



**Tri Valley Anti-Poverty Collaborative  
2016 Community Listening Sessions  
Final Report**

Tri-Valley Anti-Poverty Collaborative gratefully acknowledges the contributions of its partners in conducting the Listening Sessions, including Child Care Links, CAPE Head Start, Axis Community Health, Alameda County Community Food Bank, Open Heart Kitchen, Livermore Valley Joint Unified School District, Dublin Unified School District, Pleasanton Unified School District, Lynnewood United Methodist Church, Tri-Valley YMCA, Circles for Change, Stanford/Valley Care Health., and HTA Consultants.

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## **Introduction**

The Tri-Valley Anti-Poverty Collaborate (TVAPC), in partnership with All In Alameda County and CAPE Head Start, conducted two Listening Sessions (focus groups) at the Adult Education Center in Livermore, California to collect information regarding the experiences of low-income individuals in the Tri-Valley as related to access to food, health care, and education. The information from these sessions will be used to inform anti-poverty efforts by All In Alameda County and TVAPC.

## **Description of Listening Sessions**

One Listening Session group was facilitated in English (December 8, 2016) and one Listening Session group was facilitated in Spanish (December 12, 2016). Both sessions were 1 hour, 45 minutes and included a catered lunch. A \$50.00 gift card was provided to participants. Recruitment for participation was conducted through TVAPC partner organizations and social media/website marketing. Recruitment was focused on parents of young children to help inform the TVAPC Health and Education Committee about issues related to their goal of improving school readiness for children in poverty under the age of five.

The question protocol was developed by the TVAPC Health and Education Committee members with consultation from HTA Consultants and All In Alameda County (see Appendix I). Questions provided by local non-profits regarding their service provision were prioritized and the order of presentation was determined by members of the TVAPC Health and Education Committee.

Focus group facilitation was provided by a TVAPC staff for the English session, and a CAPE Head Start Staff for the Spanish session. The note taker for both groups was a CAPE Head Start staff. The notes were compiled into themes by the same CAPE Head Start staff member. These notes are provided in Appendix II.

Approximately 20 minutes were devoted to discussion in each of three areas: access to food, health care, and education. Information on related topics emerged during the discussion and these comments were recorded and included in the report as well.

## **Participant Demographics**

Twenty individuals participated across both sessions (9 English, 11 Spanish). Eighteen participants completed surveys. The information provided by those who did complete surveys is compiled below to show basic trends.

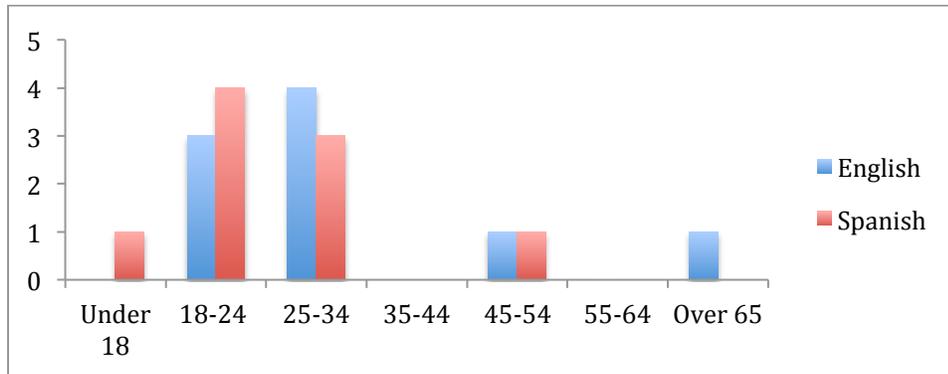
### *City of Residence*

Eight participants indicated Livermore as their home community, four indicated Pleasanton, two indicated Dublin, and four participants stated Alameda. It is hypothesized that the responses indicating Alameda as their home probably meant county rather than city since all participants were recruited from Tri-Valley organizations and affiliations, and all participants indicated receiving some service in the Tri-Valley.

### *Age of Participants*

The ages of participants were similar across both sessions. Most participants (78%, 14/18) were between the ages of 25-44. Two participants were between 45-54 years of age, one participant was below age 18, and one participant was above age 65.

