EAST OAKLAND INNOVATORS
Cultivating Community-Driven Innovation through Design Thinking in Best Babies Zone Oakland

PREPARED BY  The Gobee Group for Alameda County Public Health Department
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December 2014
1. Introduction

With support from the California Wellness Foundation, the Gobee Group (Gobee) worked with the Alameda County Public Health Department (ACPHD) to formally integrate Design Thinking into its work. The purpose of integrating design thinking was to drive innovation for improved health outcomes and reduced health inequities in the populations that ACPHD serves, in particular low-income women and children in Alameda County.

A major part of this work has involved the Best Babies Zone (BBZ) Oakland, a place-based initiative that aims to reduce disparities in health outcomes in the Castlemont neighborhood of East Oakland. BBZ’s vision is that all babies are born healthy and into a community that enables them to thrive. BBZ believes that good health begins where people live, grow, work, and play and is committed to supporting a strong and healthy neighborhood, building on the assets and strengths in the community to address real challenges.

Design Thinking

Design Thinking is a process for creating innovative products, services, and strategies that prioritizes the needs of the intended population or customers. The Design Thinking process provides structure and methods for understanding people’s needs, generating innovative ideas, and rapidly learning from small-scale tests. It is a new approach for public health. The Design Thinking process can be structured in three phases:

- **Understanding**: The use of non-traditional, applied research methods to develop an empathic understanding of the community members and stakeholders.
- **Ideation**: Generating dozens or hundreds of ideas based on insights from the Understanding Phase, and selecting the most promising concepts to test.
- **Experimentation**: Making concepts tangible to test and learn quickly and cost-effectively on a small scale, before piloting.

Design Sprint Overview

In 2012, ACPHD and Gobee collaboratively developed the Design Sprint, a 12-week pilot in which fourteen professionals from nine organizations used the Design Thinking process to develop concepts for stimulating a vibrant local economy in BBZ Oakland. The Design Sprint enabled ACPHD staff and professional colleagues to deepen their design skills through a real project. It was also a different approach for community engagement that enabled ACPHD to develop relationships with community members and organizations by collaborative planning and implementing a program. One product emerging from the Design Sprint was the Castlemont Community Market. The market offers informal businesses with a sales venue, provides opportunities to increase social cohesion, and expands access to food and goods.

East Oakland Innovators (EOI) Overview

ACPHD and Gobee created an initiative called the East Oakland Innovators (EOI) in the context of BBZ Oakland to provide community members with Design Thinking skills for use in team-based community innovation efforts. The EOI program is deeply-rooted in ACPHD and BBZ’s belief that building community capacity and supporting community-driven projects are critical for producing long-term positive change. The EOI program is the first of its kind, offering hands-on training in Design Thinking through the planning and implementation of public health programs. The skills and personal development gained through the EOI program are intended to support community members in being leaders of change. The projects resulting from the EOI program are viewed as seeds that
will grow into the transformational change the community wants to see. Moreover, the EOI program represents a paradigm shift from the notion that only experts can design to the notion that anyone can design, and situates ownership of neighborhood projects to community members themselves.

In preparation for the EOI program, BBZ Oakland held two Community Cafes in March 2014 to discuss four priority issues that had been identified in community assessments based on surveys, focus groups, and community meetings. The four priority issues were public safety, community building, education, and local economy. BBZ Oakland publicized the EOI program at the Community Cafes and through flyers and word-of-mouth in the Castlemont neighborhood. To select the cohort of East Oakland Innovators (EOIs) for the program, BBZ collected answers to a short questionnaire and interviewed applicants. The EOIs selected to participate were a diverse group of community members from East Oakland with close ties to the Castlemont neighborhood. From May to December 2014, the EOIs spent eight months developing projects to address three of the four issues prioritized by their community.

Following is a list of the key individuals who were involved in this project:

Alameda County Public Health Department (ACPHD):

- **Susana Morales Konishi** (BBZ Coordinator) and **Jessica Luginbuhl** (Special Projects Manager, Building Blocks for Health Equity) supervised the management of the EOI program. **Deja Kono** (former BBZ Coordinator) was also involved in the design and development of the EOI program.
- **Rachel Berkowitz** (Lead Facilitator for the EOI program and BBZ Community Engagement Coordinator) planned the agenda for each EOI session with support from other members of the Coaching Team. She also served as a Coach for one of the EOI teams, and managed the EOI program overall.
- **Mariela Nevarez** (BBZ Intern) supported Rachel in preparing materials for the EOI sessions, including a Design Thinking toolkit tailored for the EOI program.
- **Zachary Fernandez** (Interpreter) was a Coach for one of the EOI teams. He also provided real-time interpretation and translated materials and notes into Spanish and English for all EOI sessions.

