

**Friday Memo**  
**September 18, 2015**

**Upcoming Events – Bruce Harter**

September 19: Volunteer Fingerprinting for Parents, Collins Elem, 9:00 – 12:00  
September 19: Grand Opening Ceremony, Coronado Elem, 10:00 AM  
September 20: El Sobrante Parade & Stroll, Shell Station Dam Rd & El Portal Dr., 10:30 AM  
September 21: Governance Subcommittee, Alvarado, 12:00 PM  
September 21: Agenda Setting for Sept 30 Joint Meeting, Superintendent’s Office, 4:30 PM  
September 21: Bayside Council of PTAs, 6:30 PM, TBD  
September 21: Youth Commission, Helms, 6:30 PM  
September 22: Korematsu neighborhood impact meeting at El Cerrito City Hall 6:30 PM  
September 23: CBOC Meeting, FOC, 6:00 PM  
September 24: School Safety & Climate Committee, Coronado, 9:00 AM  
September 24: Back to School Night, High Schools, times vary by site  
September 24: Contra Costa County Teacher of the Year Awards, Concord, 6:00 PM  
September 24: Community Budget Advisory Committee, Alvarado, 6:30 PM  
September 26: Getting Ready for College, Richmond Auditorium, 8:00 – 1:00  
September 26: Portola Jr. High Celebration, EC Community, Center, 7:00 PM

**Ad Hoc Committee on Richmond Promise – Bruce Harter**

Attached is the staff report on the recommendations from the ad hoc committee on the Richmond Promise to the Richmond City Council. The Council will review these recommendations at Tuesday’s meeting (September 22) and act on them at the September 29 Council meeting.

**El Cerrito HS Senior Named National Merit Semifinalist – Marcus Walton**

El Cerrito High School senior Gwendolyn Gilbert-Snyder has been named a semifinalist in the 61st annual National Merit Scholarship Program, officials from the prestigious competition announced last week.

She is one of approximately 16,000 semifinalists, which represents less than one percent of the nation’s high school seniors. She now has an opportunity to continue in the competition for some 7,400 National Merit Scholarships worth more than \$32 million that will be offered next spring. To be considered for a Merit Scholarship award, semifinalists must fulfill several requirements to advance to the Finalist level of the competition. About 90 percent of the semifinalists are expected to attain Finalist standing, and about half of the Finalists will win a National Merit Scholarship, earning the Merit Scholar title. Finalists will be announced in February.

**WCCUSD named as model practice in White House Office of Science and Technology Policy briefing document! – Nia Rashidchi**

Our district was highlighted in the White House Office of Science and Technology Policy briefing document titled, “*Every Child a Maker: An All-Hands on Deck Approach*”. This document will serve as a blueprint for actions that local, state, and national policy makers can take to promote “making” in the context of STEM education both in and out of school. The document provides sections on (I) The Growth of the Maker Movement, (II) The Relevance of Making to Education, (III) Promoting Making at a Local and Regional Level, and (IV)

Promoting Making at the National Level. Our district Fab Lab initiative is significantly highlighted on page 6 in the section about the national level, under the heading, “**Help teachers and local education policy makers integrate Making with college and career standards and related instructional practice**”. Our district STEM and Fab Lab practices serve as a national model. We include the actual highlight below, as well as the whole White House briefing document in this week’s Friday memo.

*“For example, at the West Contra Costa Unified School District (WCCUSD), Philip Gonsalves (Director of Curriculum and Instruction, Mathematics) has been developing innovative approaches to help students master concepts that are challenging to understand using just pen and paper. In one project, students simplified fractions in order to calculate the circuit resistance of the Union Square Christmas tree in San Francisco and then designed their own electric circuits to power trees that they create themselves, using a combination of low-cost hardware, materials and a vinyl cutter. Teachers in WCCUSD are also using 3D modeling and 3D printing to develop math manipulatives to teach students about everything from algebra to geometry. Students are even designing their own math manipulatives to help peers.” (p.6) It is important to note that these projects and many others have been developed in our newly built district Fab Lab located at Kennedy High School.*

#### **Korematsu joint meeting with the City of El Cerrito – Lisa LeBlanc**

The District has conducted a series of three community meetings since July updating the parents and community on the construction progress and anticipated opening of Korematsu Middle School. At the request of the community the City of El Cerrito has agreed to hold a joint meeting with the District and other stakeholders on Tuesday September 22. The meeting will be held at the El Cerrito City Hall in the Council Chambers starting at 6:30-8:00 PM. Topics of discussion will include an update on construction, AC Transit bus routing, and use of the park and site safety.