Figure 1.  
*Age of Participants by Session*



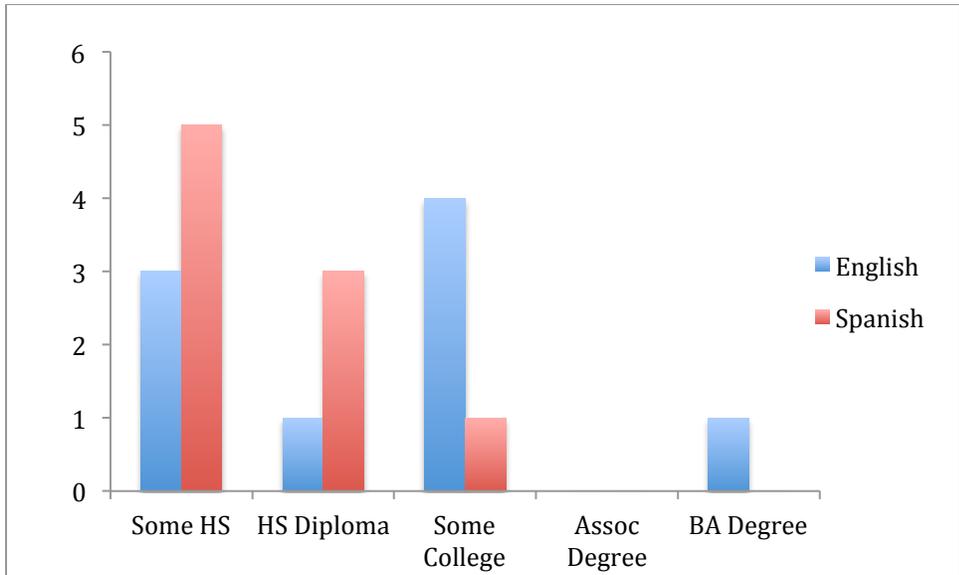
### *Gender of Participants*

94% of participants (17/18) were female.

### *Education Level of Participants*

The majority of participants had some high school education (44%, 8/18), followed by some college (28%, 5/18), and high school diploma (22%, 4/18). One participant had a B.A. degree.

Figure 2.  
*Level of Participant Education by Session*



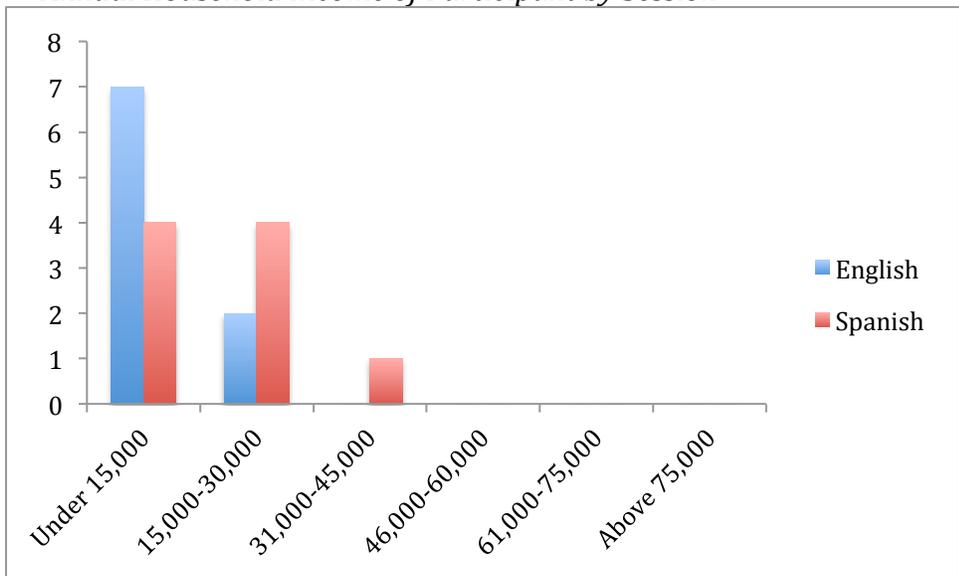
*Description of Households*

94% of participants (17/18) had at least one child below the age of 18 in the household. The number of individuals in the household ranged from 2-5. For the Spanish-speaking participants, the mode number of people in the household was five, and for the English-speaking participants, the mode number of people in the household was three.

The annual household income was under \$15,000 for 61% of participants (11/18), between \$15,000-\$30,000 for 34% of participants (6/18), and between \$31,000-\$45,000 for one participant.

Figure 3.

