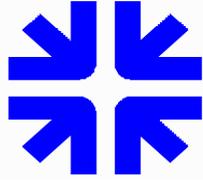


City/School Committee

Councilmember Ruth Atkin, Co-Chair
 School Board Member Cheryl Webb, Co-Chair
 Councilmember Jac Asher
 Councilmember Jennifer West
 Councilmember Kurt Brinkman
 Councilmember Nora Davis
 School Board Member Joshua Simon
 School Board Member Joy Kent
 School Board Member Melodi Dice
 School Board Member Miguel Dwin
 Student Member Jordan Taylor
 Student Member VACANT



AGENDA

City/School Committee

Regular Meeting of the Advisory Committee
 Special Meeting of the Emeryville City Council and Emery Unified School District Board of Trustees

February 2, 2012 – 5:30 pm

Emery Secondary School, 1100 47th Street, Emeryville, CA

All Advisory Committee meetings are noticed as Special City Council and School District Board of Trustees Meetings so that any or all of the City Council or School District Board of Trustees may attend and participate in the Advisory Committee's deliberations. However, actions taken by Advisory Committees are not official actions of the City Council and School District Board of Trustees but must be ratified at a regular City Council and School District Board of Trustees Meeting. All writings that are public records and relate to an agenda item below which are distributed to a majority of the City/School Committee (including writings distributed to a majority of the City/School Committee less than 72 hours prior to the meeting noticed below) will be available at the Information Counter, 1333 Park Avenue, Emeryville, California during normal business hours (9am to 5pm, Monday through Friday, excluding legal holidays).

- I. Roll Call
- II. Public Comment
- III. Approval of 1/5/12 Minutes
- IV. Staff/Committee Member Comments
- V. Action Items
 - A. Nomination and election of Committee Co-Chairs (All – 5 minutes)
 - B. Incubator 2.0 – ECCL Program Development (Lindo – 20 mins)
 - C. Affirmation of EUSD Board Recommendations for Oversight Committee members for County Supervisor appointment; County School Board appointment and Community College District appointment (Lindo – 5 mins)
- VI. Information Items
 - A. Youth Fellows Program Update (Kim – 10 mins)
 - B. Update on Safe Routes to Schools Grant (Amber Evans -10 mins)
 - C. COC Chair's Report (Brian Carver – 5 mins)
 - D. Roles and Responsibilities of Citizen's Oversight Committee for Measure J (Lindo – 30 mins)
 - E. ECCL Project Report (Miller – 20 mins)
 - Bond Program Update
 - Community Workshop #6
 - F. Update on Washington D.C. Trip (Lindo – 5 mins)
- VII. Adjournment

FURTHER INFORMATION may be obtained by contacting Melinda Chinn, City/School Committee Secretary, at (510) 596-4314

Dated: 01/26/2012 _____ Karen Hemphill, City Clerk

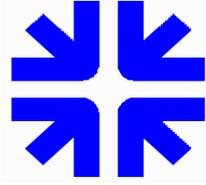
Post on: 01/27/2012

Post until: 2/3/2012 _____ Debra Lindo, Superintendent

All documents are available in alternative formats, on request. In compliance with the Americans with Disabilities Act, a person requiring an accommodation, auxiliary aid or service to participate in this program should contact the sponsoring department at (510) 450-7813 or ADA Coordinator as far in advance as possible, but no later than 72 hours before the scheduled event. The best effort to fulfil the request will be made.

City/School Committee

Councilmember Ruth Atkin, Co-Chair
School Board Member Cheryl Webb, Co-Chair
Councilmember Jennifer West
Councilmember Ken Bukowski
Councilmember Kurt Brinkman
Councilmember Nora Davis
School Board Member Joshua Simon
School Board Member Melodi Dice
School Board Member Miguel Dwin
School Board Member Joy Kent
Student Member Jordon Taylor
Student Member VACANT



City/School Committee Action Minutes

Regular Meeting of the Advisory Committee
Special Meeting of the Emeryville City Council and Emery Unified School District Board of Trustees

January 5, 2011 - 5:30pm

Emery Secondary School, 1100 47th Street, Emeryville, CA

1. Roll Call at 5:32pm
 - a. School Board: Webb, Dwin, Simon, Kent
 - b. Council: Asher, Atkin, Davis, Brinkman, West
 - c. School Staff: Lindo, Miller, Kim
 - d. City Staff: O'Keeffe, Laven
 - e. Students: Taylor (late, 5:50pm)
 - f. Excused: Dice

2. Public Comment:
 - a. Eugenia Bowman noted that Emeryville Community Action Program lost its non-profit status in 2007, so she has departed the Emery Ed Fund and has joined the Ohana Community Outreach as its CEO. Together with their current staff, they are dedicating their work to the chronic poor in Emeryville. Since the last Council meeting, Eugenia has filed for non-profit status and ECAP once again legally accept donations. Avalon has offered free space at 3850 San Pablo Avenue until ECAP/Ohana can purchase a building. The City of Emeryville has graciously kept funding ECAP during the transition as Redevelopment Agency monies couldn't be used for ECAP anymore. ECAP/Ohana is recruiting 200 volunteers to help with a large donation of food from San Francisco. Those interested in volunteering should email Eugenia at eugenia@ohanacommunity.org. Volunteers are also needed tomorrow to help move to the temporary ECAP location and Alameda County Food Bank visit later in the month. Emeryville has some of the highest poverty rates in the area and has the county's highest risk in the Bay Area. Eugenia is still in touch with the Emery Ed Fund and helping them as needed.

3. Approval of 12/1/11 Action Minutes
 - a. Davis moved to approve the 12/1/11 Action Minutes, seconded by Kent. Approved unanimously.

4. Staff/Committee Member Comments

- a. Lindo thanked the board and council for supporting the district. Her mission moment for December was noting a great ESS concert and a new guitar club that has formed. The school was packed with parents and community members for the concert. The art work around the committee tonight features students at ESS and their essays. The Board held a meeting in December and swore in its new member, Joy Kent, and returning member, Melodi Dice. The State Director of Finance announced the revenue shortfall exceeded \$2.2 billion, so Tier 2 cuts were triggered. Tier 2 cuts included \$248 million transportation and \$80 million education budget cut, which equals \$13 per pupil. This affects the District in the fact they will be losing \$10,000 in the spring semester.

