the manager evaluation.

Enclosure: 8.1.1 FY 17-18 Mid-Year Agency Questionnaire – DRAFT
FY 17-18 Mid-Year Manager Evaluation – DRAFT
FY 17-18 SSG Evaluation Timeline – DRAFT

RECOMMENDATION: Approve the mid-year questionnaire, manager evaluation and mid-year evaluation timeline as presented by staff. Provide staff with availability for visiting sites and chose a site to visit.

9. **OLD BUSINESS**

9.1 **Make a Difference Day 2017 Updates**

BACKGROUND: As in years past, the HRC sponsored Make A Difference Day (MADD), which occurred on October 28, 2017. The HRC provided \$16,200 in donations to support MADD, which included approximately \$2,208 in carryover from previous years. Lead sponsors included Cargill at \$5,000, and Fremont Bank Foundation and Kaiser Permanente at \$2,500 each. Compassion Network was also recognized as a \$2,500 sponsor, based on its in-kind contributions.

MADD 2017 had the largest turnout to date. Approximately 2,908 volunteers served a total of 11,505 hours on 87 projects benefitting our residents, schools, and parks. On November 14th, the HRC in partnership with Compassion Network, hosted a volunteer appreciation event, which was attend by over 100 volunteers and several public officials.

Enclosure: None

RECOMMENDATION: Receive final update. Provide feedback on improvements for next year.

9.2 **HRC Mission Statement**

Background: On July 17, 2017, the HRC adopted a new mission statement. Prior to adoption, the statement was vetted by the City Attorney's office, with the purpose of maintaining the statement's consistency with state and federal policies, while still expressing a welcoming message for the public.

Staff is currently working with the City Attorney's office to review and update proposed edits to the Municipal code governing the purpose, functions and

powers of the commission, which should remain consistent with state and federal policies and laws.

Enclosure: None

RECOMMENDATION: Receive updates from Staff.

9.3 Finding Common Ground Speakers Series

BACKGROUND: On May 16, 2016, the HRC voted to endorse and co-sponsor the Finding Common Ground speaker series which has been planned and hosted by Compassionate Fremont and the Fremont Library. Chair Smith has been working on the series.

The most recent event was held on November 7th, with the topic Fremont United Against Hate which focused on “isms”, such as sexism and racism.

Enclosure: None.

RECOMMENDATION: Receive update from Chair Smith.

9.4 Racial Tolerance for Youth

Background: On June 19, 2017, Commissioner Khan reported a racially-charged senior prank on the Irvington High School campus, involving spray painted swastikas. Commissioners suggested racial tolerance would make a good topic for a Finding Common Ground series event.

Vice Chair Moore suggested reaching out to the Youth Commission. Human Services Department staff reached out to Community Services Department staff for the Commission. They are open to discussing how to partner with the Commission. One possibility might include helping with their upcoming Youth Leadership conference in the spring of 2018.

Enclosure: None.

RECOMMENDATIONS: Provide direction on how the Commission might partner with the Youth Commission.

9.5 Myanmar Human Rights Concerns

Background: On September 18, 2017 the Commission heard public comments regarding the crisis in Myanmar against the Rohingya people. An ad hoc committee was formed, which included Commissioners Dewan, Montejano and Dhami, to research and produce findings for the Commission.

RECOMMENDATIONS: Receive updates from staff and take action, if appropriate.

Enclosure: None.

9.6 Social Services Grant Ad-hoc Committee Recommendations

Background: At their September 2017 and October 2017 meetings, respectively, the Human Relations Commission (HRC) and Senior Citizens Commission (SCC) agreed to create a joint ad-hoc committee to recommend how to best use approximately \$20,000 in available grant funds for grantee-wide programming in FY 2017/18.

On November 1, 2017, Commissioner Schneider and Commissioner Wasserman from the SCC met with Commissioner Moore and Commissioner Montejano (via phone) from the HRC, along with City staff, to discuss how to best use the funds.

The Ad-hoc committee recommended the funds be used for the 2017/18 homeless warming center that is coordinated by the Human Services Department. The population served by the warming center is diverse both in ethnicity and age. The Committee was noted that there is a growing number of homeless people in Fremont who are older adults. Commissioners suggested that the funds could be used for a variety of needs, including providing additional food, staffing, transportation or health care services to those who attend the warming center. Staff supports this recommendation.

As a second option, should the first option not be feasible, the Committee proposed the funds be held for a future project yet to be determined. The funds would not be lost, if left unused.

Enclosure: None.

RECOMMENDATION: Approve Ad-hoc committee recommendation to use approximately \$20,000 in grant funding to support the FY 2017/18 Homeless Warming Center.

10. NEW BUSINESS (Items on which the Commission has not yet had an agendaized discussion or taken action)

10.1 Racial Equity Emerging Leaders: Police / Community Dialogue

Background: On May 16, 2017, staff and community members completed the second of two Police Community dialogues. Tyrone Botelho and Tiffany

Hoang, founders of CircleUp Education, who facilitated the dialogues, have completed their report. The report is enclosed.

As a result of the dialogues, Mr. Botelho asked the community participants to consider joining a Fremont Unified School District (FUSD) equity team that is currently in the process of being created by Dr. DiShawn Givens, the district's Education Equity Coordinator. At least one community participant has expressed interest.

While the logistics and details of the proposed equity team are still being worked out, staff believes that the Equity Team's intention, which is to support FUSD in creating an inclusive and equitable district, is squarely in line with the original goals of the HRC's Racial Equity Emerging Leaders project. These goals included diversifying the racial equity discussions to include educational settings.

Enclosure: 10.1.1 Community and Police Dialogue Report

RECOMMENDATIONS: Receive report and provide feedback.

10.2 Report out from Senior Commission Goodwill visit.

Background: Vice Chair Moore attended the October Senior Citizens Commission meeting and would like to report out on her visit.

Enclosure: None

RECOMMENDATIONS: Receive Vice Chair Moore's report and take action if appropriate.

10.3 Compassionate Fremont Posters

Background: On October 16, 2017, Sister Annette of Compassionate Fremont made a public comment asking the HRC to fund printing of posters. HRC made referral to staff to agendize for consideration by the Commission.

Enclosure: None.

RECOMMENDATIONS: Commission to vote on item.

11. COMMISSION REFERRALS (Referrals from the City Council to the Commission)

None

12. COMMITTEE REPORTS

12.1 Financial Resources Committee

12.2 AdHoc Committee Reports

13. STAFF REPORTS

13.1 Attendance Summary (Attachment 13.1.1)

13.2 Calendar (Attachment 13.2.1) of HRC regular/special meetings and events.

13.3 Transgender Day of Remembrance

As requested at the October 2017 HRC meeting, Mayor Mei will read a proclamation at the next City Council meeting on Tuesday, November 21, 2017. Commissioner Khan has agreed to accept the proclamation on behalf of the Commission.

14. REFERRALS TO STAFF (a request to have items placed on a future Commission agenda as an item of new business. A vote against means it will be dropped without consideration).

15. ADJOURNMENT

MINUTES
HUMAN RELATIONS COMMISSION
REGULAR MEETING
MONDAY, OCTOBER 16, 2017
TRAINING ROOM
3300 CAPITOL AVE., BUILDING B
FREMONT, CALIFORNIA
7:00 P.M.

1. **SECRETARY CALL FOR QUORUM**

2. **CALL TO ORDER**

3. **ROLL CALL**

Present: Chair Smith, Vice Chair Moore, Commissioners Dhami, Montejano, Khan, Iyer, and Tiernan (by phone)

Absent: Commissioner Dewan and Kwan

4. **APPROVAL OF MINUTES** of September 18, 2017

Vice Chair Moore amended item 10.2, to read representing rather than who is representative.

A motion was made by Commissioner Montejano and seconded by Commissioner Iyer to accept the minutes of September 18, 2017 as amended . The motion was approved and so ordered. Commissioner Khan recused her vote and Commissioner Dhami abstained.

Yes	
Smith	Moore
Iyer	Tiernan
	Montejano

5. **ORAL COMMUNICATIONS**

Public Comment – Sister Annette: Sister Annette Burkart of Compassionate Fremont requested funds to print more “Fremont Stands United Against Hate” posters. The Commission requested additional information on the cost of printing. She felt “indebted” to HRC for Compassionate Fremont launch; local movement for peace and unity that counters supremacy and creates balance.

Public Comment – Marsha Squires: Spoke about the posters. “They are in other cities such as Berkeley and Oakland, they are uplifting and a positive message. Fremont needs unifying message and supported printing more posters.”

6. **WRITTEN COMMUNICATIONS**

7. **ANNOUNCEMENTS**

8. **CONSENT ITEMS**

9. **OLD BUSINESS**

9.1 Make a Difference Day 2017 Updates

Christine Beitsch of Compassion Network updated the Commission on projects and mentioned that more projects are requiring a skillset and more girl scouts than boy scouts have signed up for projects. There was more traffic on the website this year, to date they had not spent any money and 1,000 shirts were ordered. She brought copies of the list for sign-ups.

9.2 HRC Mission Statement

Vice Chair Moore sent language to the City Attorney; staff is to follow-up.

9.3 Finding Common Ground Speaker Series

Chair Smith provided updates and shared the revised date for the next event as November 7th instead of October 23rd. The topic is Fremont is United Against Hate.

Public Comment: Sister Annette Burkart: Upcoming topics include Muslim mothers speaking about sons' experience with bullying. They wanted someone from the LGBT community but could not get a speaker.

9.4 Review of the Current Status of People Experiencing Homelessness in Fremont

Staff presented findings from the 2017 Homeless Count and Survey as well as economic data on lowest income earners in Fremont.