Gobee

- **Jaspal Sandhu** (Partner) conceived of the EOI program in collaboration with ACPHD. Jaspal provided Design Thinking guidance and eventually transitioned to a supervisor role, providing strategic guidance at a programmatic level.
- **Jessica Vechakul** (Design Thinking Consultant) was the primary technical advisor on the Design Thinking process and methods for the EOI program. She was also a Coach for one of the EOI teams.

East Oakland Innovators (EOIs)

- Participants in the East Oakland Innovators program are listed on page 4 and page 7 of this document.

**Report Overview**

The following two sections each describe the two main segments of the EOI program – (1) Quick Win and (2) Big Win. Each section covers the same types of meta-data: objectives, people, activities, timeline, key milestones, outcomes, and lessons learned. In addition, each of these sections includes a Methods Vignette. These vignettes do not encompass the entire approach, but rather highlight one of the approaches taken as a part of the broader activity. We have focused the content of these boxes on surprising methods that would not have been planned at the start of this project, but rather were the responses of the ACPHD/Gobee/EOI team to the presented problem. These vignettes provide a brief, narrative view into the process and illustrate how the various teams involved in this work have embraced the design thinking process. Following the sections on Quick Win and Big Win is a section outlining recommendations regarding future action regarding the design, management, and promotion of the EOI program.

This report was authored by: Jessica Vechakul, M.P.H. and Jaspal S. Sandhu, Ph.D. of the Gobee Group. Questions and comments should be addressed to Jessica at jessvech@gobeegroup.com.
2. Quick Win: Visible Immediate Benefits

Objective

The Quick Win segment of the EOI program was an action-oriented way for the EOs to learn design thinking. A Quick Win is intended to produce a visible immediate benefit that can be implemented quickly. The Coaching Team selected the issue of illegal trash and dumping as the focus of the Quick Win for three reasons:

- **Educational value.** Practicing design thinking on a smaller, more manageable issue enabled the EOs to learn by doing.
- **Feasibility.** The EOs could conceivably implement a project to address trash and dumping in seven weeks.
- **Accessibility.** Everyone encounters trash in their daily lives, and could relate personally to the issue.

People

The Coaching Team for the Quick Win included Rachel Berkowitz (Lead Facilitator for the EOI program and BBZ Community Engagement Coordinator), Mariela Nevarez (BBZ intern), and Zachary Fernandez (Interpreter) from ACPHD, as well as Jaspal Sandhu (Partner) and Jessica Vechakul (Design Thinking Consultant) from Gobee.

Due to personal circumstances and other issues, six of the original cohort of twelve EOs left the program. In July 2014, the remaining six EOs interviewed and invited three applicants to join the EOI program. They also conducted an orientation of the Design Thinking process and Quick Win project for the new EOs. The six EOs who completed the Quick Win were Yolanda Castillo, Laura Chavez, LaShonda Deckard, Aaron de la Cerda, Silvia Guzman, and Antwan Jones. The three EOs who joined the program in July 2014 were Flor Chavez, Ivey Williams, and Maria Teresa Murillo.

Activities

The Coaching Team and EOs met for two hours twice per week during the Quick Win segment of the EOI program. The Quick Win was focused on addressing the challenge: “How can we improve trash and dumping in the neighborhood?” The Quick Win consisted primarily of facilitated workshops, which introduced the design thinking methods and process.

METHODS VIGNETTE | Neighborhood Walkabout

During the Neighborhood Walkabout, the EOs walked in groups through the Castlemont neighborhood and talked to other community members. The goal was to see the familiar from a new perspective. When the EOs discussed the issue of trash and dumping with other community members, they heard the sentiment: “What can I do as one person?”