5. Action items

- a. Approval of correspondence to State regarding Redevelopment
 - i. Davis so moves to send the letter with the two changes listed below as bullets 5.a.i.1 and 5.a.i.2. Brinkman seconded, approved by acclimation.
 1. Representative Skinner changed the educational code to allow for the ECCL project in AB1080, so some language should be added that mentions her support for this project.
 2. In the last bullet of the letter, delete the reference to AB357. The letter should only support the ECCL and affordable housing.
 - ii. Public Comment:
 1. Brian Carver noted some areas in the letter may endanger the \$25 million in ECCL funding when using the words 'in danger' and 'at risk'. The committee may want to reconsider the previous motion and vote to not sound like this funding is endangered in the letter.
 - iii. Webb so moved to reconsider the previous approval of the letter with changes for further discussion, West seconded, approved by majority voice vote.
 - iv. By consensus, the Committee directed the City and School Board's Legal Representation to revise the letter and that any differences between the two entities would be finalized between the School Board President and Mayor.
- b. EUSD Incubator Project: Contract with National Equity Project and Partnership
 - i. Public Comment:
 1. Brian Carver noted that it might be a better use of this money to hire one or two full-time staff on this project. The other possible issue is that this large of a public funded project may need to be bid out through an RFP process.
 2. Art Hoff noted he supports Ruth Atkins comments. We could improve grades without buildings, so we need a plan to improve grades. Tony Smith noted the answer is the Harlem Neighborhood program and we should have done this already.
 3. Anakarita Allen, Principal of ESS, stated that the work to date has been engaging the community. This contract for the incubator is the design work to those who staff and provide the services. We still need to engage the staff to create a community school.
 - ii. Simon moved to authorization of the first deliverable item, West seconded.
 1. Simon withdrew his motion
 - iii. The Committee decided the Incubator Project will be brought back to the Committee for consideration next month by voice vote (Simon lone opposition vote).

6. Informational Items

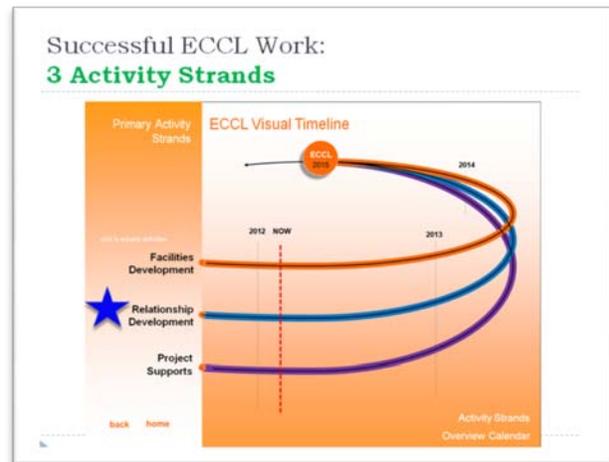
- a. Rubicon Employment Services
 - i. Owen Hershey, North Cities OneStop Career Center Manager at 1918 Bonita Avenue in Berkeley, gave a presentation on the career services available for residents.
- b. COC Chair's Report
 - i. Brian Carver gave a report from the Citizens Oversight Committee meetings in the month of December.
- c. ECCL Project Report
 - i. Miller noted the report has already been covered
- d. Roles and Responsibilities of Citizen's Oversight Committee for Measure J
 - i. Miller noted that staff will bring an agenda item about the COC to the School Board meeting on January 23rd regarding several items. The Superintendent will present this item at next month's meeting.
- e. EUSD Enrollment Report
 - i. John Perry gave the enrollment comparison report for the 10/11 and 11/12 school years.

7. Adjournment at 8:14pm.

ECCL Program Development Proposal

The vision for the Emeryville Center of Community Life is to create a full-service community hub that provides programs and environments to enhance the quality of life for Emeryville through education, enrichment, recreation, health and wellness. Initially developed over a decade ago, this vision has been affirmed across the Emeryville community.

This vision provides general direction for work moving forward in order to achieve: 1) seamlessly integrated programs across organizations, and 2) the facilities that appropriately house those activities. We have discussed that this work is accomplished through 3 strands: the Facilities Development, the Relationship Development (which includes Program Development), and the overall ECCL Project Supports. The proposal here focuses on the Program Development work, and its relationship to the Facilities Development.



WHY must we do this program development work?

The ECCL vision on its own does not adequately provide staff with the concrete direction to transform existing programs and relationships. Instead, EUSD and City staff and administrative leaders must take the time and space to begin “populating” the vision with the details, including developing the staff capacity to effectively implement the vision.

The ECCL vision is not one of mere co-location. The facility may provide increased physical access to services – but people don’t form relationships with buildings – the connections and utilization of services will depend on the degree to which families and residents feel they can trust the people providing those services. Program staff have to understand and buy-in to the over-arching goals and consider the finer implementation details of how these goals can be reached. Staff have not had the time nor the space to have these intensive strategic program development conversations before now.

Without investing in the shared development of programs and staff relationships, we will not be able to fully realize the ECCL vision.

WHAT will result from program development work?

We begin with our existing programs and facilities and think through what changes need to happen to our current practices in order to optimally achieve ECCL organizational and collective goals. Existing programs and facilities must keep running. Thus, we have to plan and build the new as we continue to operate the existing. That requires EUSD and Community Services staff and administrative leaders to develop a sequential work plan. This includes:

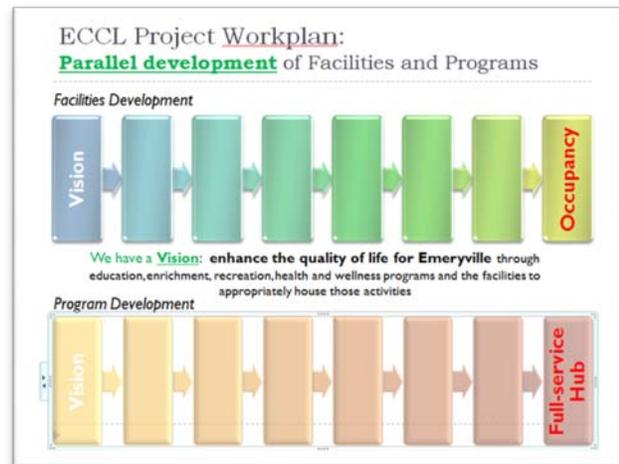
1. Exploring and selecting program design and partnership options that create the **overarching program framework** in order to implement the ECCL vision and full-service community hub concept;
2. **Add detailed program design components** (education, enrichment/recreation, and health/wellness) to the overarching program framework, within the budget and schedule of the project.