*Annual Household Income of Participant by Session*



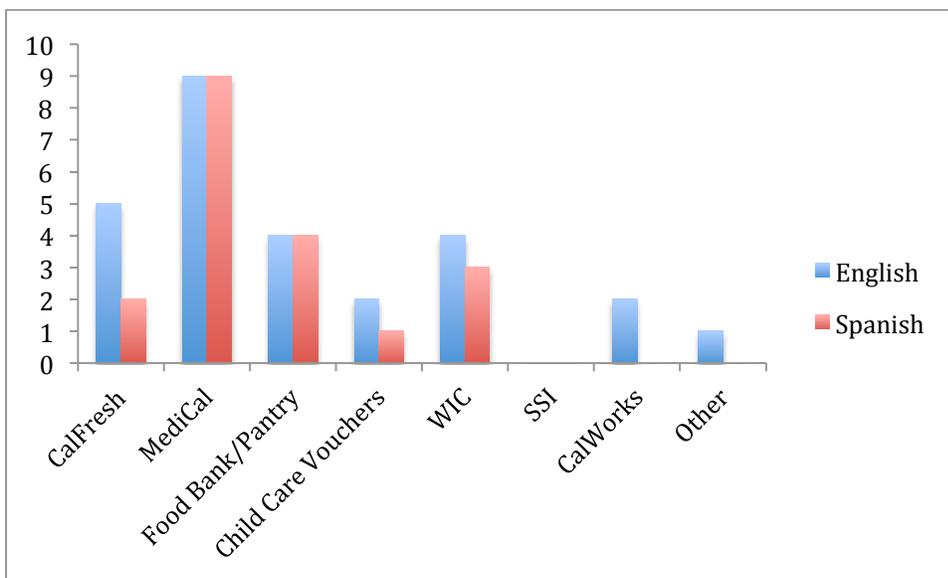
English-speaking participants were asked additional questions on the survey regarding access to food, food storage, and the ability to cook. All participants indicated that they had

daily access to a refrigerator, running water, and a stove. When asked whether they “worried that food would run out before they had the opportunity to purchase more,” 55% (5/9) indicated “sometimes” and 45% (4/9) indicated “never.” When asked whether the food purchased “didn’t last and there was not enough money to buy more,” 45% (4/9) indicated “sometimes,” 33% (3/9) indicated “never,” and 22% (2/9) indicated “almost always”.

*Access to Services*

All participants reported access to at least one community service/benefit, and most participants access two or more in the last six months. In the Listening Session, several participants noted that their access to services/benefits would be higher were it not for barriers. Currently, participants noted access to a variety of services, most commonly: MediCal, CalFresh, food pantries/food bank, and WIC.

Figure 4.  
*Number of Participants Accessing to Services/Benefits by Session*



*Focus Group/Community Involvement*

Following the Listening Session, all participants were asked via survey if they would be interested in attending another Listening Session and if they would like to get involved in their community. Eighty-eight percent of participants stated they would “strongly agree” to participation. Sixty-seven percent of participants stated they would “strongly agree” to be involved in the community.

**Listening Session Themes**

Listening sessions were guided by the facilitator and question list, but deviated as participants initiated and explored topics through conversation. The highlights of the discussion are summarized below.

### *Education and Child Care*

Parents were asked about their experiences with preschool, school, and childcare.

Parents noted that parent-teacher conferences are helpful, especially when they are given suggestions about things to work on at home. Some parents stated that do not have the time or skills to work on academic activities. Parents of older children stated that they felt connected to their teachers when their children were young (preschool to early elementary school), but became disconnected when their children got older. Parents expressed that they were late to learn about their children's problems in school and had inadequate resources to address these issues. Children who require help but don't have a diagnosis cannot get what they need. Children who need intensive help, often wait for long periods of time for services at the Regional Center of the East Bay, sometimes aging out of services while waiting. Some parents thought that medication was overused to treat behavioral problems.

In regards to subsidized childcare, some parents are aware of this benefit and want to access it but either don't qualify because they make slightly too much money (\$50-\$100/month over the income limits), or the waitlist for childcare vouchers is years long. Some parents said that resources for childcare are *not* well known (Spanish-speakers) and that their community needs to be more networked to learn about these opportunities. For parents who cannot access childcare, they are staying home with their children, which limits their ability to work.

Parents in both groups recognized the importance of enrichment and remedial activities to a child's growth and development but also noted that these opportunities are too expensive. It was suggested that these activities could be offered with scholarships or at a reduced rate for low-income parents. Several parents stated that their child could benefit from tutoring activities but that they could not afford it. One parent stated that the school district's tutoring was not helping her child. Another parent stated that there is a free tutoring service at the Livermore library.