#### **Demographic Analysis and Facility Capacity Study for 2014-15 – Lisa LeBlanc**

The District engaged Schreder & Associates to complete a Demographic Analysis and Facility Capacity Study for 2014-15. This report can be found on the WCCUSD Facilities Planning and Construction website (<http://www.wccusd.net/page/235>). The enrollment projections in this report utilize data derived from student school attendance versus where they actually reside. The Davis Demographic report previously provided to the board is based upon where students live. The Darden team, engaged to complete the Long Range Facilities Master Plan, will be utilizing both reports as reference in their analysis for long term planning. Hard copies can be provided to the Board upon request.

#### **Updated Certificated and Classified Management List for 2015-2016 – Ken Whittemore**

Please find attached an updated Certificated and Classified Management list for 2015-2016 for the District. If you have any question please contact me.

#### **UTR Bargaining Dates-Ken Whittemore**

In speaking with the UTR President Amanda Henderson she stated the UTR Bargaining Chair will contact me within the next couple of weeks to set up negotiation dates for this fall. I will continue to update you as we confirm the dates. If you have any questions on this item please contact me.

**Public Records Log – Marcus Walton**

Included in this week’s memo is the log of public records requests received by the district. If you have any questions, please contact me.

**Saturday Volunteer Fingerprinting Party for Parents – Wendell Greer**

WCCUSD offers volunteer opportunities for parents, family, and community members to volunteer on campuses throughout the District. In an effort to decrease barriers of access and support parent involvement and engagement on school campuses, the Community Engagement Department hosts *Fingerprinting Parties* for parents and community members to get involved. These events provide opportunities for interested volunteers to complete volunteer applications, participate in free fingerprinting screening, and complete all the necessary steps to get a WCCUSD Volunteer badge for the 2015-16 school year.

**Communications Office Debuts Monthly Newsletter – Marcus Walton**

With the arrival of Electronic Communications Specialist Raechelle Forrest, the Communications Office is expanding the number and variety of communication vehicles. Next week, we will debut the District newsletter, which will be distributed to about 5,300 email addresses on a monthly basis. As we work out the logistics and refine the look and feel of the publication, we will increase the frequency of publication. A PDF copy of the newsletter is included in the packet. It can also be accessed on the District website at <http://www.wccusd.net/Page/5716>.

If you have any questions or concerns, please let me know.

**LCAP Meeting Dates - Nicole Joyner**

The first meeting for the District Local Control Accountability Plan Committee (DLCAP) Committee will take place on Tuesday, September 29<sup>th</sup> at 6:30 pm. Future meetings will take place on the following dates:

- January 26, 2016 – 6:30 – 8:00 pm
- March 22, 2016 – 6:30 – 8:00 pm
- April 26, 2016 – 6:30 – 8:00 pm
- May 12, 2016 – 6:30 – 8:00 pm

This year, all DLCAP meetings will be held in the library at John F. Kennedy High School, located at 4300 Cutting Blvd, Richmond, CA 94804. All meeting agendas will be posted online at <http://www.wccusd.net/Page/5601>.