3. **Create program implementation blueprints that translate programs and services into the operational instructions**, including curriculum, staffing/management, evaluation metrics, professional development, funding resources, contract/agreements with partners, budgets, schedules.

HOW does program development happen?

The facilities development work happens in a clear and organized sequence of phases. For example:

1. **Vision:** co-located and multi-use education and recreation facilities
2. **Conceptual Design:** preliminary architectural design step to understand the relationship of program activity areas on a given site
3. **Schematic Design:** building upon the conceptual design, exploring and selecting a detailed design direction
4. **Design Development:** Working with experts to develop specific components according to the schematic design (e.g. structure, heating/cooling, ventilation, lighting, energy efficiency) and their achievability within the budget and schedule of the project.
5. **Blueprints:** Translating all design and architecture into specific instructions to the builder
6. **Approvals:** State and local approval of construction documents
7. **Construction/Building**
8. **Occupancy**



The Program Development work follows a similar clear and organized sequence of phases, moving from **vision** and **concept** (a full-service community hub), through **schematic** and **design development**, creating program “**blueprints**,” getting Board and Council “**approvals**,” **pilot implementation** and finally, **full program implementation** of an integrated education, recreation/enrichment and health/wellness program.

The program development work happens during “Schematic” and “Design Development” phases:

- Staff will define what program areas change and what stays the same.
- Staff will collaboratively design those changes
- Staff will have access to key consultant expertise and resources to build internal capacity to implement the vision

WHO is involved in Program Development work?

Emery Unified School District and City of Emeryville Community Services staff and administrative leadership have not yet been collectively engaged in defining the full-service community hub model. During Schematic Design, the full program design team will have representatives from key program areas including: elementary education, secondary education, recreation and community services, health and wellness, 2 students, 2 parents. Ideally, this working group will consist of 17 members, facilitated by community schools and organizational change experts, to work on the collaborative program framework development. In addition, we will conduct a community health assessment survey to collect

school and community health data to specifically inform the development of the school-based community health center.

During Design Development, smaller staff working groups will focus on developing specific program components within the ECCL program framework, e.g. developing program implementation priorities for a particular strand (education, rec/enrichment, or health/wellness) that optimize the collaborative framework and organizational intersections. Working groups will consider the potential of additional program partners (e.g. Head Start, Berkeley City College, Rubicon, Destiny Arts), and their role in the ECCL program. Design Development will be facilitated by specific content experts working with staff in their specific content areas to help inform and construct their respective program plans.

Consultant experts for schematic design and design development will be involved in both stages of program development, in varying degrees.

Schematic Design Lead Facilitators include: The Children’s Aid Society, National Equity Project, UCSF/ Alameda County Health Care Services Agency, School Health Services Coalition.

Design Development Lead Facilitators include: Partners for School Innovation (educational program), MIG (recreation/enrichment program), and Alameda County Behavioral Health Services (health and wellness)

Community Partnership Resources

- Alameda County Office of Education
- Aspire
- Berkeley-Albany YMCA-Head Start
- Berkeley City College
- Cal State East Bay
- Center for Cities and Schools at UC Berkeley
- College Track
- Destiny Arts
- Escuela Bilingue
- Lifelong Medical
- Merritt Community College
- Samuel Merritt Nursing School
- Rubicon Employment Services

WHEN will Program Development work happen?

Schematic Design: February – June 2012; 2-day design sessions every month; ideally coincides and helps to further inform the *architectural* schematic design work.

Design Development: June – October 2012; 1-day design sessions every 2 weeks.

HOW MUCH will Program Development work cost?

The projected budget for Schematic Design of the program development work is \$137,600, to cover the consultant facilitators as part of EUSD/City staff capacity building (\$117,600) and the UCSF community health assessment (\$20,000). No dollars will be budgeted for Staffing or Events, since those costs are already accounted for in the ECCL Community Engagement project budget.

The progress of the ECCL aligns with SFF’s Education grant making objectives in terms of creating and supporting Full-Service Community Schools and Districts. The San Francisco Foundation will underwrite the Schematic Design phase with a \$20,000 grant.

The projected budget for Design Development of the program development work is \$99,200, to cover the consultant facilitators and the program content experts as part of EUSD/City staff capacity building. Similar to Phase 1, no dollars will be budgeted for Staffing or Events, since those costs are already accounted for in the Community Engagement project budget.

Educational staff will also benefit support from the Stuart Foundation's Scaling Partnerships for Learning in District Systems, of \$8,000 in-kind technical assistance to underwrite PartnerSI's effort in working on the educational program.

In addition, we are continuing to seek outside funding resources (such as the Investing in Innovation federal grant program) to support the Design Development phase as well as future phases of program development and early implementation.

We are requesting that funding for this Program Development work be allocated from the remaining unspent balance of MOU #1.

Facilitator/Resource Bios

The Children's Aid Society, National Center for Community Schools

For almost 20 years, The Children's Aid Society has operated community schools in partnership with the New York City Department of Education. Starting with the remarkable success of IS 218 and PS 5 in Washington Heights, the effort has grown to encompass 20 elementary, middle and high schools located in several of New York City's neediest neighborhoods. In 1994, The Children's Aid Society created the National Center for Community Schools in an effort to respond to the increased demand for information and advice about community schools implementation. The Center facilitates learning opportunities that draw on our community schools practice in New York City, as well as on lessons learned from around the country, including other models.

The Center has provided assistance to nearly all of this country's major community school initiatives, including those in Baltimore, Chicago, Cincinnati, Portland and St. Paul, and locally with the Oakland Unified School District and San Francisco Unified District's community schools initiatives. Of the six initial awards presented in June 2006 by the Coalition for Community Schools to individual schools and community school initiatives, five went to entities that had received extensive technical assistance from the Center. Similarly, nine of the eleven community school initiatives highlighted in the 2006 publication entitled *Growing Community Schools: The Role of Cross-Boundary Leadership* benefited from intensive technical assistance over the past decade.

National Equity Project

The National Equity Project works to dramatically improve educational experiences, outcomes, and life options for underserved students by building the capacity of leaders and teachers to meet the academic, social and emotional needs of every student. We believe that every child in America deserves the right a quality education and we coach leaders to make good on that promise. Since 1999, more than 1500 leaders have been trained in our signature Leading and Coaching for Equity Programs. The National Equity Project has supported the establishment of over 40 new small schools to better serve poor, black, and brown students through improved relationships, relevance, and rigor and is a core partner to more than 50 clients in 20 districts across 7 states.