In regards to the classroom teaching staff, one parent stated that she did not feel the classroom teachers were diverse and representative of the demographic population of the children. Bi-lingual instruction was noted to be a positive. Addressing bullying was identified as a need to be more systematically addressed.

Transportation to preschools and schools was noted to be a barrier in both groups. Parents would like bus or van service to schools to be provided. One parent noted that she would likely pull her child out of the Head Start preschool in the next week if her car broke down, as she did not have the money to repair it.

### *Health Care*

In the area of health care, participants cited awareness of various medical and behavioral health care providers, insurance, and services, including Axis Community Health Center, Stanford/Valley Care, community health fairs, Bayside Medical Clinic, and Regional Center of the East Bay. Axis Community Health was stated to be the most frequently utilized clinic for care. Participants commended the new facilities (in Pleasanton), but stated needs in the areas of lack of same day appointments (in these cases parents are accessing the emergency room for services), lack of health navigators (this was a valued service that is no longer provided), and lack of effective translation. Some participants stated that MediCal renew is a difficult process. There is a lag time in getting benefits, leading to lapses in service, and a high turn-over in caseworkers, complicating the process. One participant expressed that she had a good experience with Alameda Alliance, but many individuals said that health insurance is too expensive.

Consistent with previous needs assessments, many participants stated that specialty care services, including providers of dental care, are not available in the Tri-Valley. Transportation to specialty care in other parts of the county can be a barrier. Those participants who have accessed care through Stanford stated positive experiences in terms of competent, friendly care, referrals and follow-up.

#### *Food Access*

Listening Session participants were asked a variety of questions about food access. All individuals stated that they have three meals every day, though sometimes these meals are small. Food variety often becomes constrained throughout the month, as resources begin to thin. Participants seemed aware of the access points for food in the Tri-Valley (e.g., food pantries, food bank) and noted this is a strength of the region. Some individuals rely on pantries for a majority of food items and then fill in the gaps with CalFresh. It was noted that local farmer's markets accept EBT cards, but there is limited availability for fresh produce in farmer's markets year-round (one participant goes to Oakland in the winter). English-speaking participants stated that there is a good selection of items offered at food access sites, but Spanish-speakers stated that some of the food is not culturally appropriate or recognized. Some participants in the Spanish-speaking group also stated that volunteers at food access sites can be insensitive, offer too little food, and not inquire about their preferences. Spanish-speaking participants said that rice and beans are always welcome. Participants noted that often the food offered at pantries is labeled as expired, especially the meats and cheeses, and they do not want to take these items. Both groups want to see more fresh fruits and vegetables.

Some limitations for access were noted in terms of hours and locations of sites, and individuals noted that they would like to be able to access the pantries several times a month. It was unclear to Spanish-speaking participants about whether the meal site at Junction Ave School (Livermore) was open only to school children or all individuals in the community. Some parents are networking with neighbors who have children at this site to access this food when they do not have children at Junction Ave.

It was also suggested that a WIC store in the Tri-Valley would be helpful. Transportation to food access sites can be significant barrier, especially for individuals who are taking public transportation and having to manage young children along with bags of groceries.

Participants noted that some of the WIC requirements presented as a barrier (for example, being required to access a certain type of milk that their children did not like—this then required the addition of sugar to make it palatable).

Finally, many concerns and barriers regarding CalFresh were expressed. Some individuals stated that there are too many requirements to access CalFresh, that wait periods are too long (application delays), that staff at CalFresh are rude and disrespectful and discourage application for the benefit, and that income requirements are so stringent that a small raise can significantly reduce or eliminate the benefit.

### *Other*

Although the areas of focus of the Listening Sessions were access to food, health, and education, several other related themes emerged. The cost of housing was noted as a primary driver of inequity in the Tri-Valley, and participants noted that they are often living in substandard conditions (e.g., with many other people in small units, or in units that need significant repair). Some low-income individuals may live (hidden) in high-SES neighborhoods, isolated from their neighbors who are unaware of their situation.

Participants stated that the cost of living in the Tri-Valley makes it difficult for them to buy things for their children, including basic necessities. It was suggested that items such as toiletries should be made available at the pantry sites because these items can be so expensive. The lack of basic resources creates disparities in terms of what parents can offer their children (e.g., clothing, parties, etc.) and there is a large divide between the lives of children from low-SES backgrounds compared to middle/high-income families. These disparities are noticed by their children.