Based on conversations during the Walkabout, the EOs identified key insights, such as “Isolation is linked with apathy. Building community will create momentum for positive change.”
Timeline
May 2014 – August 2014

“Quick Win” Key Milestones

- 19-May-2014: Brainstormed ideas to address trash and dumping, based on what EOI’s already know.
- 20-May-2014: Took pictures of the neighborhood and talked with other community members about trash and dumping, during a Neighborhood Walkabout.
- 3-June-2014: Selected “How might we address the challenges of city infrastructure as it affects problems of trash and dumping?” using Dot Voting method. Brainstormed 88 ideas to address this challenge.
- 10-June-2014: Categorized ideas into a 2x2 matrix to select top three ideas.
- 17-June-2014: Refined top three ideas using a Mindmap.
- 1-August-2014: Planned the action items and budget for implementation.
- 2-August-2014: Organized a Clean Up the Block Party in collaboration with Youth UpRising and Castlemont Community Market.

Other Key Milestones

- 28-June-2014: Participated in “Leaders for Change” Workshop, including discussion of a Family Shield, personal SWOT analysis, Circles of Support, and Power Stories.
- 23-June-2014, 15-July-2014, 22-July-2014: Selected additional EOI’s and conducted an orientation including an overview of Design Thinking and the Quick Win.

Outcomes

The Clean Up the Block Party was the culmination of the EOI’s Quick Win. The Block Party was a way to raise awareness about trash and dumping, and provide people with quick and easy ways to start making a difference. About sixty adults and thirty children attended this community event, and received information about:

- Separating trash, recycling, and compost
- Reporting illegal dumping
- Proper disposal of batteries and motor oil
- Organizations that pick up old furniture and appliances
- Environmentally-friendly alternatives for household cleaning chemicals

In addition to providing information, the EOI’s organized a street clean-up with Toler Heights Neighborhood Council. They worked with neighborhood youth to remove three 40-gallon bags of trash from the streets.

To encourage people to come to the Block Party, the EOI’s provided free refreshments, held a raffle, and donated produce, canned goods, and household supplies. The EOI’s also invited community-based organizations to provide resources during the Block Party. For example, Project Eat provided information about growing and eating healthy food.

The Block Party was the first event introducing the EOI’s to the community. The event also increased awareness and attracted newcomers to Youth UpRising, the Castlemont Community Market, and East Oakland Playdate. Moreover, several EOI’s said they gained valuable experience organizing a community event and would apply these skills in future endeavors.
Lessons Learned

Lesson 1: The Quick Win should be allocated time and funding for implementation. The Coaching Team intended the Quick Win to primarily be a learning opportunity and had not allocated time or funding for implementation. Since the EOs were passionate about bringing their Quick Win idea to fruition, the Coaching Team decided to extend the timeline for the Quick Win and re-allocated $200 for Quick Win implementation. This enabled the EOs to organize the Clean Up the Block Party.

Lesson 2: The Quick Win should be focused on a topic prioritized by the community, and aligned with the Big Win. One EOI challenged the relevance of working on trash and dumping when there were more pressing and urgent issues affecting the community. She also expressed concern that a Block Party would not lead to long-term positive change. If the Quick Win were focused on one of the priority areas identified by the community, the EOs would be able to more fully develop their idea by continuing to work on the project during the Big Win. Iterating twice through the Design Thinking process may also enable the EOs to plan for long-term sustainability.

Lesson 3: Maintain momentum by prioritizing project work at meetings. Some EOs noted how meetings were initially very slow and focused on logistics. The Coaching Team shifted towards prioritizing project work and going through logistics more rapidly, or making announcements at end of meetings rather than the beginning.

Lesson 4: Reserve time for reflection to integrate lessons learned. The tight timeline of the EOI program did not allow for reflection beyond the Midline Assessment and Final Assessment. Creating time for the EOs to individually reflect could enhance personal growth and integrate lessons learned into future practice.
3. Big Win: Community-Driven Innovation

Objective
Community assessments based on surveys, focus groups, and community meetings identified public safety, community building, education, and local economy as priority areas. The Big Win projects are intended to be community-driven projects that result in sustainable positive impact in one or more of these priority areas.

People
A total of nine EoIs completed the Big Win segment of the EOI program.

Small Business Team:
- Silvia Guzman
- Breanna Williams
- Ivey Williams
- Jessica Vechakul (Coach)

Education Team:
- Flor Chavez
- Laura Chavez
- Yolanda Castillo
- Rachel Berkowitz (Coach)

Revolution Team:
- LaShonda Deckard
- Aaron De La Cerda
- Maria Teresa Murillo
- Zachary Fernandez (Coach)

The group of EoIs who participated in the Quick Win was slightly different than the group that participated in the Big Win. One EOI was also asked to leave the program due to behavioral issues (e.g., frequent tardiness and absences, calling and texting during meetings, etc.). One EOI who had left the program during the Quick Win due to personal circumstances rejoined the program.