The National Equity Project offers a unique blend of technical expertise in best practices for school and district improvement, such as data-driven assessment and planning, and relational expertise and cultural competence that work together to transform our approach to educating children, especially children of color, to make lasting, positive changes in schools that have for too long failed our young people.

University of California, San Francisco (UCSF)/California School Health Centers Association (CSHCA)

Dr. Claire Brindis, Director of the Philip R. Lee Institute for Health Policy Studies at UCSF, and her research team have been conducting evaluations and assessments related to school health services in California for over two decades. Current projects include evaluations of Alameda County's School Health Services Coalition (since 1998), West Contra Costa Unified School District's School-Based Health Centers (since 2009), the City Heights School Health Center Pilot Evaluation Project in San Diego (2010), and The Colorado Health Foundation's School Health Initiative (since 2010). The UCSF Team will handle submission of all necessary documents to the University's Internal Review Board for human subjects approval.

Partners in School Innovation

Partners in School Innovation is a leading nonprofit organization committed to eliminating the achievement gap by transforming teaching and learning in the lowest performing American urban public schools. Since its founding in 1993, the organization has partnered with 12 public school districts and 62 public schools to accelerate student achievement. PartnersSI staff work alongside school and district colleagues to achieve significant gains in student achievement as well as build organizational capacity required to sustain these results. They partner to:

- **Build** a strong core instructional program, ensuring that all students learn at high levels;
- **Create** an integrated system for professional learning so that all teachers are able to deliver excellent instruction;
- **Strengthen** leaders' ability to focus on student outcomes and align school resources, structures and ways of working to achieve their goals.

The primary way PartnersSI measures its impact is by looking at **student achievement outcomes**. In 2010-2011 PartnersSI schools achieved literacy gains greater than those of their respective districts and more than three times that of the state of California. They also measure how well they are building each **school's capacity** to engage in and sustain the practices that accelerate student learning. Twice a year, they use their School Transformation Rubric (STR) in partner schools to assess growth in adult capacity to utilize specific, research-based best practices in leadership, instruction and teacher professional learning.

MIG, Inc.

Since it was founded in 1982, MIG has focused on planning, designing and sustaining environments that support human development. We embrace inclusivity and encourage community and stakeholder interaction in all of our projects. For each endeavor — in planning, design, management, communications or technology — our approach is strategic, context-driven and holistic, addressing social, political, economic and physical factors to ensure our clients achieve the results they want.

MIG has experience in the development of comprehensive park and recreation master plans that address park facilities, open space and trails, programs and services, partnerships, maintenance, and management, including identification of future staffing needs and funding strategies. MIG staff utilize a benefits-based approach to park and recreation planning, and can help staff develop measurable outcomes to guide successful plan implementation.

Alameda County Health Care Services Agency, School Health Services Coalition (ACHCSA/SHS)

The School Health Services (SHS) Coalition works to build communities of care that foster the academic success, health, and well-being of Alameda County children, youth, and families. We envision a county where schools and communities support the health and success of every student so that children grow up feeling safe, supported, connected, and engaged.

The Coalition is part of the Alameda County Health Care Services Agency (HCSA) and represents many diverse collaborations of service providers, school and school district leaders, health advocates, community partners, policy makers, and youth working to create equity in education and health for all students. Currently, EUSD has been working with ACHCSA on-site mental health consultation, screening and evaluation.

Since 1996, SHS Coalition has worked to improve the health and academic outcomes for children, youth, and families. In 2009, we adopted the Coalition for Community Schools' Full Service Community Schools Framework as a comprehensive strategy for transforming public schools into community hubs that bring together other community resource partners to offer a range of supports and opportunities to children, youth, families, and neighborhoods. Drawing upon the momentum from the past decade, the Coalition works to build the continuum of health and learning supports that is essential in creating full service community schools. We develop innovative policies, practices, and integrated services to improve the availability and quality of learning supports in schools and neighborhoods.

Schematic Design (SD)		
<i>2 full day trainings/month; Feb-June</i>		
Organization	Expense (2 day trainings, each month Feb-June)	Amount
Children's Aid Society (CAS)		
Senior Trainer @ \$150/hr	2 days training (2 Senior Trainers)	\$4,800
\$1200/day	1 day prep (0.5 x 2 Senior Trainers)	\$1,200
Co-development/facilitation 1 training/month	2 day travel (@ 0.5 time, 2 trainers)	\$2,400
	Flight/hotel (2 trainers)	\$2,000
	MONTHLY TOTAL	\$10,400
	x 5 (2 day) training sessions	
	SD TOTAL	\$52,000
National Equity Project (NEP)		
Senior Associate @ \$100/hr; \$800/day	2 days training (1 Sr. Assoc, 1 Sr. Dir)	\$4,160
Senior Director @ \$160/hr; \$1,280/day	4 days prep Sr. Assoc; 2 days prep Sr. Dir.	\$5,760
Co-development/facilitation 1 training/month	MONTHLY TOTAL	\$9,920
	x 5 (2 day) training sessions	
	SD TOTAL	\$49,600
Partners for School Innovation (PartnersSI)		
School Innovation Partner @ \$100/hr; \$800/day	2 day training (1 School Innovation Partner)	\$1,600
	MONTHLY TOTAL	\$1,600
	x 5 (2 day) training sessions	
	SD TOTAL	\$8,000
Community Services Resource (TBD)		
Consultant estimate @ \$100/hr; \$800/day	2 day training	\$1,600
	MONTHLY TOTAL	\$1,600
	x 5 (2 day) training sessions	
	SD TOTAL	\$8,000
CA School Health Centers Association/UCSF/Alameda County Health Care Services Agency, School Health Services Coalition		
	School-based community health center assessment	\$20,000
	SD TOTAL	\$20,000
	SD TOTAL COSTS	\$137,600
	<i>San Francisco Foundation Grant</i>	<i>\$20,000</i>
		\$117,600