It was noted that assistance is not equally provided. For example, while individuals living at the Pleasanton Fairgrounds received assistance those at neighboring apartment complex were not offered assistance. Some also noted discrimination in the Tri-Valley, as when Hispanic participants noted they were required to pay an extra fee to access a shared space in an apartment complex. In regards to financial assistance with housing, the lack of a Social Security number impedes the ability to apply for help. For those who are able to apply, the income requirements are so low that it is difficult to get assistance, even when families are really struggling. Some families are leaving the area because it is too expensive. One participant said that she could possibly buy a house but did not have a Social Security number or credit, and thus was forced to keep renting.

While some individuals seemed to have learned to effectively negotiate the safety-net support systems, others seemed to lack information about what is offered. Each focus group meeting resulted in some sharing of information between participants.

Participants in both sessions said they felt ambiguity and fear regarding the Trump administration and the changes that might occur to safety net systems.

## **Summary**

In summary, participants in the TVAPC Listening Sessions provided valuable information about access to food, health, and education, as well as related areas, especially as related to parenting young children.

The themes explored are consistent with those discussed in other needs assessments, such as the high cost of living in the Tri-Valley, especially housing, lack of medical specialty and dental services in the Tri-Valley, insufficient options for affordable child care, and problems related to transportation to medical care and school. Participants expressed some strengths for those in need in the form of strong public schools, Head Start, and food access programs. Participants expressed frustration regarding accessing programs such as MediCal and CalFresh (e.g., income requirements, application processes, lag times, etc.). Suggestions were made to improve access and services across all three areas.

## **Addendum 1**

### **Listening Session Protocol**

*Welcome and thank you for taking the time to participate in this listening session.*

*The TriValley Anti-Poverty Collaboration, All In Alameda County, and other partners are conducting a listening sessions to learn about the needs of residents in the County..*

*Today we are going to explore some of the themes that have emerged here in the Tri-Valley. We are interested in your thoughts and will listen carefully to your comments. We will use this discussion and other data to help us plan for future programs and services.*

*The session is being recorded with notes. I want to let you know that this is so that we have a record of the session. Everything you say will be important and we don't want to miss a word. I do guarantee that none of the recorded comments will be associated with your name or attributed to you directly. All of your identities and individual opinions are strictly confidential.*

*At the end of our meeting, there is an anonymous demographic survey from All In to fill out as you are leaving. We will then provide you with a \$50 gift card as a thank you for your time and thoughts.*

*Before we start I want to set the ground rules for the discussion.*

1. There are no right or wrong answers. Please feel free to tell me your thoughts, whether they are positive or negative. Don't worry about offending us. We really want to learn from you and find out what you think about these issues. Please be honest and open with your opinions.
2. We would like everyone to participate. But, you each don't have to answer every question. Some of the questions may not apply to all of you. You should not feel compelled to answer every question.
3. Only one person should talk at a time. If two people talk at once, we can't understand what anyone is saying. I may remind you of this during the group.
4. We have a great deal we want to talk about today and a limited amount of time. This session will only last for ninety minutes. So, don't be surprised if at some point, I interrupt the discussion and move to another topic. But don't let me cut you off. If there is something important you want to say, let me know and you can add your thoughts before we change subjects.
5. Given the group format of this session we will ask you to keep everything said today as confidential.

Before we begin the discussion, let's take just a minute to get to know each other. Going around the circle, please tell us

- Your first name, and the City in which you live

I'll go first. My name is \_\_\_\_\_ and I live in ...

#### Focus Group Questions:

Our group, the Tri-Valley Anti-Poverty Collaborative came together to raise awareness of and address the needs of individuals living with poverty in our area. One of the things that is unique about poverty in our area is that it can remain somewhat hidden from view.

1. What can you tell us about poverty in your community?
2. Why do you think poverty is hidden? (prompt: Do you think that there is a stigma attached to being low income in the Tri-Valley? Do you think people feel judged or isolated if they are low income?)

One of the strategies of the Tri-Valley Anti-Poverty Collaborative is to support success of very young children in school. So the next couple of questions will be focused on learning and young children.

3. To start can you tell me a little bit about child care for children under five in your community? How easy or difficult is it to access childcare in the Tri Valley? Probes
4. What are some of the barriers to accessing child care for children under five that you or families you know have faced? Probes: Is Cost a barrier? Location? Ability to supply food, diapers? Ability to prove immunization record?
5. How do you make the home/school or home/pre-school connection? (CAPE)
6. Do you feel a part of your childcare? (CAPE)
7. What opportunities for early learning outside of formal childcare are you or other parents aware of in your community? Probe: Did you know there were xxxx (name specific reading programs for young kids) at the local library? Do you know of supervised play groups? Are there formal children's activities available for kids under five?
8. Do parents in your community spend time talking, reading, and singing with their child? Why or why not?