9.5 Myanmar Human Rights Violation

Staff will speak to City Attorney and follow up with Commission.

10. **NEW BUSINESS** (Items on which the Commission has not yet had an agendaized discussion or taken action)

10.1 Family Resource Center Strategic Planning

Staff conducted focus group with Commissioners. The results will be shared with the Strategic Planning group.

11. **COMMISSION REFERRALS** (Referrals from the City Council to the Commission)

None

12. **COMMITTEE REPORTS**

12.1 **Financial Resources Committee**

None

12.2 **AdHoc Committee Reports**

12.2.1 **Social Service Grant:** Dual Senior Citizen and HRC ad hoc committee to meet and provide updates at next meeting.

13. **STAFF REPORTS**

13.1 Attendance Summary (Attachment 13.1)

13.2 **Calendar (Attachment 13.2) of HRC regular/special meetings and events.**

Add Make a Difference Day to the calendar.

13.3 **Public Interest in On-site Teen Center for Junior High and High Schools**

Staff provided updates, connected Ms. Phillips-Black to Community Services.

14. **REFERRALS TO STAFF** (a request to have items placed on a future Commission agenda as an item of new business. A vote against means it will be dropped without consideration).

Referrals for next meeting include update on racial tolerance in schools, Myanmar update, Transgender International Day of Remembrance, Compassionate Fremont posters.

15. **ADJOURNMENT**

A motion was made by Commissioner Dhami and seconded by Commissioner Montejano to adjourn the meeting. The motion was unanimously passed and so ordered.

Yes	
<i>Smith</i>	<i>Moore</i>
<i>Khan</i>	<i>Tiernan</i>
	<i>Montejano</i>



**MID-YEAR AGENCY QUESTIONNAIRE
FY 2017-2018**

Please complete and submit this questionnaire by **Friday, January 26, 2018**.

**1. Name/Title of Person /
Phone # Completing
Questionnaire:**

**2. Project Name and
Location:**

3. Summarize the specific service/benefit(s) provided by your project (please refer to grant agreement). Please specify your client target group, including how the services benefit low/moderate income clients/ households. Are project services/benefits different that those outlined on the Agreement Work Plan?

4. Is the project on target to meet the mid-year goals? If not, please explain why and the plan to meet the goals.

5. Has your agency undertaken any new programs or projects? If yes, please describe.

6. Were there any findings or recommendations in your most recent, and in the previous year's, audit? If yes, please explain and describe steps taken to correct them .

Yes

No

a. If yes, please explain these findings and recommendations and steps taken to correct any problems.

- 7. What are your regulatory and/or accreditation agency(ies)? If applicable, when were you most recently accredited (or renewed), and for what term (length of time)? Were there any filings regarding your agency with these entities, or findings from agency reviews, in the past 18 months? If yes, please explain and describe steps taken to correct them.**

- 8. Do the racial and ethnic origins of your staff reflect that of the area/clients served? Please describe the current status of the staff that work on this program. Include any difficulties you have had in maintaining staff levels or recruiting qualified personnel.**

Yes

No

Please explain:

- 9. Please list any vacant staff and personnel you currently have at your agency. Include the position title, reason for vacancy and length of time vacant. Do you use volunteers for any aspect of your program services?**

- 10. Provide examples of collaboration with other agencies/City programs by listing the agencies that you collaborate with and the specific benefits of that collaboration (i.e., linkages to agencies serving the same clients, joint grants, service integration, etc.).**

- 11. Does your agency comply with the Americans with Disabilities Act (ADA)?**

Yes

No

- 12. Does your agency provide program materials and services in different languages for your clients? If yes, please list your language capacity by verbal translation and types of written**

materials. Are there any populations that you currently do not provide services to due to lack of language capacity?

13. How are agency board or advisory members involved in the program? If the agency is a subsidiary or project of an umbrella organization, does it have a local governance group? What is the role and responsibility of policy directors, do they reflect the composition of the community and/or clients served? How often and where do they meet? How many are Fremont residents? Please provide an updated Board roster.

14. How does your agency assess client satisfaction? How do you collect and analyze this information and how do you incorporate it into your services? Do you have opportunities for your clients to provide input on services that they would like to see your agency offer? If so, please include surveys for review.

15. Does your agency have a strategic plan? Please provide us with a copy.

Yes

No

16. How do you leverage City funding? Using Appendix D Part I, please provide a breakdown of FY 2016-17 funding for THIS PROGRAM ONLY. Do you anticipate any changes in funding for next year? Using Part II, please provide a breakdown of FY 2017-18 *ESTIMATED* funding for THIS PROGRAM ONLY.

17. Please tell us how we're doing, and how we may better serve you. We appreciate your suggestions for improvement on any aspect of the grant's program. Please be as specific as possible. Your comments will assist us in making positive changes in the administration of grants and support of community agencies.

CDBG FUNDED AGENCIES ONLY

18. (CDBG FUNDED AGENCIES ONLY) Does your agency have a clearly defined set of procedures to ensure that costs are allocated between funding sources in a reasonable manner and are allowable under OMB Circular A-122? (Please elaborate or provide a copy of these procedures)

19. (CDBG FUNDED AGENCIES ONLY) Does your agency have an indirect cost allocation plan or proposal?

Yes

No

If "Yes," please provide a copy. If "No," please explain alternative method:

ALL AGENCIES

Agencies that receive City funds totaling \$25,000 or more must submit an audit to the City on a yearly basis. IRS rules also require any agency receiving more than \$300,000 in Federal funds from any combination of sources to submit to special audit requirements. Agencies that receive less than \$25,000 in funding from the City of Fremont are required to submit an Internal Control Questionnaire detailing agency financial accountability systems on a yearly basis. In cases where an agency receives less than \$25,000 in City funding, but must submit to audit requirements from another funding source, an audit will be accepted in place of the Internal Control Questionnaire. If you have not already done so, please provide a copy of your most recently completed Internal Control Questionnaire or audit.

20. Please complete the following Appendix items:

- **Appendix A: Accomplishments to Date**
- **Appendix B: Service Data**
- **Appendix C: Program Results and Outcomes (If applicable)**
- **Appendix D: FY 17/18 and FY 18/19 Budgets**
- **Please attach: Board Roster**
- **Please attach: Organizational Chart**

- **Please attach: Strategic Plan (If applicable)**
- **Please attach: Audit or ICQ (Only if one has not been submitted already).**



**MID-YEAR GRANT MANAGER EVALUATION
FY 2017-2018**

Date:	_____	CDBG: Y / N
Contractor Name:	_____	Contract Amount: _____
Commission:	_____	
Grant Manager:	_____	Grant Reviewer: _____
Commissioner:	_____	Commissioner: _____

Grant Reviewer's Summary:

Site Visit Findings and Recommendations for Unmet Evaluation Areas:

If your agency has received any findings/recommendations please acknowledge receipt of your evaluation within 7 days and provide a plan of action to address the findings and recommendations within 30 days.

Grant Reviewer's Signature

Date

**Mid-Year Grant Manager Evaluation
FY 2016-2017**

Agency Name: _____

Evaluation Date: _____

A. DOCUMENT CHECKLIST: Contact Grant Manager for this information

Item	Status	Notes
Invoices		
Service Reports		
Board Minutes		
Audit or ICQ		

B. ON-SITE REVIEW: Grant Reviewers should complete this at the time of the on-site visit

1. Review records of clients served, for the following information. (*Check if found in client record files.*)

- a. Name, address, phone number of clients
- b. Date client applied for services
- c. Documentation on the type of service requested and received
- d. Low and moderate income self-certification on each client record or verification of income
- e. Ethnic data on clients
- f. Age data on clients
- g. Household composition data (female head of household, disabled)

2. Are services provided consistent with the project description in the Agreement?

Yes No

If no, explain: _____

3. Has the agency contacted **Eden Information and Referral in the past 6 months to update them on any program changes?** (*Grant reviewer: Please ask the agency when they last had contact with Eden I &R*)

Yes No

4. Has the agency placed the 2-1-1 logo and weblink on their agency website? (*Grant reviewer: refer to agency website to confirm*).

Yes No

C. CLIENT REFERENCES (2-3 for each Agency) (This portion of the evaluation may be reviewed by members of the Human Relations Commission or Senior Citizens Commission. It will not be released to the grant-funded agency.) The City of Fremont does not require any information that would violate client confidentiality policies. If client interviews violate such policy, a mutually agreed upon party will be asked to solicit anonymous written case studies or vignettes from clients.