Design Development (DD)		
<i>1 full day training, 2x/month; June-October</i>		
Organization	Expense (1 day training, 2x/month, June-Oct)	Amount
Partners for School Innovation (PartnersSI)		
School Innovation Partner @ \$100/hr; \$800/day	1 day training (1 School Innovation Partner, 1 Senior Director)	\$2,080
Senior Director @ \$160/hr; \$1,280/day	1.5 day prep for each training, School Innovation Partner, 0.5 day prep for Senior Director	\$1,840
Co-development/facilitation 2 trainings/month	Per training total	\$3,920
	MONTHLY TOTAL	\$7,840
	x 5 (2 day) training sessions	
	DD TOTAL	\$39,200
Community Services Resource (TBD)		
Consultant estimate @ \$100/hr; \$800/day	1 day training (2 consultants)	\$1,600
Co-development/facilitation 2 trainings/month	1 day prep for each training (2 consultants @ 0.5 time)	\$800
	Per training total	\$2,400
	MONTHLY TOTAL	\$4,800
	x 5 (2 day) training sessions	
	DD TOTAL	\$24,000
Alameda County Health Care Services Agency, School Health Services Coalition (ACHCSA/SHS)		
Consultant estimate @ \$100/hr	1 day training (county subsidized at 0.5 time)	\$400
Co-development/facilitation 2 trainings/month	1 day prep (county subsidized at 0.5 time)	\$400
	Per training total	\$800
	MONTHLY TOTAL	\$1,600
	x 5 (2 day) training sessions	
	DD TOTAL	\$8,000
Children's Aid Society (CAS)		
Senior Trainer @ \$150/hr	1 day training (1 Senior Trainer)	\$1,200
\$1200/day	1 day prep (0.5 x 1 Senior Trainer)	\$600
Co-facilitating 1 training/month	2 day travel (@ 0.5 time, 1 trainer)	\$1,200
	Flight/hotel (1 trainers)	\$1,000
	Per training total	\$4,000
	MONTHLY TOTAL	\$4,000
	x 5 (1 day) training sessions	
	DD TOTAL	\$20,000
National Equity Project (NEP)		
Senior Associate @ \$100/hr; \$800/day	0.5 day training (1 Sr. Assoc)	\$400
Co-facilitating 2 trainings/month	0.5 day prep (1 Senior Associate)	\$400
	Per training total	\$800
	MONTHLY TOTAL	\$1,600
	x 5 (2 day) training sessions	
	DD TOTAL	\$8,000
	DD TOTAL COSTS	\$99,200
	<i>Stuart Foundation Grant</i>	<i>\$8,000</i>
	DD TOTAL COSTS	\$91,200

ECCL Program Development Proposal

Staff Speaks in Support of Relationship-building Work
that will Enhance the Quality of Life in Emeryville

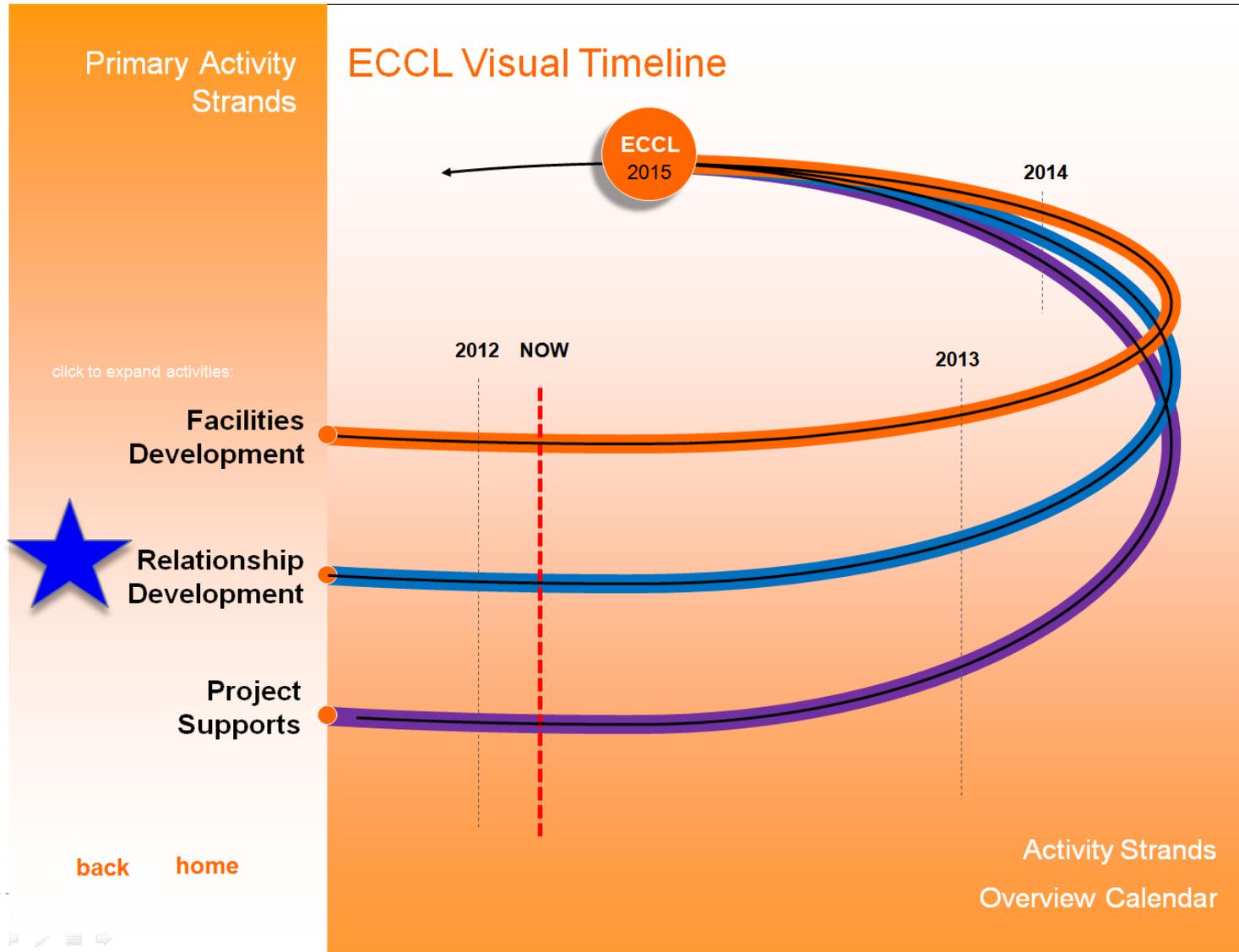
Successful ECCL Work

- ▶ There are 3 important strands of work necessary:
 - ▶ 1) Facilities Development
 - ▶ 2) Relationship Development (incl. Program Development)
 - ▶ 3) Project Supports
- ▶ This proposal relates to the Relationship Development work.