Activities
Through a matching process that aimed to provide EoIs with their top choices, three teams were formed. Each team was dedicated to a Big Win project that focused on one of the priorities identified by the Castlemont community. Each EOI team was also assigned a Coach to support their work. The EoIs and Coaching Team met once per week, with an expectation that EOI teams would continue to work on project activities in between the weekly meetings.

Timeline
August 2014 – December 2014

“Big Win” Key Milestones
- 5-August-2014: Team building exercise, based on a Fruit Personality Test.
- 12-August-2014 to 2-September-2014: Understanding Phase, in which the three teams talked with community members to deeply explore their project topic.
- 9-September-2014: Ideation Phase, in which each team generated dozens of ideas to address their project topic.
- 16-September-2014 to 21-October-2014: Experimentation Phase, in which each team tested a few ideas in a tangible way and integrated feedback from community members to select and refine their top idea.
- 28-October-2014 to 8-December-2014: Project planning and implementation.
- 9-December-2014: Final project presentation to friends, families, and supporting organizations.
- 16-December-2014: Internal program closing.
Outcomes

There is some anecdotal evidence that the EOI program has successfully supported community members as leaders of positive change. During the final presentation and the internal program closing, the EOIIs shared personal reflections about their experiences in the program. Some of the highlights included appreciations of the closeness and camaraderie among the EOIIs, and feelings of immense personal growth. The EOIIs also expressed great pride and satisfaction when reflecting upon how much they accomplished, especially under considerable time and resource constraints. In addition, some EOIIs mentioned shifts in mindset both in their personal lives and in their work as community leaders. One EOI noted that she uses Design Thinking principles to improve relationships within her family by asking for everyone’s input and considering their priorities and different perspectives in decision-making. She also felt more empowered as a parent to support her children in the creative thinking lessons they were learning in school. Another EOI noted that a distinguishing aspect of the Design Thinking methodology is the emphasis on talking with the community to understand their priorities, assets, and needs, and leveraging these insights to determine what direction to take. In his other experiences with other development programs, the focus and outcome of the program had been predetermined at the start.

Assessments of the EOI program, which will provide more rigorous data on outcomes, are underway. The Lead Facilitator is in the process of analyzing data from the Baseline, Midline, and Final Surveys of the EOI program. A masters student from the School of Public Health at the University of California, Berkeley will also be conducting an independent assessment of the EOI program, based on interviews with EOIIs and the Coaching Team.
Notably, all three of the EOI teams intend to continue their projects after the EOI program officially ends. What follows is a summary of what each team accomplished during the EOI program, and their plans for continuation:

**The Small Business Team** focused on helping local businesses thrive by better meeting customers’ needs. The team interviewed parents and other community members about the types of healthy items they wanted local stores to sell. To incentivize stores to stock these new healthy items, the team offered to publicize the availability of new items via radio and printed flyers. The team also launched a Facebook page called “Town Business” to spread information about local businesses providing positive services and goods to the Castlemont community. One store, 7 Amigos market, agreed to offer fresh fruits and vegetables for a two-month trial from Thanksgiving week 2014 through the end of January 2015. The team incentivized customers to provide feedback by offering raffles for gift cards. The team is exploring additional promotional activities, such as a community event hosted at 7 Amigos, where customers can build a relationship with the store owner and sample healthy dishes made with newly stocked produce. The team also hopes to collaborate with Youth UpRising on the MacRevive initiative that aims to stimulate the local economy around MacArthur Boulevard.

**The Revolution Team** focused on empowering women through Storytelling Forums. The team facilitated a storytelling workshop, which was intended to help women express themselves, bond, and support each other as agents of change. The team plans to organize additional workshops. In particular, the team is interested in cross-generational storytelling to foster learning from the community’s history and progress. The team hopes to integrate these Storytelling Forums with the media and arts resources available through Youth UpRising.

**The Education Team** focused on organizing self-care classes combined with nutrition education. The self-care classes offered spa and massage treatments to incentivize community members to attend and learn about nutrition. These classes were intended to help community members take better care of themselves in order to have the energy and resilience to be community leaders. The team also compiled and distributed information about other courses and resources in the community. The team plans to continue organizing classes covering a broad array of topics.