Agency Name: _____

Type of reference:

- Client interviews
- Case notes
- Vignettes
- Client Evaluations

- 1. What service(s) did you receive from the agency?**
- 2. Did you receive prompt service?**
- 3. Are you satisfied with the services you received?**
- 4. Were you referred to any other agencies or made aware of other services?**
- 5. What impact did the services you received have on your life?**
- 6. Would you recommend this agency to another person?**
- 7. In your opinion, in what areas can the agency improve its quality of service and performance?**

EVALUATION: Complete after the on-site visit

Evaluation Areas	Met	Not Met	Findings / Recommendations	Not Applicable
SERVICE GOALS				
Project service goals are being met according to work plan. <i>(See Appendix A and Q4)</i>				
REPORTING REQUIREMENTS				
Agency has submitted invoices in a timely manner and financial records are accurate and complete. <i>(See document checklist)</i>				
Agency has submitted service reports in a timely manner. <i>(See document checklist)</i>				
Agency has submitted board minutes in a timely manner. <i>(See document checklist)</i>				
Are client records/files organized and easy to review? <i>(Site visit)</i>				
FINANCIAL RECORDS				
Audit or ICQ has no findings. <i>(Document checklist and Q6)</i>				
Leveraged Funding: Agency is fiscally sound and leverages City funds effectively. <i>(Appendix D and Q16)</i>				
COMMUNITY COLLABORATION				
Collaboration with other community organizations in delivery of contracted services/project. <i>(Q10)</i>				
COMMUNITY INVOLVEMENT				
Use of volunteers to deliver contracted services/project. <i>(Q9)</i>				
Board of Directors is actively involved in program. <i>(Q13)</i>				
CLIENT SATISFACTION				
Participants express satisfaction with services provided through interviews, case notes, vignettes or evaluations. <i>(Client interviews and Q14)</i>				

FY 17/18 Social Service Grant Mid-Year Agency Evaluation Timeline

- Dec. 15 Mid-Year Evaluation Questionnaire available to Agencies via ZoomGrants
- Jan. 26 Mid-Year Questionnaires Due from Agencies
- Feb. 5 Grant Reviewers and Commissioners Receive Copy of Agency Questionnaire
- Feb. 5-28 Mid-Year Agency Evaluation Site Visits
- Mar. 12 Grant Reviewer Staff Meeting
- Discuss site visits and preliminary evaluation results
 - Draft Evaluation Report Due from Grant Reviewers
- Mar. 19 Grant Reviewers Submit Draft Evaluation Report to Letty
- Mar. 26 Draft Mid-Year Evaluations to HRC and SCC for Review and Comments
- Mar. 30 Last Day for HRC and SCC to Respond
- Apr. 13 Final Mid-Year Evaluations are sent to Agencies
- Apr. 16 Final Mid-Year Evaluations Presented to HRC

Apr. 20

Final Mid-Year Evaluations Presented to SCC

DRAFT



Community and Police Dialogue

Recommendations Report | City of Fremont

Participants

Emerging Racial Equity Leaders & Police Officers & Staff

Facilitators

Tyrone Botelho and Tiffany Hoang

May 2nd & 16th, 2017



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1.

The HRC And How We Got Here



Community and Police Dialogue Participants

Top Row: Victoria Quintania, Arquimides Caldera, Lt Matt Snelson, Sgt Brian Shadle, Ofc Reginald Candler, Sgt Matt Bocage, Ofc Mandy Singh, Gregory Pierce, Charles, Liu, Zaphir Shaiq, Aisha Wahab, Tiffany Hoang.

Bottom Row: Janine Kinsey, Sargeant Julie Cochran, Ish Amitoj Kaur, Pauline Weaver, Tyrone Botelho.



Bringing Racial Equity To The Forefront

“In less than a decade, communities around the United States have experienced increased racial tensions, punctuated by large protests movements around the deaths of young black men, including Oscar Grant in Oakland, Trayvon Martin in Sanford, Florida and Michael Brown in Ferguson, Missouri. In July 2015, a New York Times / CBS News Poll showed that approximately 62% of Americans thought that race relations in the United States were generally bad, and only 20% thought that race relations in the United States were getting better. These national trends, as well as closer regional examples of racial discord, sparked the City’s Human Relations Commission (HRC) to ask whether Fremont is immune from these issues. Complicating the race issue is the fact that Fremont is incredibly diverse, which means that there may be underlying religious, ethnic, and cultural tensions as well. Some of these have manifested in our community after 9/11. After considering several ideas about how to begin to address these concerns, the Human Relations Commission decided to assemble a diverse group of emerging community leaders to begin a dialogue on these crucial topics.”

(“Racial Equity Leadership Report Fremont Emerging Racial Equity Leaders Program Summary Report,” 2016.)

The Human Relations Commission

The City of Fremont’s Human Relations Commission (HRC) promotes and helps create a community environment in which all men, women and children, regardless of race, religion, national origin, gender, disability or sexual orientation, may live, learn, work and play in harmony.

The Emerging Racial Equity Leaders

In 2015, the HRC began the Emerging Racial Equity Leaders Group. The intention of this group was to begin a series of discussions to better understand the local climate of equity through the perspectives of diverse emerging leaders in Fremont. The Human Relations Commission and the Human Services Department recruited an ethnically and racially diverse group of individuals to be a part of the City’s first cohort of Racial Equity Leaders. Out of 14 applicants, 11 were selected based on their passion for serving the community, their demonstrated commitment to promoting equity in Fremont, and their influence among diverse groups living and/or working in Fremont.



The Emergence of the Community and Police Dialogue

In January 2016, the Emerging Racial Equity Leaders were asked to participate in a 2-day Leadership Retreat in order to: 1) Develop a sense of connection and lines of communication amongst a multiracial group of emerging leaders in Fremont, 2) increase knowledge of what it takes to build a diverse and equitable community, and 3) generate momentum toward equity-based leadership in Fremont.

In the process of getting to know one another and understanding different perspectives impacting racial inequity in Fremont, one topic that arose was the perception of law enforcement amongst the community. The Emerging Racial Equity Leaders expressed a desire to learn more about law enforcement in Fremont, and felt that it would be beneficial to engage in a more intimate dialogue with the City's police force.

In September 2016, The Human Relations Commission and the Human Services Department approached CircleUp Education requesting its services to design and facilitate a Community and Police Dialogue between the Emerging Racial Equity Leaders and Police Officers and Staff. CircleUp Education was chosen for their expertise facilitating dialogues on topics related to diversity, equity, race, gender, implicit bias, and discrimination, as well as their experience training law enforcement organizations in cities such as the City of Oakland and the City and County of San Francisco.

Concurrently, the City began discussions with East Bay Community Foundation (EBCF) staff about the purpose and desired outcomes of the planned dialogue. In December 2016, EBCF generously agreed to provide financial support for the dialogue. We would like to express our sincerest gratitude to the East Bay Community Foundation for their support of this project. Without this support, the dialogue would not have been possible.

The Community and Police Dialogue Participants

Emerging Racial Equity Leaders: Janine Kinsey, Gregory Pierce, Aisha Wahab, Pauline Weaver, Ish Amitoj Kaur, Zaphir Shaiq, Charles Liu, Quimi Caldera, Victoria Quintana

Fremont Police Department Participants: Lt. Matt Snelson, Sgt. Julie Cochran, Sgt. Matt Bocage, Ofc. Mandy Singh, Ofc. Reggie Chandler

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About CircleUp Education





Changing The Way Communities Thrive

CircleUp Education is a social enterprise whose mission is to cultivate thriving, equitable, and stress-free cities, schools and organizations. This is done through designing engaging client-tailored trainings, workshops, and coaching sessions that combine innovative learning techniques, industry-specific data and eye-opening simulations that invoke deep learning and memorable outcomes.

Our Areas of Expertise

- Restorative Practices Implementation, Strategies and Approaches
- Diversity, Equity and Implicit Bias
- Conflict Resolution
- Police and Community Dialogues
- Staff Retreats
- Management Training and Development

Learn More at www.circleped.org

A Handful Of Our Very Satisfied Clients



City of Oakland



City of Fremont



City & County of San Francisco Adult Probation Department



City of Union City



Municipal Management Association of Northern California



City of Hayward



San Mateo County Office of Education



University of California, Berkeley



University of Arizona



Our Family Coalition



Meet CircleUp Education's Facilitators



Tyrone Botelho | Co-Founder

Tyrone Botelho is a Conflict Resolution, Restorative Practices, Equity, and Workplace Culture trainer with over 8 years of experience. Tyrone has developed and delivered tailored solutions to support cities, schools, and organizations with employee relationship building, equity, implicit bias, discrimination awareness, and restorative alternatives to harm and conflict. Prior to founding CircleUp Education, Tyrone served as program manager and program design and facilitation consultant for several nonprofit and educational institutions in need of curriculum, facilitation, and community engagement support.



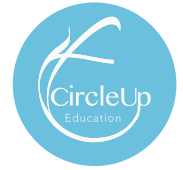
Tiffany Hoang | Co-Founder

Tiffany Hoang is a Restorative Practices, Equity, and Conflict Resolution trainer with a strong background in developing curriculum, coaching personnel, and facilitating hybrid practices that embrace equity and inclusion. Tiffany brings quality experience building programs and delivering consulting services that create positive culture and climate with clients in industries ranging from schools and universities to cities and social service agencies. She has served in project manager roles in schools, cities, and nonprofit organizations and has successfully implement programs that cultivate workplace harmony and prevent conflict.

2.

Summary Of Report





Emerging Racial Equity Leaders and Police Officers Dialogue Relationship Building, Implicit Bias Awareness, & Structured Panel Discussions

Facilitated by Tyrone Botelho and Tiffany Hoang

The Needs

The Emerging Racial Equity Leaders

The Emerging Racial Equity Leaders (EREL), who are a microcosm of the diverse communities in the City of Fremont, wanted the opportunity to ask questions and learn more about police visibility in neighborhoods, police and community engagement, immigration policies and practices, police responses to crime, racial diversity within the police force, and police training programs. The EREL also wanted an opportunity to build deeper personal relationships with police officers and collaborate on ways to work together to enhance communication between the Fremont's communities and police officers.

The Fremont Police Department

The Fremont Police Department (FPD) wanted the opportunity to share with the EREL their community outreach programs and local policies and practices that the department has implemented to deepen community relationships and address concerns around equity and safety in the community. The FPD also wanted the opportunity to educate the EREL on measures and propositions that directly impact community safety and have the opportunity to invite subject matter experts from the police department to answer questions that the EREL and their communities have about specific topics related to policing in Fremont.