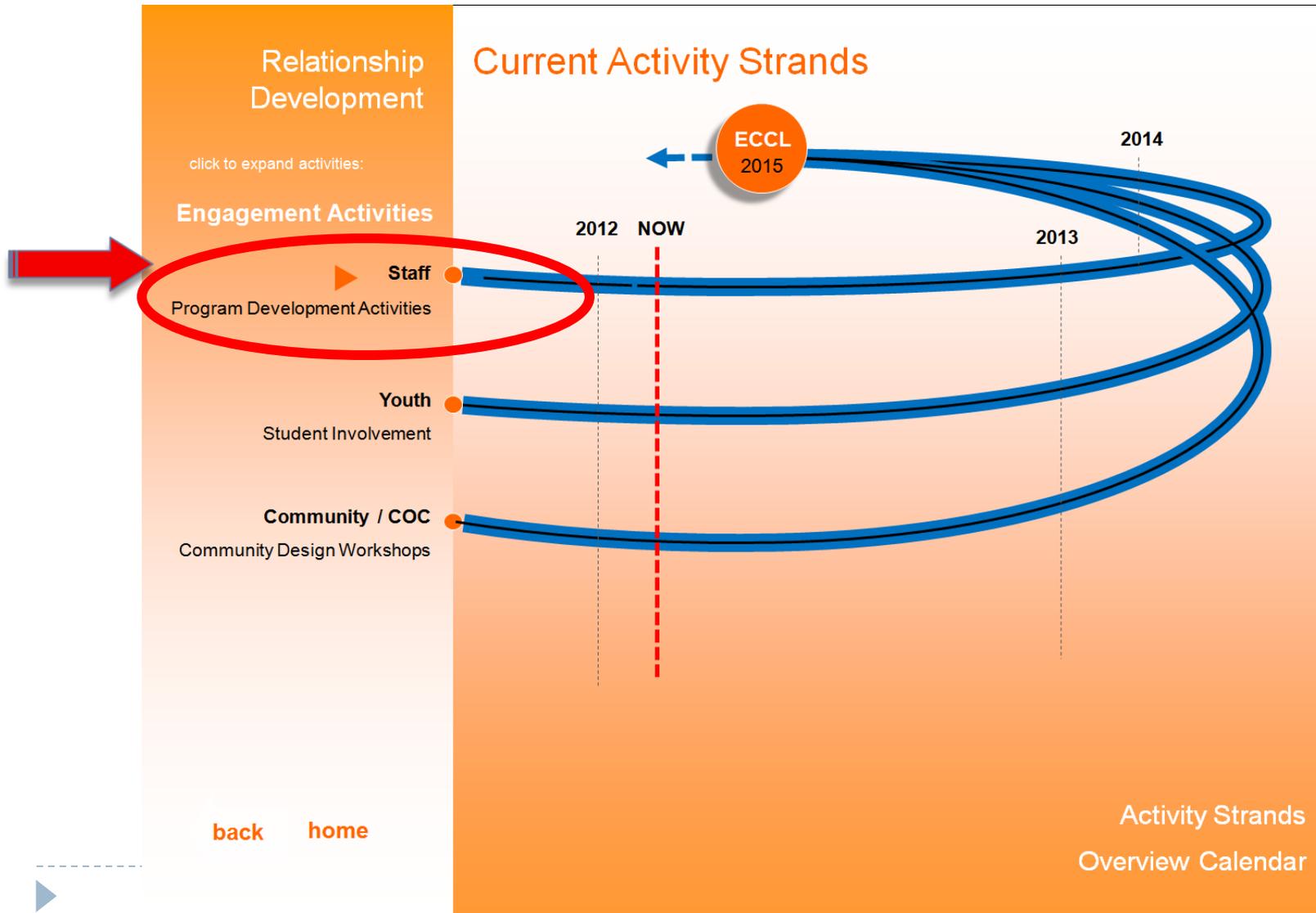
Successful ECCL Work:

3 Activity Strands



Successful ECCL Work:

Program Development is a critical part of Relationship Development



ECCL Program Development Proposal

- ▶ **Why must we do this Program Development work?**

- ▶ Staff speakers:

Anakarita Allen

Melinda Chinn

Debbra Lindo

Patrick O’Keeffe

WHY



ECCL Program Development Proposal

- ▶ **What concrete deliverables result from this Program Development work?**

- ▶ Expert consultant speakers:

Derek Mitchell, Partners in School Innovation

Heidi Gill, National Equity Project



ECCL Program Development Proposal

- ▶ **How does this Program Development work happen?**

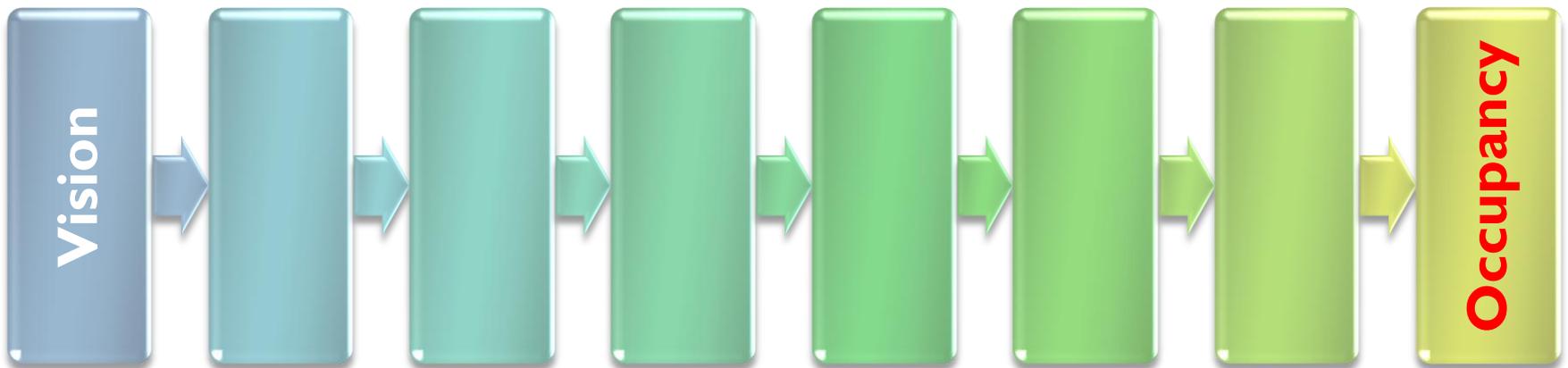
- ▶ Just as in the case of the Facilities Development work, the Program Development work happens in a clear and organized sequence of Phases.