9. What kinds of support do you think would help lower income parents of preschool age children to have better access to child care and other opportunities for their young kids?

Another strategy of the Tri-Valley Anti-Poverty Collaborative is to support access to healthy food for low income, young children and their families. So the next couple of questions will be focused on food access

10. Tell me about your favorite foods and what your family eats during the week?
11. Do you or people in your neighborhood experience hunger? Probe: Does your family have access to three meals per day? Do other families have access to three meals per day? (if no) Why not?
12. What are some barriers to food access in your community? (Probes: Do people have sufficient money for food? Is there a transportation barrier to accessing food? Do people in your community lack access to food preparation and storage – in other words do they have access to a refrigerator, running water, a stove, etc.?)
13. If someone in your community needed assistance getting food or meals, where could they turn? (Probe: What's services providing access to food are working and why? What could be improved? Probes: Are services available at accessible hours and locations? Are the types of food choices ones that you and your kids will eat? Are the options healthy?)
14. What else would you like us to be aware of related to this topic - have we missed anything?

Finally, we are also interested in promoting access to health screenings and services. The last set of questions will ask about health care.

15. Where do your young children currently receive health care? Are there any barriers to accessing care such as language difference, transportation, enrollment problems?
16. Tell me about a time when getting access to a doctor was a challenge for your child? Do you know of other children in your community who have had difficulty getting the medical care when they need it?

17. For young children, we know that screenings can catch developmental and health problems early. Do children in your community have access to screenings that they need? (Probes: screenings for conditions such as autism? Hearing and vision screenings?)

Wrap Up – We are about at the end of our time and I have one last question for you.

If you could do one thing that would help low-income young children in the Tri-Valley to be ready for school, what would it be?

Is there anything else you would like to add?

Thank you!

## Appendix II Session Notes

TVAPC Listening Session – English Version  
December 8, 2016

### Housing:

Participant shared that she lives in Dublin Ranch community, she feels like she is the only single mom on the block. The neighbors are all affluent, so she feels that they don't have an understanding of what her life is like. It is difficult to be in her situation because she feels that her daughter doesn't have what other neighborhood children do. For example, neighborhood children attend extra circular after school activities, yet she cannot afford this for her daughter. She feels that she can see the divide in her daughter's classroom. She would like to see this type of activities available at a reduced rate for families that cannot afford them.

Birthday celebrations in the community are also difficult. Parents put on elaborate celebrations with gift bags for all that attend. Children receive elaborate gifts, she doesn't want her daughter to miss out, but the expense of attending parties is a hardship on the family.

She has a hard time finding resources in the community sometimes, because this is not something she can speak with her neighbors about. Although she has been able to access resources by getting information from the school district of what is available in the community. She has accessed special education services through school district and mental health services through CAPE.

Fairgrounds housing is scheduled to be closing, this participant bought the mobile home that she lives in and is uncertain of her future housing situation. She is unable to rent with rental prices being so high now. She is working on her immigration status and if she accepts public assistance it may impact her filing. They have been informed that if the fairgrounds remain open their rent will double.

One participant said that her income is \$60.00 above the guidelines to receive public assistance so she doesn't qualify.

One participant in the group is a grandparent that lives in a senior community and she has now taken in her granddaughter; she will now have to find a new place to live. The senior community does not allow children and has been asked to leave.

Participants shared that Leahy Square will be opening their waitlist; however some participants will be unable to access this opportunity because they do not have a social security number.

Housing is a big issue; landlords do not make repairs for the tenants.

One hardship is that participants might have more to buy home but don't have credit record or social security number to purchase.

### Transportation:

Participant shared that sometimes it is a struggle to get her daughter to school due to car problems. There is not a good transportation system in the community for her to use. Can Headstart make a bus available to students who have transportation hardships?

Participant mentioned that in her community at the Fairgrounds there are a lot of families that attend the same preschool and elementary school; it would be great to have a bus that would come pick up all the children.

#### Education:

It was mentioned that it is difficult to get tutoring sessions for their children; services are very expensive. Her daughter has an IEP but district will only give her a 40 minute session, she needs more time. Mom would like 2-3 hours a week, but district informed her that she would need to pay. Others in the group shared that the public library offers tutoring. Participant felt that student's learning depended on the teacher they have. Some teachers are very helpful/good with students while others are not.

#### Home/School Connection:

Participant stated that at the district level there wasn't the feeling of being connected to the school environment.