The Results

As a group, both the police officers and Emerging Racial Equity Leaders were overwhelmingly pleased with the insightful and informative dialogue sessions. Participants enjoyed the respectful engagement and felt more connected with one another afterwards. Participants were very satisfied with the overall experience:



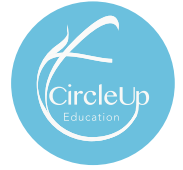
100% of participants **AGREED** that they felt safe sharing during the dialogue rounds.

100% of participants **AGREED** that the relationship building activities were a great way to get to know one another.

100% of participants were **SATISFIED** with the facilitators AND the dialogue experience.

100% of participants **AGREED** that they would like to participate in more community police dialogue sessions.

94% of participants **AGREE** that they feel a stronger sense of community with the other participants.



The Approach

STRATEGY ONE

Build Relationships First, Then Engage In Dialogue.

CircleUp Education's facilitators allocated a total of 2.5 hours for relationship building during the dialogue process. Both police officers and community members saw the value in taking the time to develop trust and safety by establishing dialogue agreements and participating in well thought out relationship building activities before the main dialogue sections occurred.

STRATEGY TWO

Rethink Panel & Small Group Discussions With Safety In Mind.

Participant safety was paramount to the success of this Police and Community Dialogue experience. CircleUp Education's facilitators created a two-part structured panel that allowed police officers and specialists within the Police Department to answer questions that the Emerging Racial Equity Leaders prepared ahead of time. During both days, everyone engaged in structured small group discussion panels where they had the chance to dive deeper into the discussion topics using a more informal and organic conversational approach.

STRATEGY THREE

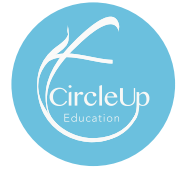
Address The "Elephants In The Room" Beforehand.

CircleUp Education's facilitators knew that there could be several "Elephants" in the room, or uncomfortable feelings or reservations that could present themselves during the dialogue session if not addressed beforehand. The facilitators made sure to create opportunities prior to the dialogue sessions for participants to voice their concerns and brainstorm solutions to problems that could arise during the process. This was one of several factors that created a safe space for participants to share openly and participate fully during the dialogue.

STRATEGY FOUR

Modify The Dialogue Structure As We Go.

CircleUp Education's facilitators used a flexible and adaptable dialogue design model that enabled their experienced trainers to rapidly modify and improve the experience in real-time. CircleUp made 20 modifications to the dialogue structure during the sessions, including substantial adjustments between Day 1 and 2 based on the participants' feedback.



Facilitator Recommendations

RECOMMENDATION ONE

Develop Common Language To Discuss Diversity & Equity Issues

We highly recommend that both police officers and the Emerging Racial Equity Leaders explore opportunities to learn more about the intersectionality of privilege, internalized discrimination, institutionalized prejudices, conscious and unconscious discrimination, and implicit bias.

RECOMMENDATION TWO

Enhance Communication Skills Before Engaging in Dialogue

We recommend that participants in future sessions have the opportunity to develop specific communication and interpersonal skills that will assist them during the dialogue process. These include learning the art of asking both close and open-ended questions, developing conversation skills to address stereotypes and prejudice, and listening skills to ensure that participants fully absorb the content and stories being shared.

Participant Recommendations

RECOMMENDATION ONE

Allocate More Time For The Dialogue

CircleUp Education's facilitators, the EREL, and police officers all strongly recommend that future sessions be much longer, especially both the moderated and panel discussions. This will help provide more time to deepen trust, build relationships, and develop the necessary diversity or communication skills that are essential for an effective dialogue.

RECOMMENDATION FOUR

Expand and Continue the Conversation

Participants recommend that conversations between current dialogue members continue both formally and informally. They also recommend that another dialogue be scheduled and expanded to include representatives from the Fremont Unified School District and the District Attorney's Office. Participants would like to include additional stakeholders in the conversation in order to develop a deeper understanding of racial equity issues, and possible solutions that could have a positive impact on Fremont.

3.

The Community and Police Dialogue Practice





What are Police and Community Dialogues?

Police and Community Dialogues are structured conversations between community leaders, citizens, and police officers with the intention of clarifying misunderstandings, deepening relationships, and exploring solutions to issues impacting policing, community trust, and safety in a city.

Is This Process Safe and Inclusive?

These dialogues begin by establishing norms and agreements based on the needs of each participant. The process of creating norms and agreements allows trust and safety to be built among participants, which becomes the foundation of a productive and respectful dialogue experience. Throughout the dialogue, participants support one another in upholding these agreements with the skilled support of CircleUp Education's facilitators. The discussions, reflections, and activities in the dialogue are tailored specifically to the needs of the participants using approaches that allow everyone to feel valued and appreciated. Our facilitators ensure that both police officers and community members have the chance to express themselves, be heard, and feel respected throughout the process. Our facilitators also undergo rigorous specialized training on bias and discrimination to ensure that they do not harbor prejudice toward police or community members that may impact the degree of impartiality that is required to facilitate an effective dialogue.

How Are Participants Prepared For The Dialogue?

There are often strong feelings percolating between police officers and community members as well as bias, prejudice and perceptions that can make the dialogue process an awkward and uncomfortable experience. All participants go through dialogue preparation meetings with CircleUp Education's facilitators in order to process these feelings, identify needs, and establish trust with the facilitators. Participants also express any concerns or reservations as the facilitators review the outline of the dialogue process in its entirety. These preparation meetings typically take about 1.5 to 2 hours and occur in two separate groups, one with the police, and one with the community members.

What Is The Structure Of The Police And Community Dialogue?

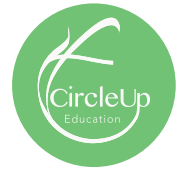
Every Police and Community Dialogue is slightly different, however the basic structure for the process is outlined below:

1. Needs assessments
2. Participant preparation meetings
3. Customization of the dialogue sessions
4. Facilitation of dialogue sessions which can include the following:
 - Relationship and trust building activities
 - Diversity, equity, bias, and discrimination awareness trainings
 - A combination of partner, small group and large group discussions
 - Small and large group panel discussions
5. Evaluation and reporting of the dialogue

4.

Outline Of The Process





1. We Created A Planning Team To Co-Create The Dialogue Outline

CircleUp Education's facilitators Tyrone Botelho and Tiffany Hoang met with a planning team made up of representatives from the Human Services Department, Human Relations Commission and the Fremont Police Department. The planning team included Lieutenant Matt Snelson of the Fremont Police Department, as well as Suzanne Shenfil, Director of the Human Services Department, and Arquimides Caldera, Deputy Director of the Human Services Department, both of whom are staff to the Human Relations Commission. The planning team played a vital role in partnering with CircleUp Education to organize logistics and provide critical feedback related to the Community and Police Dialogue process.

2. We Assessed Needs From The Emerging Racial Equity Leaders

CircleUp Education's facilitators planned a preparation meeting with the Emerging Racial Equity Leaders. The purpose of the meeting was to clarify what the EREL wanted to get out of the dialogue. The EREL were asked to identify specific topics they wanted to explore with police officers, as well as express any fears, reservations or concerns that they had going into the dialogue. During this meeting, Tiffany Hoang and Tyrone Botelho introduced themselves, described the proposed outline and answered questions about the process. Gathering the EREL's input was critical to both designing a needs-based process, and building trust between facilitators and the EREL.

The EREL also expressed a deep desire to accomplish the following objectives with Fremont Police Officers:

1. Build authentic relationships with 4-5 police officers who would participate in the entire dialogue.
2. Have the opportunity to have questions answered by subject matter experts within the Police Department.
3. Explore ways that the EREL and police officers could work together in the future to address issues impacting Fremont's diverse communities.

During the meeting, the EREL also identified five topics they wanted to discuss with Fremont Police Officers in a panel and discussion format: 1) Police Visibility and Community Engagement, 2) Immigration, 3) Police Responses to Crime, 4) Racial Diversity within the Police Force and 5) Police Trainings.



The EREL's Panel and Discussion Topics

1. Police Visibility and Community Engagement

- Levels of police presence and engagement in the community
- Community outreach and involvement efforts
- Police relationships with citizens

2. Immigration

- Policies about immigration and deportation
- Impact of federal policies on city policies on undocumented groups
- Policies and protections for unaccompanied minors

3. Police Responses to Crime

- Procedure for solving home robberies and protocols for following-up with victims
- Police stance on responding to hate crimes
- Police communications with the public regarding status of investigations

4. Racial Diversity within the Police Force

- Racial, ethnic, gender and cultural make-up of Fremont Police Force
- Outreach and recruitment process
- Number of police officers native to Fremont or living in Fremont
- Police awareness of Fremont's diverse community groups

5. Police Trainings

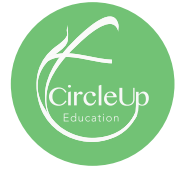
- Types of mandated trainings for new and veteran police officers
- Trainings on the topic of cultural sensitivity and diversity awareness
- Sensitivity training for dealing with people of different backgrounds (mental health, culture, gender, race, etc)



3. We Assessed Needs From The Fremont Police Officers

The facilitators also held a preparation meeting with the police officers participating in the entire dialogue process. The intention of the meeting was to review the purpose of the dialogue, explain the dialogue process, clarify expectations, answer questions, and address any fears, concerns, or reservations going into the process. This meeting also allowed police officers to share their feedback on what makes effective dialogues based on their past experiences. This feedback played a big role in the final outline and structure of the process. During this meeting, police officers expressed their desire to accomplish the following in the dialogue sessions:

1. Build relationships with the EREL.
2. Share their diverse experiences serving in the Fremont Police Department.
3. Educate and inform the EREL about policies, practices, and propositions that may be impacting the community in ways they may not be aware of.
4. Provide their expertise in answering any questions or concerns from the EREL so they can share this knowledge with their communities.