**Lessons Learned**

*Lesson 1: Consider team dynamics as well as individual project preferences when forming teams.* Putting two family members in the same team made the third team member feel excluded. An EOI also requested to be placed on a different team than someone they worked closely with on other programs.

*Lesson 2: Project framing heavily influences the trajectory of projects.* A team with a broader project framing will need to dedicate more time to figuring out how to focus. However, the broader framing may inspire critical dialogue and provide more flexibility for innovative solutions to emerge. In comparison, a more focused framing enables a team to make more tangible progress more quickly because the direction is clearer at the start. An example of a broader framing is the Revolution Team’s challenge: “How might we demonstrate the value of an individual and the power of a community as an agent of change?” An example of a more focused framing is the Small Business Team’s challenge: “How might we provide more oversight of local businesses?” Either level of framing can work. What is more important is that the teams have flexibility to take different trajectories, move at different paces, and reframe their challenge, as needed.

*Lesson 3: Keep it simple.* Considering the tight timeline of the EOI program, keeping agendas simple is essential. When more ambitious agendas were planned, only a portion of the material would be covered. For example, the training on writing grant proposals initially included tools, such as logic models and Gantt charts. The Coaching Team realized that training teams to create a simple budget and list of action items was more reasonable.

*Lesson 4: Provide a meeting space and childcare for all team meetings.* During the Big Win, the teams did almost all of their project work during the weekly program meeting. Although teams were expected to meet independently outside of the weekly program meetings, the teams had difficulty arranging for space and childcare and only met a few times independently.
Lesson 5: Streamline materials purchases. Only one Coach was authorized to purchase materials for the program. This resulted in extra demands upon the Coach and sometimes created a bottleneck. For example, the Revolution Team wanted to try Photo Voice to better understand their project challenge. Photo Voice is a method in which community members take photos and write narratives or reflections about those photos. It took several weeks for the Coach to purchase disposable cameras, deliver them to the team, collect and process the film, and deliver the photos back to the team. Due to the tight timeline of the program, the team had to move forward with other methods. Teams should ideally be able to make purchases for project work directly and be reimbursed in a timely manner.
4. Recommendations

**Design**

*Communities are not defined by census tract boundaries.* All of the EOIs are community leaders who organize programs and work hard to provide positive resources to their community; yet, only one EOI actually lives within the census tract boundaries of BBZ Oakland. Limiting participation in the EOI program to residents and resources within census tract boundaries would have unnecessarily excluded critical community leaders and assets (e.g., 7 Amigos market which offered fresh fruits and vegetables as part of the Small Business team’s Big Win project).

*Plan for attrition and absences by accepting a larger cohort and forming larger teams.* Six out of twelve EOIs had to step back from the program due to personal circumstances. BBZ Oakland could select a larger cohort at the beginning of the program with an expectation that a portion of participants would not be able to complete the program. There should also be at least four members on a team. With teams of three, there were multiple occasions in which two members were absent, and the remaining member had to work alone. For teams facing language barriers, pairing two English-speakers with two Spanish-speakers would mean each person could communicate directly with at least one of team member.

*Hold a two-day workshop to provide an overview of Design Thinking.* Although the EOIs were extremely dedicated and passionate about the program, most EOIs missed at least some Design Thinking sessions and may have gaps in their knowledge and skills. Thirty-five weeks is a long commitment, and personal life circumstances resulted in absences. Providing an overview of Design Thinking during a two-day workshop could ensure that all EOIs have been introduced to the entire process at least once. Iterating through the Design Thinking process during the Quick Win and Big Win would then further reinforce learning. BBZ Oakland may also want to host a two-day workshop for organizational partners. Several organizational partners were supportive of the EOI program and expressed interest in Design Thinking. With some Design Thinking training, organizational partners may be better able to support the EOIs in continuing projects.

*Teams facing language barriers need a dedicated interpreter.* One team had two English-speakers who could not speak Spanish, working with a Spanish-speaker who could not speak English. The language barrier made it very challenging for the team to work together without an interpreter. It was critical for the team to have a dedicated interpreter to be able to communicate and make progress on the project. In addition to helping the team navigate through the language barrier, the interpreter plays a critical role in facilitating emotional bonding and understanding. Bilingual EOIs should not be expected to be an interpreter for their team since interpreting would make it difficult to fully participate as a team member.