Inability to get services for a student that may need extra support if student doesn't have a diagnosis.

Participant attends parent/teacher conference to set goals to have activities that they can do at home. Monthly report sent home that offers suggestions for activities to do at home. Participant works with her child at home on colors, writing and making pictures.

This community needs more staff that represents the culture of the students in the classroom. There is not a lot of African American teachers.

Children are exposed to a variety of languages in the classrooms. Children are helping each other learn English and Spanish.

When the children see their peers outside of school it makes them feel a part of their community. However, children do notice the differences around them; they notice when their peers have things that they don't.

Bullying happens in the schools there needs to be stricter policies about this.

#### Health Care:

Children with health issues or special needs that require specialized care are asked to go outside of Tri Valley to receive care.

Participants go to Axis, Stanford/Bayside Medical Clinic

There is no dental care in the Tri-Valley that takes Medi Cal insurance or difficult to find. Participant shared that Alameda Alliance is the better insurance for services in the Tri Valley has been her experience; other insurances require you to go outside Tri Valley for services. She shared that it is quite a process to change insurance but it can be done.

Participant brought up the topic of Axis case managers? There was a position of case manager at Axis this person would support families navigate the health system and community resources. This position no longer exists.

Renewal of Medi Cal is a difficult process. A lot of times Medi Cal is inactivated and the participants don't know why. Sometimes it may take up to 2 months or more to reactivate. During this time family will not have insurance. There seems to be no accountability in the system.

there seems to be a high turnover in Medi Cal workers thus they are constantly starting over with a new eligibility worker. One participant shared that in a three month period she had several workers.

Insurance is very expensive there is a \$60.00 monthly fee and you still pay a copay at the visit. This greatly impacts a family's budget.

It seems difficult to get a diagnosis for a child. RCEB told a participant that child needed a diagnosis to receive services, yet her pediatrician told her that her child was too young to diagnosis; therefore she was unable to get services for her child.  
Pediatricians are not helpful in getting children special education services.

#### Food:

Participants felt that there were a lot of resources in the area. Would like to be able to go to food pantries two times a month rather than just once a month.

Participants felt that they would like to see more fresh fruits/vegetables rather than canned foods.

Participants felt there was a good selection of foods in the pantries, if something is not available then use food stamps to acquire it.

Families can use EBT card at Farmers Markets, one participant goes to Jack London Square because it is open year round.

Participant would like to see a WIC store in Livermore.

Participants would like to be able to get whole milk rather than 1% milk; their children do not like the watered down milk. Some participants stated that their children that are anemic aren't able to get whole milk.

CAL Fresh is really good however does not cover the month.

#### Other topics:

How Trump will impact services that exist.

City Serve (Gloria) is a wonderful resource in the community. Gloria has helped alot of the participants that were present.

Have toiletries at pantry (i.e. shampoo, soap, toothpaste) this is very expensive.

There is a clothing pantry in Livermore. Tri Valley Church of Christ on East Ave every Monday 10-12.

Shepherds Gate and Tri Valley Haven have a lot of resources.

Dublin/Pleasanton have less resources for participants; these cities seems to want to keep families out.

Participants felt that there are very good school in the Tri Valley it is like getting a private school education.

would like to see more access to extracurricular activities for families at reduced costs or sliding scale, perhaps some scholarships.

TVAPC Listening Session - Spanish Version  
December 12, 2016

Housing:

Families are in shared housing because they have to, to be able to afford the rent in this area. They are living day to day unable to save because there is no income left at the end of the month. Therefore it is difficult to buy things for their children. One participant spoke about how her son sometimes has holes in his shoes, but needs to wait until they can afford a new pair. Issues arise at school with peers because these children do not have designer brand clothing or shoes. For example, children are ridiculed at school for not having more than one jacket. Thus sometimes their children are embarrassed to go to school. This is not so present in the preschool years but as the children grow it becomes more of an issue, especially in middle and high school.

Participant are unable to access low income housing because they don't have a social security number.

Rents are skyrocketing, have increased every year by at least \$300.

Landlords are not making repairs on property, telling tenants it is their responsibility.

Tenants are staying quiet as to not be evicted or having their rent increased. A participant shared that her stove broke and that the landlord told her to fix it.

The cost for a 2 bedroom apartment is \$2600.

Participants feel discriminated at their apartment complex. They shared that to use the community space at the complex (pool area) they need to pay an extra \$200.; however the Caucasian renters to not get this charge.