4. We Finalized The Process And Facilitated Session 1

After assessing the needs of all participants, CircleUp Education designed and facilitated the first four-hour Community and Police Dialogue session. Below is the final schedule of what participants experienced. Modifications were made throughout the dialogue to adapt to the evolving needs of the participants.

Session 1 | May 2, 2017 | 5pm - 9pm

Welcome and Dinner	Participants enjoyed dinner provided by the City of Fremont. The EREL submitted their questions for the moderated panel.
Chief of Police Address	Chief of Police Richard Lucero welcomed the EREL to the Fremont Police Department, and discussed challenges and opportunities for collaboration with Fremont's diverse communities around policing.
Introductions	Facilitators Tiffany and Tyrone introduced themselves, explained their role in guiding the dialogue, reviewed the agenda for the evening, and reviewed the roles and expectations of the participants. Participants then introduced themselves and the shared about the communities they serve or represent in Fremont.
Creating Dialogue Agreements	Participants were asked what they needed from themselves and one another in order to engage in a safe, open and respectful dialogue about policing in Fremont. Participants came up with agreements such as "Mutual Respect", "Trust", "Curiosity", and "Faith In The Process". All participants shared and articulated their needs and engaged in a verbal consensus building process that solidified their commitment to support one another in upholding everyone's agreements.



**Relationship Building,
Stereotypes, and Bias
Awareness**

The police officers and EREL participated in a team building simulation called “Spoke in the Wheel” that recreated situations where unconscious bias and stereotypes led to discriminatory actions, policies and behaviors in the workplace. Participants then shared examples of discrimination that they experienced in their work or personal lives based on aspects of their visible and hidden identities.

Break

Participants received a break to submit panel questions and to allow the facilitators to setup the space for the moderated panel and welcome the subject matter experts who would join the group for both panel sections.

Moderated Panel

The facilitators welcomed the five subject matter experts by doing a brief introduction with the whole group. The topics covered in the moderated panel were police visibility and community engagement, immigration, and police responses to crime. Questions were randomly drawn by the facilitators. The subject matter experts were given approximately 3 minutes to respond to each question. The EREL received notepads to write down any questions that they wanted to explore deeper during the small group panel discussions.

**Small Group
Panel Discussions**

The subject matter experts and police officers who had knowledge about the topics being discussed, were assigned to stations based on the main topics discussed during the panel. The EREL and the rest of the police officers were separated into small groups that rotated between each station. During these small group panel discussions, the participants had the opportunity to ask follow-up questions, respond to comments, and share perspectives.

Closing Reflections

Each participant shared one thought, reflection or takeaway from their experience in the Community and Police Dialogue then completed the evaluation for day 1.



5. We Addressed A Minor Level Conflict That Occurred During Session 1

Background Of Conflict

A few days after the first session, the planning team was informed of a conflict that occurred between participants in one of the small group panel discussions. A challenging conversation had emerged during the discussion and had ended without a resolution, partially due to limited time available during the small group discussion. This left some participants feeling frustrated, disrespected, and concerned that the dialogue agreements that the participants created at the very beginning of the Day 1 session may not have been adhered to everyone's satisfaction.

Using Solution Circles To Address The Conflict

CircleUp Education facilitators used a modified form of a Restorative Justice Practice known as a Solution Circle to address the needs from the participants that arose from the situation. The goal of the modified Solution Circle, also known as a Mindful Meeting, was to identify needs, make sure that everyone had the opportunity to share what happened, assess what everyone needed in order to make things right, and repair any harm that was caused.

Preparing For The Solution Circle

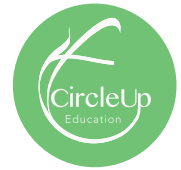
CircleUp Education's facilitator Tiffany Hoang spoke with each individual involved to gather information about what happened and assess how to best design the modified Solution Circle practice. During the one-on-one conversations, participants expressed a desire to clarify any misunderstandings and address any concerns about the conflict that took place during the small group discussion. All of the participants wanted to continue the Community and Police Dialogue and were willing to work together to address any concerns that came up.

The Modified Solution Circle

The Solution Circle took place two hours before the day 2 dialogue session. During the circle, participants had the opportunity to talk about what happened, the impact that the situation had on them, and express what they needed in order to return to Session 2 and continue to have deep and meaningful dialogues with one another.

The Outcome

Participants shared their concerns and clarified misunderstandings that came up during the small group panel discussion. They made a commitment to uphold the dialogue agreements and returned to the day 2 dialogue feeling like the conflict was resolved. All participants returned with a renewed enthusiasm to continue the Community and Police Dialogue with the rest of the participants.



6. We Reviewed Participant Feedback & Modified Session 2

Based on participant feedback from Session 1 and the minor level conflict that arose, CircleUp Education's facilitators incorporated the following modifications to Session 2. The purpose of making these modifications was to ensure that the process remained safe and respectful, and that the experience continued to meet the participants' needs.

(A summary of participant feedback as well as raw data from the evaluations can be found in on pages 26-34.)

1. Provide More Time For Panel Discussions

- CircleUp Education made adjustments to the first half of the agenda of day 2 in order to leave more time for participants to engage in deeper discussions during the moderated panel and small group panel discussions.
- Instead of engaging in the planned Relationship Building activities on equity and bias for session 2, CircleUp Education's facilitators designed a new activity that would allow participants to deepen personal relationships and build more trust by sharing stories about their cultural and personal identities.

2. Establish Agreements For Small Group Panel Discussions

- In order to prevent another conflict or misunderstanding from occurring during the small group panel discussions, CircleUp Education's facilitators would ask all participants to write down specific agreements that they would need in order to engage in the small group dialogue. After each group rotation, all participants would have the opportunity to introduce themselves and communicate their dialogue needs to their small group. Everyone would take a moment to build consensus on their small group dialogue agreements before beginning discussions.

4. Monitoring Of The Small Group Panel Discussions

- CircleUp Education's facilitators would move around the space and listen attentively to participants' conversations to ensure that everyone followed the agreements and would treat each other respectfully during the small group panel discussions.



6. We Facilitated Session 2

We incorporated the above modifications, which resulted in the following agenda for Session 2:

Session 2 | May 16, 2017 | 5pm - 9pm

Welcome and Dinner	Participants enjoyed dinner provided by the City of Fremont. The EREL submitted their questions for the moderated panel.
Introduction and Icebreaker Activity	CircleUp Education's facilitators, Tiffany Hoang and Tyrone Botelho, reviewed the agenda, explained the purpose of the dialogue, and re-articulated the expectations of participants and facilitators during the process. Participants then engaged in a relationship building activity that allowed each person to get to know one another on a deeper level and build more trust between participants.
Police Chief Presentation	Chief of Police Richard Lucero returned to discuss propositions, laws and regulations that impact both police officers and community members in Fremont. Participants had the opportunity to ask follow-up questions and make comments to build onto the conversation.
Reviewing Dialogue Agreements	The participants reviewed the dialogue agreements that were made during session 1 and had the opportunity to add any additional needs based on the panel topics that were being covered during session 2.
Creating Small Group Panel Discussion Agreements	All participants wrote on an index card a need that they felt would be necessary in order to have a productive and respectful conversation with one another during the small group panels. This card would be used at the beginning of each small group panel to build consensus on agreements between participants.
Break	The EREL submitted Panel Questions for the moderated panel.
Moderated Panel Discussion	The group was joined by two subject matter experts on the topics of Racial Diversity in the Police Force and Police Training. Questions were randomly drawn by the facilitators. The subject matter experts were given approximately 4 minutes to respond to each question. The EREL received notepads to write down any questions that they wanted to explore deeper during the small group panel discussions.



Small Group Panel Discussions

The subject matter experts and officers who had knowledge about the topics being discussed, were assigned to stations based on the two topics discussed during the panel. The EREL and the rest of the police officers were separated into small groups that rotated between each station. During these small group panel discussions, the participants had the opportunity to ask follow-up questions, respond to comments and share perspectives. The facilitators set up a third station for the EREL to ask police officers questions related to any topic of their choice.

Brainstorming Of Ideas To Continue And Expand Community and Police Dialogue

After the final rotation in small groups, the participants brainstormed ideas for continuing the conversation between police and community members. Examples of proposed ideas included expanding the group to include more participants, organizing a similar dialogue with other public entities such as the District Attorney's Office or Fremont Unified School District, or scheduling informal follow-up meetings between the already established group.

(More follow-up ideas can be found on page 38).

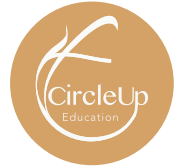
Closing Reflections

Each participant had the opportunity to share their closing thoughts, reflections, and takeaways from their experience participating in the Community and Police Dialogue. Facilitators shared closing remarks and the group gathered for a group photo to end the evening.

5.

Participant Feedback





1. Participant Feedback From Day 1 Session

Below is a summary of the general feedback we received from participants after facilitating the Day 1 session. Raw Data collected from participant evaluations can be found in the following pages.

1. ***“More Time for Discussion!”***

- Although some participants shared that they enjoyed getting so many of their questions answered by the police department, there was also a general desire to have more time in the moderated panel and the small group panel discussions.
- Many participants found value in being able to engage with police officers and subject matter experts in the more intimate small group panel discussions and asked for more time to explore some of the topics using this structure.
- Due to the packed schedule as well as activities running over time, participants did not receive as much time in panel conversations as originally planned. This was adjusted in session 2.