*Each team needs a coach who will guide them throughout the program.* Ideally, each coach should have some training in design thinking and group facilitation, in addition to being bilingual. For the Big Win projects, our interpreter was also expected to be a coach. It is too mentally demanding to expect an interpreter to facilitate and coach while simultaneously interpreting. Also, if a guest coach is working with a team, he or she needs to have adequate preparation to guide the team in a coherent and consistent manner as the rest of the coaching team.

**Management**

*The Coaching Team should exercise more decision-making power in managing the EOI program, in order to enable the EOIs to focus on learning Design Thinking and developing projects.* Since community ownership was highly-valued, EOIs were asked to make program management decisions and lead activities, such as recruiting, selecting, and training new EOIs. Although this provided opportunities for the EOIs to practice leadership skills, it also took time away from project work. The Coaching Team can direct the EOI program itself, while supporting EOIs in having autonomy for their projects.
Frame participation in the EOI program as a job. Set clear policies with consequences for breach of policies and procedures for termination from the program. Initially, the Coaching Team was very sympathetic and did not set any consequences for frequent tardiness and absences. However, this had negative impacts on the EOI’s morale, project momentum, and understanding of Design Thinking. Meetings were repetitive and the program was delayed to help some EOI’s catch up on material they have missed. EOI’s who missed meetings also did not understand the Design Thinking process or methods, and felt lost or confused. Some EOI’s were frustrated with colleagues being absent and suggested that stipends be prorated to account for tardiness and absences. The Coaching Team also developed procedures for termination from the program. One EOI was asked to leave the program due to behavioral issues (e.g., appearing under the influence of drugs and texting/calling during meetings). The process of termination from the program includes a final warning noting which specific behaviors must change. If there is no improvement in the behaviors, the Coaching Team may ask the EOI to leave the program.

Program leaders and on-the-ground staff need to communicate regularly to ensure that the program can evolve while still meeting leaders’ expectations. The Coaching Team extended the timeframe of the Quick Win because we thought the EOI program was a project-launching platform that would provide seed funding to start projects. Program leaders envisioned that the EOI projects would be completed during the timeframe of the program. This miscommunication resulted in a condensed and rushed timeframe for Big Win implementation.

Provide follow-up support for long-term project sustainability. The EOI’s needed significant guidance throughout the program to keep progressing on projects. Planning to have one Coach supporting the three teams on weekly basis after the program ends, will help the EOI’s access resources, such as funding and mentorship. This support will increase the likelihood of projects being continued and implemented successfully.

Support the EOI’s in strengthening their bonds as a cohort. Design Thinking is best practiced in teams. Community leaders also need social support as they work to address deeply-rooted challenges. The EOI’s have bonded as a cohort during the program. Resources should be allocated for supporting EOI’s in strengthening these connections after the program, whether it be through regular reunions or opportunities to continue working together.

**Promotion**

**Support program staff and EOI’s in representing BBZ Oakland and the EOI program at community events.** In-person interactions create the most meaningful connections with community members. With some guidance and practice role-playing, EOI’s and other program staff could be great ambassadors of the EOI program and BBZ Oakland. Community events, especially those sponsored by BBZ Oakland, are opportunities to raise awareness about BBZ-sponsored programs and resources. EOI’s and program staff could be encouraged to wear BBZ T-shirts and talk with community members about their work. BBZ Oakland could also providing informational resources to take home, such as the BBZ 1-pager and program flyers.

**BBZ Oakland may consider Facebook, radio, and printed flyers as a starting point to raise awareness and later direct traffic towards the BBZ Oakland website.** The Coaching Team has written blog posts about the EOI program. These blog posts were initially hosted on Gobee’s website. When BBZ Oakland’s website launches, the blog posts will be moved there. These blog posts were initially intended to reach community members, but there is currently little awareness of Gobee, ACPHD, and BBZ Oakland or their respective websites. The Small Business Team identified Facebook, radio, printed flyers, and word-of-mouth as ways to reach community members (especially parents) with information about local businesses.