ECCL Project Workplan:

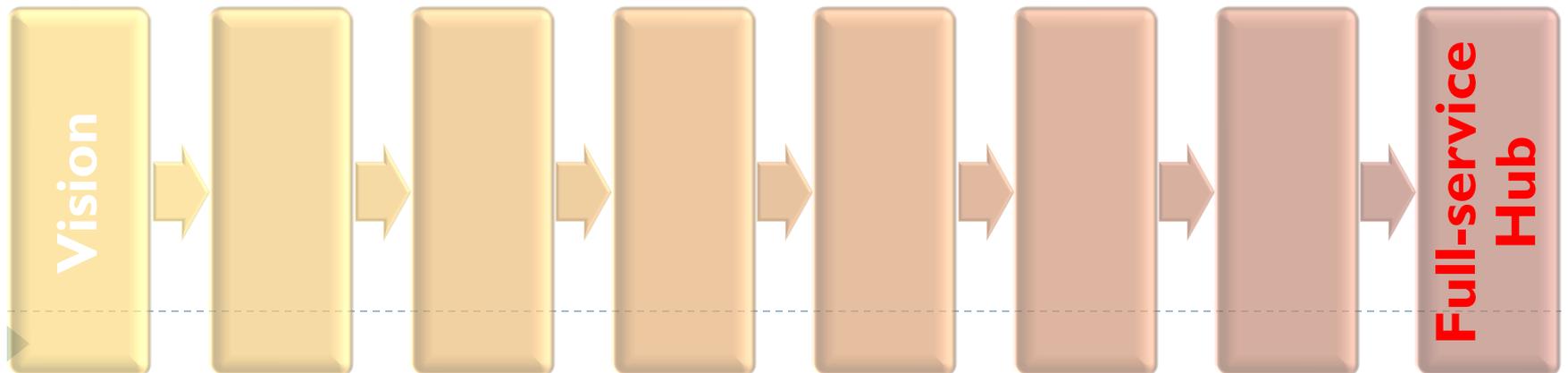
Parallel development of Facilities and Programs

Facilities Development



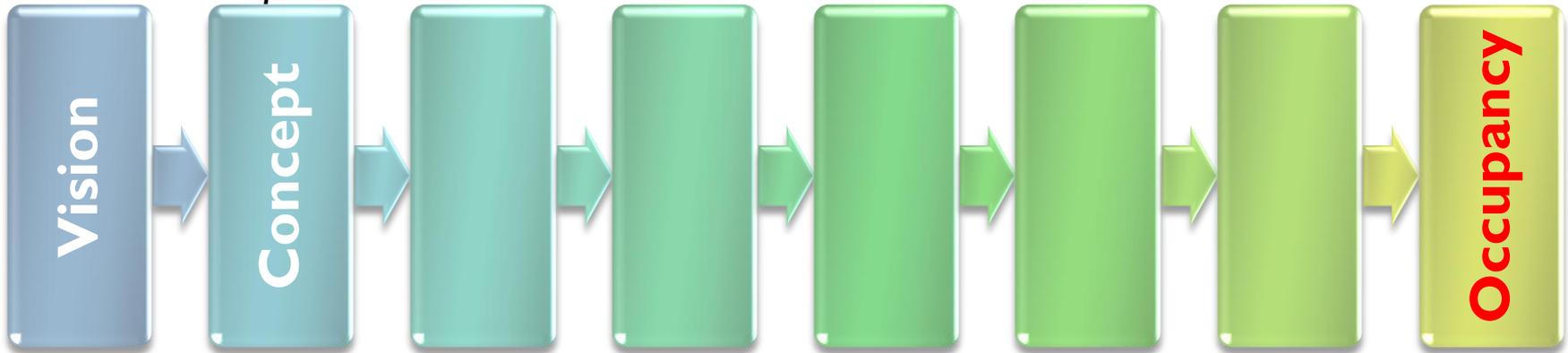
We have a **Vision**: **enhance the quality of life for Emeryville** through education, enrichment, recreation, health and wellness programs conducted in facilities that appropriately house those activities

Program Development



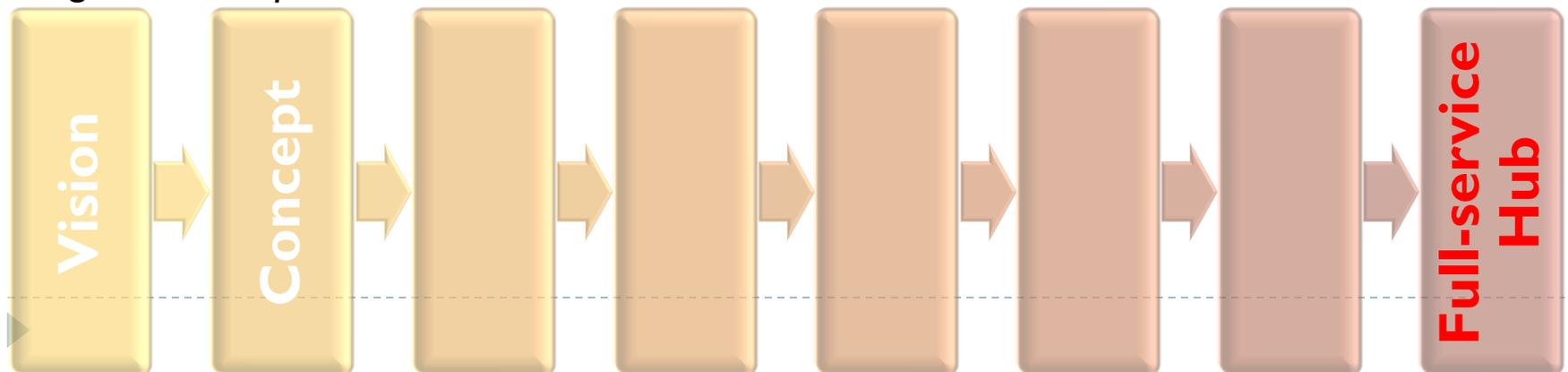
ECCL Project Workplan: where we are now

Facilities Development



We have an **Innovative Concept**: **Emeryville Center of Community Life** – a full-service community hub providing programs and environments that enhance the quality of life for Emeryville through education, enrichment, recreation, health and wellness.

Program Development



ECCL Program Development Proposal: Encompasses the Next 2 Phases of Program Work



- Staff will define which current program areas change and which stay the same.
 - Staff will collaboratively design those changes
 - Staff will work with key consultant experts and resources to build their capacity to implement the vision
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ECCL Program Development Proposal

▶ Who is involved in this Program Development work?