2. ***“Reduce the Number of Topics.”***

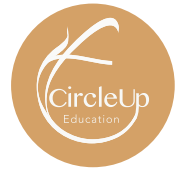
- Participants suggested selecting just one to two topics per session instead of the 2-3 that were covered each day. Given the limited amount of time and the magnitude of each topic, participants expressed a desire to focus on fewer topics at a time in greater depth.

3. ***“Best Interaction I’ve had with Police/Community Members!”***

- Subject matter experts shared that the Community and Police Dialogue had been one of the most pleasant interactions they have ever had with the public, especially given the challenging topics that were being discussed.
- The EREL also shared their satisfaction with the process, especially highlighting their satisfaction in being able to build personal relationships with multiple police officers. Several of them stated that the relationship building was what made the discussions run so smoothly.

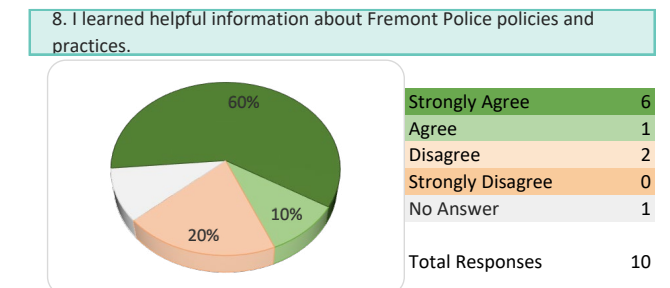
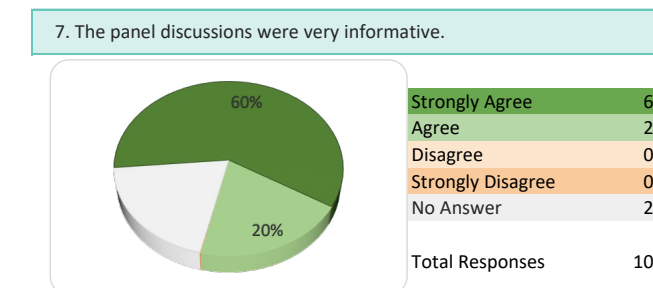
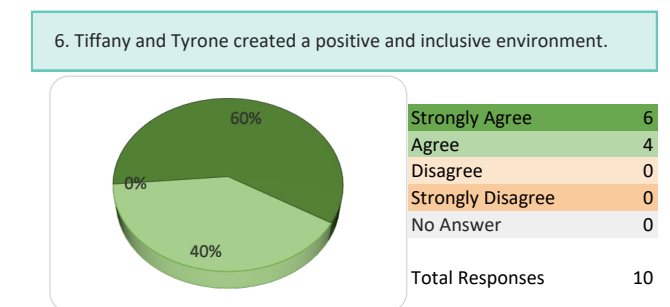
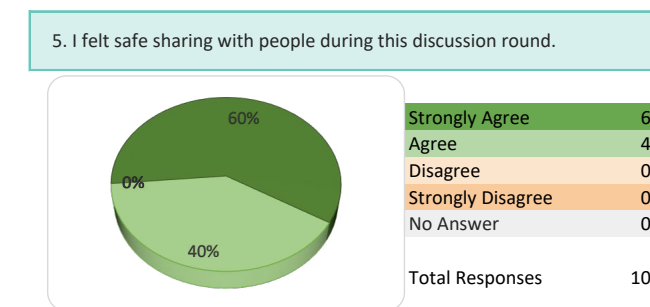
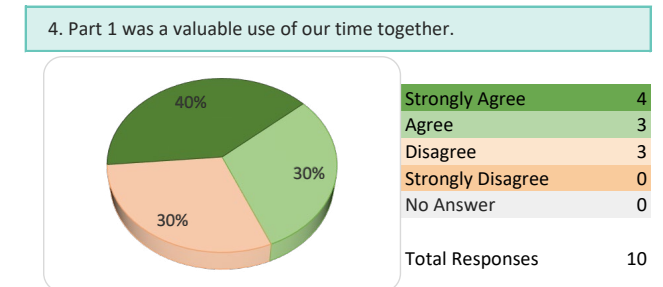
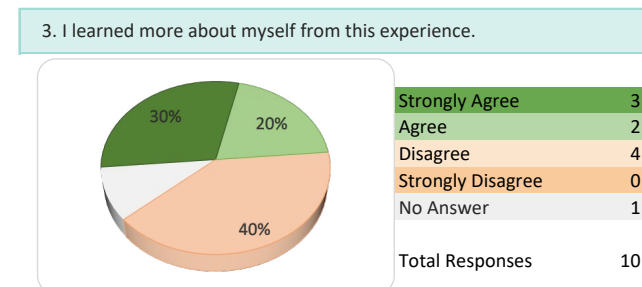
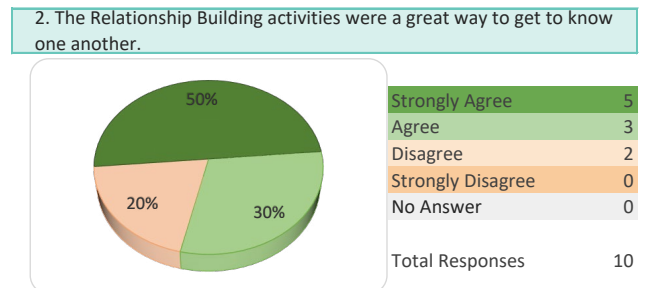
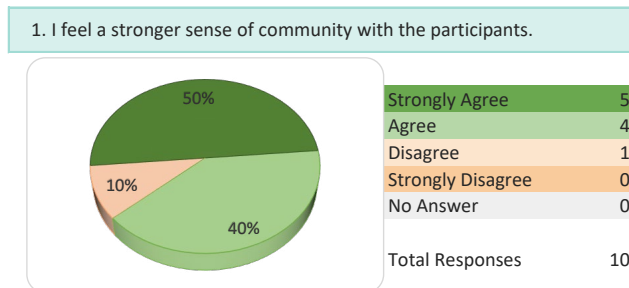
4. ***“You Could Feel the Tension Decrease”***

- Although many participants felt that relationship building activities could be condensed, many also agreed that it was an important part of the process to help build trust and allow everybody to “let down their guard.”
- The EREL really enjoyed the subject matter expert’s participation in the dialogue and felt like having them present during the relationship building sections of each day would have had profound impacts on the dialogue process.



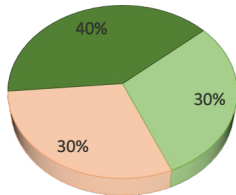
2. Summary of Evaluations From Day 1 Session

The graphs and comments below represents the data gathered from participant's evaluations at the end of session 1.



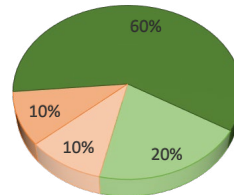


9. I learned new things about different communities in Fremont.



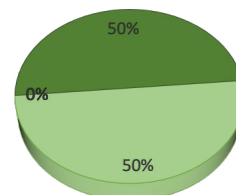
Strongly Agree	4
Agree	3
Disagree	3
Strongly Disagree	0
No Answer	0
Total Responses	10

10. The structuring of the panel into two parts was helpful.



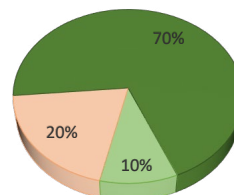
Strongly Agree	6
Agree	2
Disagree	1
Strongly Disagree	1
No Answer	0
Total Responses	10

11. I would like to participate in future panels like this.



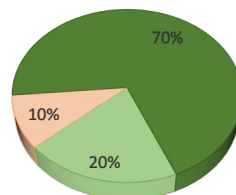
Strongly Agree	5
Agree	5
Disagree	0
Strongly Disagree	0
No Answer	0
Total Responses	10

12. I felt comfortable sharing information on the panel.



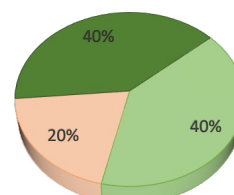
Strongly Agree	7
Agree	1
Disagree	2
Strongly Disagree	0
No Answer	0
Total Responses	10

13. I felt comfortable asking questions on the panel.



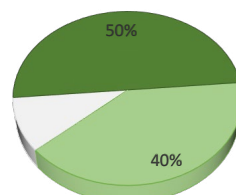
Strongly Agree	7
Agree	2
Disagree	1
Strongly Disagree	0
No Answer	0
Total Responses	10

14. OVERALL SATISFACTION WITH THE EXPERIENCE



Very Satisfied	4
Satisfied	4
Unsatisfied	2
Very Unsatisfied	0
No Answer	0
Total Responses	10

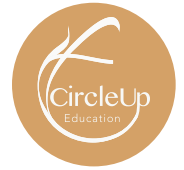
15. OVERALL SATISFACTION WITH THE FACILITATOR