Food:

There are resources in the community for assistance for food, but sometimes the food that is received is expired. So what is the point of going to the pantry. The pantry should check dates sometimes food is a year old or months old. It's usually the meats and cereals that are expired so she would rather just take the fresh food than to care things home that she will need to throw away.

A participant shared that she tries to give her children a variety of foods but she was raised on beans and cheese so that is always good. Two to three weeks into the month the variety of foods she serves is slim because she finds herself not having enough money. There is a pantry located at Junction Ave school participants wondered if it was open to the public or just for the students enrolled. She sometimes asks her friend who has children attending Junction to get her some food.

Participant shared that it is difficult to get food stamps there are too many requirements, also there is now a wait period prior to receiving. sometimes there are delays with the application, need to renew application and the eligibility workers are rude and disrespectful. For example, her husband had lost his job so she went to apply for food stamps -- the worker ask if she had savings she responded yes because she had \$300.00 saved, so the worker told her she could use her savings didn't need to apply.

A single mom shared that she was receiving \$110/month but when she got a small raise at work it was reduced to \$50.

Participants all agreed that it depends on the worker that you are working with some are mean. They wondered why there was such turnover?

Families shared that they eat three meals a day they may not be large meals, but they do eat breakfast, lunch and dinner.

Transportation issues make getting food resources difficult. That is if they are using public transportation they can't take what they really might need because its difficult to carry it and hold on to the children. Perhaps pantries can be open when children are in school so that parents can go alone.

Like that food stamps are EBT now, makes it easier to use at a variety of places. It can used at the food marts in the gas stations which makes it convenient.

Participants were concerned about the elderly community and how they get around, have better transportation available for them.

Pleasanton has less resources thus residents come to Livermore for assistance. Population there believes everyone is rich.

They spoke about how some resources are not accessible to non residents which sometimes makes it difficult for them if they need a particular resource. For example there is assistance for people who live in the fairgrounds but not in the neighboring apartments.

One participant stated that she has lived in this area for 7 years and just now she is becoming knowledgeable that resources exist in the community. Information should be more present in the community so that people are aware of what is available.

Some of the resources mention were: Open Heart Kitchen, St. Bart's on Enos, food pantries and St. Michael's. They shared that at this pantries sometimes the volunteers give them very small quantity of foods while others give them a lot. Some volunteers ask what they need, while others just give them food items. Sometimes they don't recognize what they are given. For the Hispanic community the staples, beans and rice are always welcome.

#### Education:

Participants are aware that there are childcare services in the community, but sometimes it is difficult to access subsidized care. Some families experienced not qualifying for services. Sometimes families are over income by \$50-\$100 even though they aren't wealthy.

Families do not have extra to pay for childcare after rent, food and expenses. Gross income should not be counted this isn't what family takes home.

Participant shared that her daughter was in college and they were having difficulty navigating the financial aid system, thus family is using a credit card to pay expenses so that their daughter could stay in college.

Sometimes the schools that are offered are too far for the family to get to them, especially if the family doesn't own a car.

There should be more information in the community about resources for childcare, example, doctor/dentist offices, grocery store, etc.

Participants felt that they need to build a strong sense of community so that they can communicate with each other what resources are available so that everyone can benefit. home/school connection --

sometimes just leave the learning to the school, because their lives are so stressed this is not their emphasis, they are worrying about paying bills, their next meal, etc.

There seems to be more of a disconnect with teachers in the upper grades. Don't feel as if their voice is heard any longer, feel connected in preschool.  
Staff in homework session don't seem to know how to help students with their school work.

At the high school level parents don't get information about their child until the end of the month, so if something is not working the parent can not correct it. Example, student tardy to class.

Pleasanton seems to have better schools more resources for the students.  
Need to find extra resources if you want your child to be successful in school.

#### Health:

More places to receive services are needed; especially specialize services.

A lot of participants shared that they left Axis because they couldn't get same day appointments for their children when they were ill. They felt that the staff was very discriminating to them.

Stanford was very friendly good staff. Dr. listens and is very helpful. dr. speaks with patients and makes referrals as needed and calls to follow up with families.

For adult care participants usually go to Axis. Participants like the new facility! They felt that the translators sometimes were not helpful. Difficult to get specialist care, participant ended up going to Highland for services.

One participant felt that her mother was misdiagnosis.

Renewal of Medi Cal cards is difficult. Staff is not helpful with this.

They felt they knew where to get services if they felt their child needed help with their development. Aware of RCEB and district services.

#### Other topics:

What will happen when Trump goes into office?