▶ Staff(s)

In large all-staff groups for particular sessions

In smaller working groups for focused portions of the work

▶ Key Expert Consultants

The Children's Aid Society

National Equity Project

Partners for School Innovation

MIG

UCSF

Alameda County Behavioral Health Services

▶ Resources

Numerous and we can list these as running text



ECCL Program Development Proposal

- ▶ **When will this Program Development work happen?**

- ▶ Schematic Design
February – June 2012
- ▶ Design Development
June – October 2012



ECCL Program Development Proposal

- ▶ [More Details?](#)

DETAILS



ECCL Program Development Proposal: **Details- Schematic Design (Phase 1)**



Scope: Using Emeryville's priorities to explore program options that implement the vision (guided by the full-service community schools concept); UCSF community health assessment (necessary for health/wellness design development)

Participants: 17 staff/administrators (EUSD & Community Services), 2 students, 2 parents; EUSD and CS administrative leadership

Resources: Alameda County Office of Education, Aspire, Berkeley-Albany YMCA-Head Start, Berkeley City College, Cal State East Bay, Center for Cities and Schools at UC Berkeley, College Track, Destiny Arts, Escuela Bilingue, Lifelong Medical, Merritt Community College, Samuel Merritt Nursing School, Rubicon Employment Services

Deliverables: *Selection of program design/ partnership directions; plans & other documents that memorialize those program/partnership decisions*



ECCL Program Development Proposal: **Details- Design Development (Phase 2)**



Scope: Detailed articulation of the 3 program components (e.g. education program, recreation/enrichment, health/wellness); how they optimally achieve the vision.

Participants: 17 staff/administrators (EUSD & Community Services), 2 students, 2 parents; Community Leadership (i.e. City/Schools Committee)

Resources: Alameda County Office of Education, Aspire, Berkeley-Albany YMCA-Head Start, Berkeley City College, Cal State East Bay, Center for Cities and Schools at UC Berkeley, College Track, Destiny Arts, Escuela Bilingue, Lifelong Medical, Merritt Community College, Samuel Merritt Nursing School, Rubicon Employment Services

Deliverables: *Detailed program and partnership design studies and specifications for all service components, together with updated budgets and schedules*



ECCL Program Development Proposal

▶ Costs?

▶ Schematic Design Costs		\$137,600
▶ <i>San Francisco Foundation Grant</i>		<u>-\$20,000</u>
	Total	\$117,600
▶ Design Development Costs		\$99,200
▶ <i>Stuart Foundation</i>		<u>\$8,000 in-kind</u>
	Total	\$91,200
▶ <i>Seeking continued grant support</i>		\$TBD
▶ <i>Investing in Innovation (I3)</i>		
▶ <i>Funding to be allocated from the remaining unspent balance of MOU #1</i>		



ECCL Program Development Proposal

**We ask for your support
in doing this important work.**



City/Schools meeting 02.02.12

Agenda Item VI. C.: COC Roles and Responsibilities

Three recommendations from COC (approved at COC meeting 01.18.12):

- 1) Clarify and operationalize the terminology in the By-Laws such as “ensure” and “review”. The COC asks that the Board specifically and explicitly state what it is that the COC will do. The COC also asks for clarification of committee officers’ roles as well as the role of non-officer members, and wants clarity on Board goals for COC involvement in “community engagement” and “steering committee” functions.
- 2) Modify the By-Laws so that all COC members have two-year terms.
- 3) Ask the Board to consider dividing the COC into two separate committees, one to carry out the statutory responsibilities for financial oversight and the second to carry out the responsibilities for oversight of community engagement.

School Board input from 01.23.12 Board meeting:

- 1) The Board approved a motion asking staff to work with District counsel to describe the meaning of “ensure” as it relates to COC activities.
- 2) A consensus appeared to develop among Board members to agree with the COC recommendation regarding two-year terms, but there were two different approaches discussed relative to how that By-Law would be modified. One approach would be to revise all original member terms to become two-years in length. The other approach would be to give one-year members who wish to continue on the committee one additional two-year term that would commence upon the expiration of their current one-year term. There was discussion about these alternatives, but no decision was reached by the Board.
- 3) The Board had a fairly lengthy discussion about the pro’s and con’s of splitting the COC into two separate committees. The possibility of continuing with the current committee/sub-committee structure was also discussed at length. No decision was reached by the Board. The Board did ask that staff develop feedback for the Board about the staff time implications of the various approaches discussed.

Input from District Counsel regarding Citizens' Bond Oversight Committee
Thoughts for Further Operational Definition

Consistent with the requirements of the California Education Code, the Citizens' Bond Oversight Committee ("COC") is tasked with "ensuring" that bond revenues are expended only for the purposes described in the bond measure and the California Constitution. Concomitantly, the COC is tasked with "ensuring" community engagement as stipulated in the Measure "J" bond language.

Questions and confusion have arisen regarding, by way of illustration and not limitation: (1) what exactly does the obligation to "ensure" mean in this context; (2) operationally and procedurally, what steps must be taken by the COC to meet this obligation; and (3) the different roles of the District/Board and the COC.

Discussion

One primary source for the uncertainty that has arisen may be confusion about the respective roles of each party (COC and District/Board). This may in part arise from the very use of the word "ensure." While the COC is to perform certain tasks, what it is truly *ensuring* is that the District's and Board's actions align with pre-established requirements. Indeed, only the Board can take any action.

The Board decides: (1) what to spend the bond monies on and in what amounts; and (2) what plan and steps should be utilized to create community engagement. At the end of the day, the Board is the "ensurer" in that it is held accountable for its own actions. Although the COC does have the obligation to review specified documents, its role is passive in that it cannot take any action with respect to expenditure of bond proceeds or decide how to accomplish community engagement. Rather, it reviews what the Board has *decided or done*, states whether those actions align with the requirements established by the Board and by the statutes, and that is the COC's sole role.

To that end, certain changes to the bylaws may be appropriate. These can be captured with actual revisions once direction has been given, but, in general, the following items should be addressed:

- With respect to financial oversight, revise bylaws to list only Proposition 39 (Ed. Code, § 15278 et. seq.) activities that committees are to engage in. Specifically, various components of Sections 2, 3, and 4 can be combined to simplify this topic.
- Section 3.5 should be revised to more accurately capture the COC's obligations and role with respect to community engagement (i.e., clarify that the COC does not create or design the engagement strategies, but rather reviews how those strategies have been effectuated and reports their findings to the Board).
- Consider deleting Section 3.4 (Steering Committee).