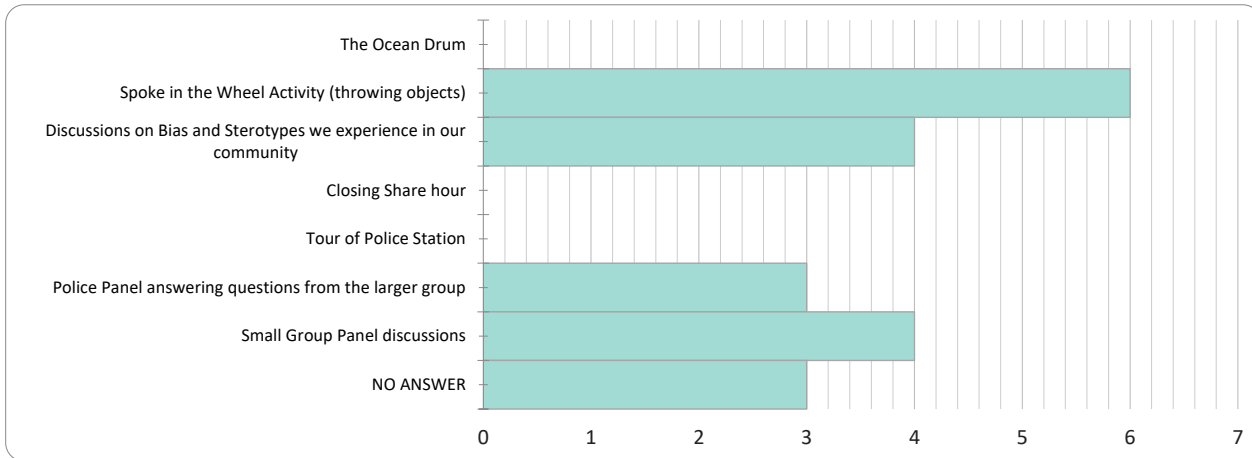
Very Satisfied	5
Satisfied	4
Unsatisfied	0
Very Unsatisfied	0
No Answer	1
Total Responses	10

Police and Community Dialogue Report

City of Fremont
June 28th, 2017



16. What practices or activities did you find relevant and impactful to the experience?





3. Participant Feedback From Day 2 Session

The list below highlights ideas, comments and suggestions CircleUp Education received from participants after facilitating session 2. Raw Data from the participant evaluations can be found in the following pages.

1. **“Enjoyed the Flow of Session 2”**

- Participants shared their enjoyment of the structure and flow of session 2. Some stated that it felt less rushed, that there seemed to be a more organic back and forth interaction between police and the EREL, and that they enjoyed the space to have more free flowing dialogue with one another.

2. **“Time To Share Out Panel Discussion Takeaways At the End”**

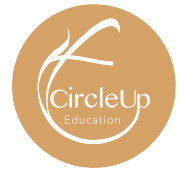
- The EREL appreciated that the moderated and small group discussion panels allowed them to both have their questions answered by the subject matter experts, and have more intimate conversations related to important topics. This 2-panel dialogue approach was new to everyone and was viewed as being highly effective.
- Both police officers and the EREL participants observed rich discussion happening in other small groups and suggested that there be time to reflect as a large group on what was being discussed.
- Participants suggested that in future dialogue sessions, there should be time at the end for each small group to have a chance to share highlights, memorable moments and takeaways.

3. **“Even More Time for Panel Discussions!”**

- During session 2, participants spent 20 minutes in their small group panel discussions as opposed to 10 minutes during session 1. This was still not considered enough time by both police officers and EREL participants. Participants recommended 40-50 minutes per small group discussion topic.

4. **“Invite Subject Matter Experts To Participate in the First Half”**

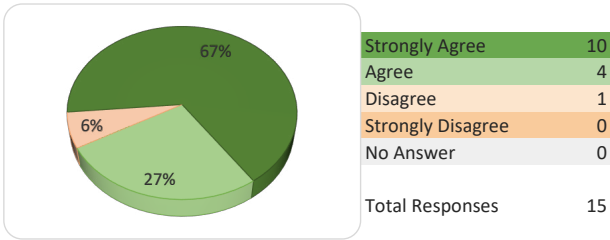
- Many participants expressed their appreciation for the opportunity to engage with so many different police officers. Many found value in hearing their perspectives and learning about their roles and responsibilities in the Fremont Police Department.
- Given the strong connections that were built between EREL and the four police participants, the EREL also expressed a desire to invite the subject matter experts to participate in the relationship building sections of future dialogues.



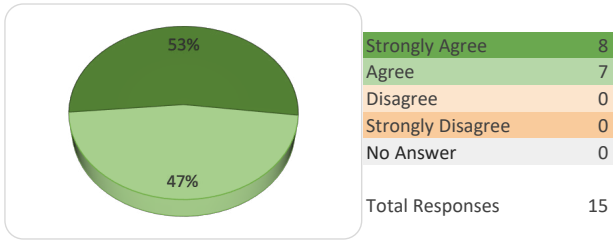
4. Day 2 Session Evaluations

The graphs and comments below represents the data gathered from Participant's Evaluations at the end of session 2.

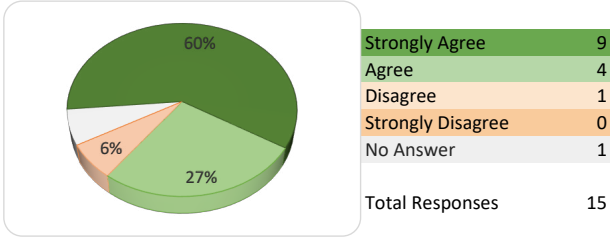
1. I feel a stronger sense of community with the participants.



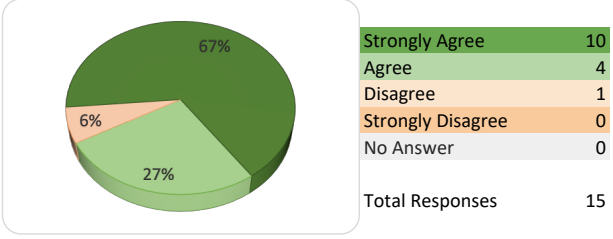
2. The Relationship Building activities were a great way to get to know one another.



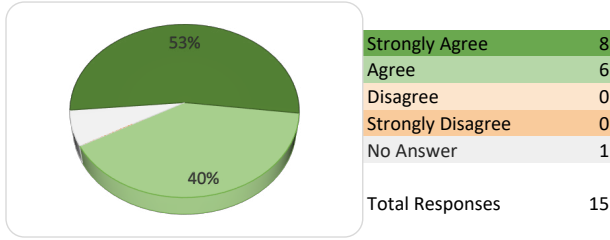
3. The Introduction activities help the group to develop trust.



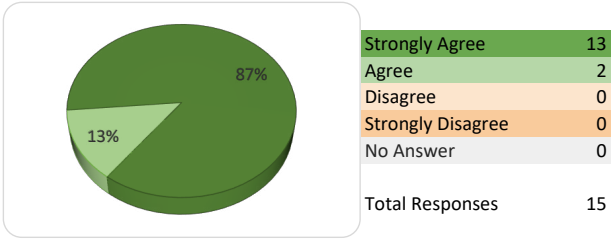
4. I felt safe sharing with people during this discussion rounds.



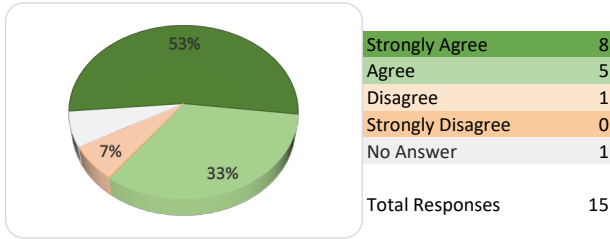
5. I would like to participate in more relationship building with police an community in the future.



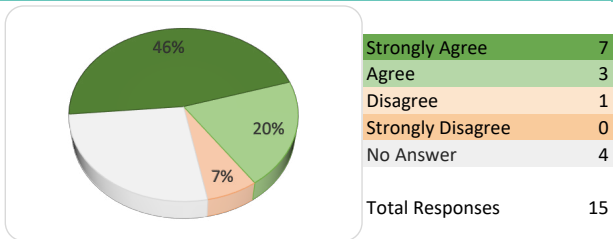
6. Tiffany and Tyrone created a positive and inclusive environment.

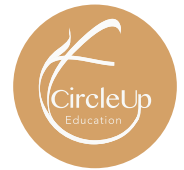


7. The panel discussions were very informative.

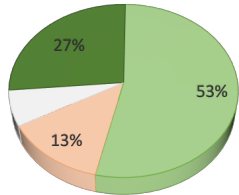


8. I learned helpful information about Fremont Police policies and practices.



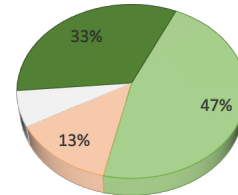


9. I learned new things about different communities in Fremont.



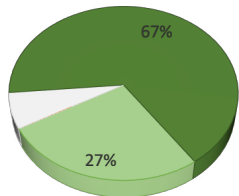
Strongly Agree	4
Agree	8
Disagree	2
Strongly Disagree	0
No Answer	1
Total Responses	15

10. The structuring of the panel was effective to the learning process.



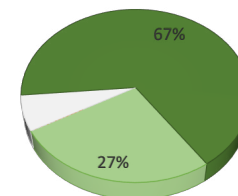
Strongly Agree	5
Agree	7
Disagree	2
Strongly Disagree	0
No Answer	1
Total Responses	15

11. I would like to participate in future panels like this.



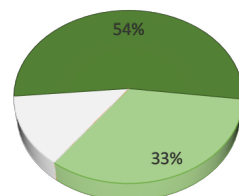
Strongly Agree	10
Agree	4
Disagree	0
Strongly Disagree	0
No Answer	1
Total Responses	15

12. I felt comfortable sharing information on the panel.



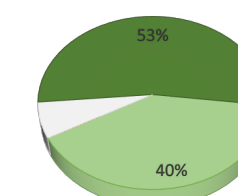
Strongly Agree	10
Agree	4
Disagree	0
Strongly Disagree	0
No Answer	1
Total Responses	15