To reach other practitioners, ACPHD is planning to develop an online case study of the EOI program. **BBZ Oakland may consider using existing platforms, such as the Community Toolbox or databases of exemplary programs to direct traffic towards the BBZ Oakland website or the online case study.**
5. Gobee Team

The following Gobee staff worked on this project:

**Jaspal S. Sandhu, PhD, Partner (Oakland, California).** For the past decade Jaspal has applied his human-centered design experience from Nokia, MIT, and Intel to assorted problems in public health, ranging from primary care access in California to clean water in Mexico to mobile technology for community health nurses in Mongolia. His current work includes: innovation coaching for health care safety net institutions in California, including the San Francisco Department of Public Health; strategic advising for the Robert Wood Johnson Foundation; and technical assistance to an evaluation of reproductive health vouchers programs in five countries in East Africa and Asia. He is on faculty at the University of California, Berkeley School of Public Health where he teaches a globally unique, graduate-level, innovation methods course of his own design. His writing on innovation in public health has been featured in the Stanford Social Innovation Review, MIT Innovations, and Fast Company’s Co.Exist.

**Jessica Vecahkul, M.P.H., Design Thinking Consultant (Berkeley, California).** Jessica has dedicated her career to designing products, services, and programs for low-income communities. For the past nine years, Jessica has supported a wide variety of organizations in using Design Thinking to address challenges of poverty. As an IDEO.org Fellow, Jessica supported multinational corporations and nonprofits in launching and scaling up sanitation services and hybrid water, hygiene, and nutrition services to serve hundreds of households. For six years, Jessica helped universities (e.g., Massachusetts Institute of Technology) organize International Development Design Summits (iDDS) in the US and abroad. At these conferences, Jessica taught Design Thinking and mentored teams of villagers, professionals, and students in creating appropriate technologies for agricultural development and improved health. Jessica also has multiple years of experience implementing transport and renewable energy projects in Zambia and Haiti. As a doctoral researcher at the University of California, Berkeley, Jessica is characterizing various Design Thinking approaches for working with marginalized communities.
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California HealthCare Foundation
Center for Care Innovations
Clinton Health Access Initiative
Comic Relief
Microsoft Corporation
Population Council
Robert Wood Johnson Foundation
Skoll Foundation
UN Foundation
UNICEF
Vodafone Group |
Appendix A: East Oakland Innovators Cohort

Front Row: Mariela Nevarez (BBZ Intern), Silvia Guzman, Flor Chavez, Yolanda Castillo, LaShonda Deckard, Laura Chavez. Back Row: Zachary Fernandez (Interpreter and Coach), Maria Teresa Murillo, Jessica Vechakul (Design Thinking Consultant and Coach), Aaron de la Cerda, Rachel Berkowitz (Lead Facilitator and Coach), Breanna Williams. Not Shown: Ivey Williams

Small Business Team: Jessica Vechakul (Design Thinking Consultant and Coach), Silvia Guzman, Breanna Williams. Not Shown: Ivey Williams
**Education Team:** Yolanda Castillo, Flor Chavez, Laura Chavez. **Not Shown:** Rachel Berkowitz (Lead Facilitator and Coach)

**Revolution Team:** Maria Teresa Murillo, LaShonda Deckard, Aaron de la Cerda, Zachary Fernandez (Interpreter and Coach)
Appendix B: Clean Up the Block Party

Aaron de la Cerda, Silvia Guzman, and Yolanda Castillo proudly display the fresh produce they harvested from a local farm. The EOs distributed these vegetables for free at the Clean Up the Block Party.

Maria Teresa Murillo provides information and resources about proper waste disposal to a local mother.

Above: Flor Chavez, Zachary Fernandez (Interpreter and Coach), and Mariela Nevarez (BBZ Intern) welcome community members to the Clean Up the Block Party.

Left: Youth volunteers are all geared up to clean up their neighborhood. Working with the EOs and Toler Heights Neighborhood Council, they remove three 40-gallon bags of trash from the streets.
Appendix C: Big Win Projects

The Education Team organized classes around the theme of self-care to help community members sustain the energy and resilience needed to be community leaders.

Education Team member, Laura Chavez, works with a nutritionist to conduct a cooking class for Castlemont community members.

Revolution Team members, LaShonda Deckard and Maria Teresa Murillo, facilitate a storytelling workshop to help women express themselves, bond, and support each other as agents of change.
Small Business Team member, Breanna Williams, created a Facebook Page “Town Business” to promote Castlemont businesses. She also partnered with local radio stations to encourage community members to buy local.

Small Business Team member, Ivey Williams, presents the team’s work to Castlemont community members and representatives from partner organizations.