13. I felt comfortable asking questions on the panel.



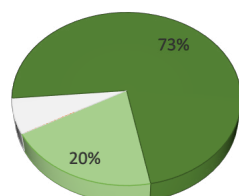
Strongly Agree	8
Agree	5
Disagree	0
Strongly Disagree	0
No Answer	2
Total Responses	15

14. OVERALL SATISFACTION WITH THE COURSE



Very Satisfied	8
Satisfied	6
Unsatisfied	0
Very Unsatisfied	0
No Answer	1
Total Responses	15

15. OVERALL SATISFACTION WITH THE FACILITATORS



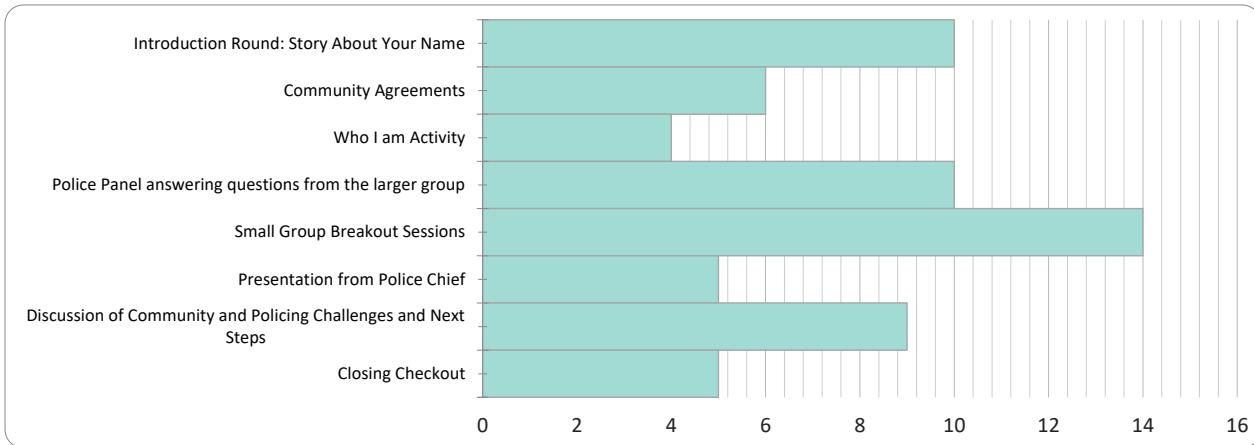
Very Satisfied	11
Satisfied	3
Unsatisfied	0
Very Unsatisfied	0
No Answer	1
Total Responses	15

Police and Community Dialogue Report

City of Fremont
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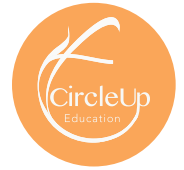
16. What practices or activities did you find relevant and impactful to the experience?



6.

Recommendations





1. Recommendations For Future Police and Community Dialogues In Fremont

A. Develop Common Language To Discuss Diversity & Equity Issues

- We highly recommend that police officers and the Emerging Racial Equity Leaders experience more in-depth training together on topics related to diversity, equity, and inclusion. Throughout the dialogue process, we found that participants often lacked the language to articulate the complexities of inequities within their communities. Both police officers and the EREL faced language, empathy and communication barriers while attempting to explain their experiences related to the intersectionality of privilege, internalized racism and discrimination, institutionalized prejudice, conscious and unconscious discrimination, and implicit bias. Having the opportunity to take a more comprehensive training together would allow both the police and the EREL to deepen their understanding of these important topics and develop language to assist them with expressing their experiences, needs, and challenges with one another. We have found that doing so reduces misunderstandings and tension during police and community dialogues, and ensures that participants can express themselves using language and examples that everyone can comprehend.

B. Enhance Communication Skills Before Engaging in Dialogue

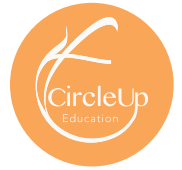
- We recommend that participants in future sessions have the opportunity to further develop specific communication and interpersonal skills that will assist them during the dialogue process. We have identified two skills that would greatly enhance the dialogue process:

Open-Ended Questions

- Asking open-ended questions during small group panel discussion are perceived as being less punitive or accusatory while at the same time creates space for the responding party to provide more robust and well rounded answers. This benefits the participants who are sharing and listening during the dialogue and reduces tension for everyone. Developing this tool will help participants find a better balance between asking both open and close-ended questions throughout the dialogue process.

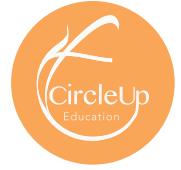
Developing Conscious Conversations conversation skills

- There were moments during the dialogue process where both police officers and EREL participants made comments or shared experiences that could have been misinterpreted as offensive, biased, or accusatory. During these moments, some participants used their communication skills to get more clarity about what the other person meant while others remained silent and did not know how to respond or ask for clarity. We recommend that participants have the opportunity to learn Conscious Conversation tools that develop participants' ability to identify statements that require more explanation, ask for clarification in a respectful way, and check for understanding when something seems biased or discriminatory. These conversation tools deepen empathy and create opportunities for participants to clarify misunderstandings in the moment, which prevent conflicts and tension from occurring.



C. Allocate More Time For The Dialogue

- CircleUp Education’s facilitators strongly believe that the two 4-hour sessions were not enough time for the Police and Community Dialogue to take place. We strongly recommend that future sessions be longer and separated into two sessions. This would allow participants to have time for skill development and relationship building, time for the moderated panel and another segment for the small group panel discussions during each day.
- The participant preparation sessions that take place before the dialogue sessions occur, require approximately 1.5-2 hours to facilitate. There are typically two preparation sessions, one with community members and the other with police officers. We recommend increasing the amount of time for participant preparation sessions if tensions are high between participants, when police and community relationships have been severely damaged, or if the participant group is large.



2. Recommendations From Police and Community Members

At the end of Day 2, participants worked within their small panel groups to brainstorm ways for City of Fremont police officers and citizens to continue future dialogue and relationship building. The following are recommendations from the small groups:

- A. Involve more police and community members.** Participants would like to expand the number of people attending the dialogue process by inviting more police officers and community members from diverse cultures. Some participants also requested that young adults be included in future dialogue as well.
- B. Organize Community and Police Dialogues with people from other local institutions.** Many of the EREL and police officers noted that important questions or concerns that they were discussing require conversations with people from Fremont Unified School District and the district attorney's office. The participants recommended inviting subject matter experts from the city, county, and school districts to the dialogue, which would add additional perspectives to the dialogue and ensure that more questions from the community can be answered.
- C. Coffee with a Cop.** The "Coffee With A Cop" event has been a great opportunity for police officers and community members to have conversations about topics that are relevant and important to the community. It was recommended that the EREL and police officers continue to inform Fremont citizens that this opportunity exists to encourage greater attendance.
- D. Informal meet-up at Sweet Tomatoes or another local restaurant.** Participants recommended planning follow-up conversations and informal relationship building opportunities at the local Sweet Tomatoes restaurant or other local venues in Fremont.
- E. Create an email and "WhatsApp" Group for Participants.** Participants recommended creating a text messaging group using a popular phone application called "WhatsApp" as a tool to answer questions and concerns that may arise within the ERELs communities.
- F. Create a Theater Piece from the Experience.** Inspired by the connections and conversations developed during the 8-hour dialogue, one participant shared the idea of creating a theater piece for youth based on the City of Fremont's first Community and Police Dialogue group.

CITY OF FREMONT

Boards, Commissions, and Committees Attendance Record

HUMAN RELATIONS COMMISSION

Suzanne Shenfil

Member	Meeting Dates						
	07/17/2017	08/21/2017	09/18/2017	10/16/2017	11/20/2017	12/18/2017	
MEETING TYPE	R	R	R	R	R	R	R
Paddy Iyer	P	-	E	P			
Dr. Sonia Khan	P	-	A	P			
Dharminder Dewan	P	-	P	A			
John Smith	P	-	P	P			
Lance Kwan	P	-	P	A			
Patricia Montejano	P	-	P	P			
Tejinder "TJ" Dhami	P	-	P	P			
Julie Moore	P	-	P	P			
Cullen Tiernan	-	-	P	P			

Attendance Codes

P - Present A - Absent E - Excused Absence

Meeting Codes

R - Regular Meeting S - Special Meeting L - Lack of Quorum C - Cancelled Meeting for lack of business

*** Due to lack of Quorum, absence does not affect eligibility.**

Commissioners can not have two unexcused meetings in a row in a one year time frame AND

Commissioners can not have three unexcused meetings in a 6 month time period. Jan - June and July - December

Attachment 13.1

2017 HRC Scheduled Meetings

February 27, 2017	Regular Meeting	7:15 Training Room
February 22, 2017	Regular Meeting	7:15 Training Room
March 20, 2017	Regular Meeting	7:15 Training Room
April 17, 2017	Regular Meeting	7:15 Training Room
May 12, 2017	Health Fair	Senior Ctr 9:00 a.m. 1:00 p.m.
May 15, 2017	Regular Meeting	7:15 Training Room
June 19, 2017	Regular Meeting	7:00 Training Room
June 2017	Pride Parade	
July 17, 2017	Regular Meeting	7:00 Training Room
August 1, 2017	National Night Out	
September 18, 2017	Regular Meeting	7:00 Training Room
October 16, 2017	Regular Meeting	7:00 Training Room
October 28, 2017	Make A Difference Day	
November 14, 2017	Volunteer Celebration	6:00 Large Fire Training
November 20, 2017	Regular Meeting	7:00 Training Room
November 2017	Warming Center to Open	
December 18, 2017	Regular Meeting	7:00 Training Room