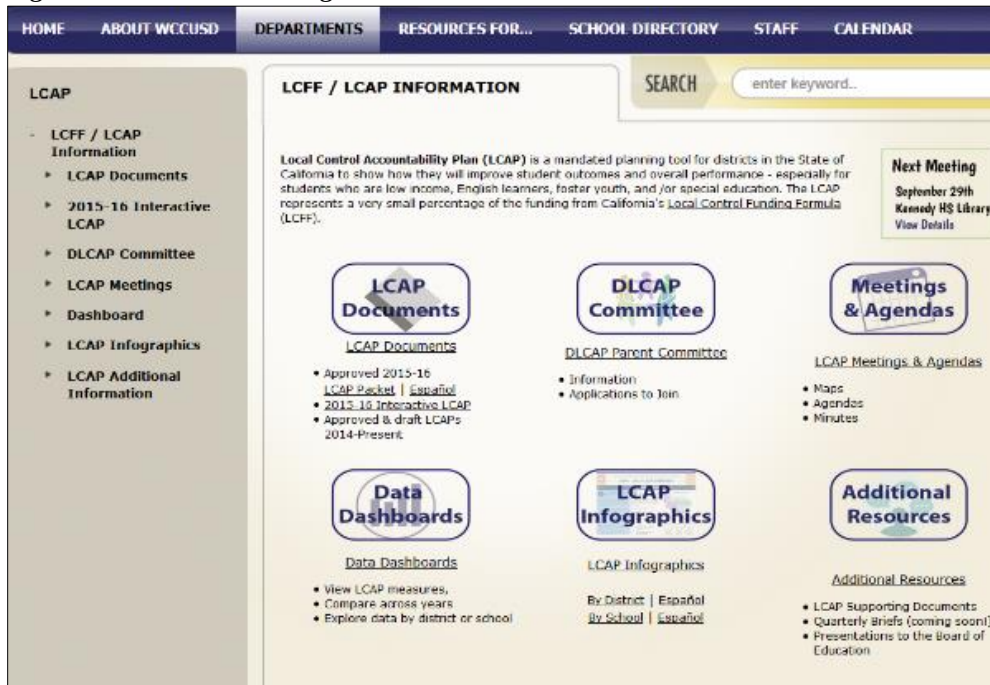
**New LCAP Website Offers Easy Access to Information - Nicole Joyner**

The Accountability and Assessment Department is pleased to announce the launch of a new [LCAP website](http://www.wccusd.net/lcap): <http://www.wccusd.net/lcap> (Figure 1 below). The site uses six pages to offer easy access to LCAP information from the 2013-14 school year to present.

The [LCAP Documents](#) page contains all official LCAP documents including drafts and appendices; documents are provided in reverse chronological order. The page includes a link to the Interactive LCAP Draft, which allows users to view actions & services, expenditures, and

expected annual measurable outcomes by goal; the interactive draft also shows supplemental/concentration funding information by school.

**Figure 1: LCAP Home Page**



The [DCLAP Committee](#) page shares committee information including composition, operations, and relevant documents.

[LCAP Meetings](#) includes the dates, location and map, time, agenda, and minutes for LCAP meetings.

[LCAP Additional Information](#) contains Board presentations, meeting handouts, LCAP questions & responses, and other supporting documents.

The [LCAP Dashboard](#), released earlier this year, uses data snapshots to show the district's progress towards the five LCAP goals.

[LCAP Infographics](#), also released earlier this year, offer an in-depth look at LCAP allocations by district and by school site.

The new website serves as a resource for parents and community members to access and understand LCAP information.



# AGENDA REPORT

## CITY MANAGER'S OFFICE

**DATE:** September 22, 2015

**TO:** Mayor Butt and Members of the City Council

**FROM:** Bill Lindsay, City Manager

**SUBJECT:** RICHMOND PROMISE AD HOC COMMITTEE RECOMMENDATIONS

### STATEMENT OF THE ISSUE:

On June 16, 2016, the Richmond City Council formed the Richmond Promise Ad Hoc Committee. In accordance with Council-established parameters, the committee met six times between June 2, 2015, and August 24, 2015. City staff members will provide written recommendations developed by the Richmond Promise Ad Hoc Committee.

### RECOMMENDED ACTION:

RECEIVE recommendations from the Richmond Promise Ad Hoc Committee, and direct staff to prepare a comprehensive report on policy options for presentation at the September 29, 2015 City Council meeting, for subsequent incorporation into the Richmond Promise Strategic Action Plan.

### FINANCIAL IMPACT OF RECOMMENDATION:

There is no financial impact related to this item at this time.

### DISCUSSION:

#### *Background*

On May 26, 2015, the Richmond Promise Community Engagement Plan was presented to the Richmond City Council in conjunction with the Draft Richmond Promise Strategic Action Plan. In an effort to further encourage community input on the development of the Richmond Promise and to create a transparent process, the City Council established the Richmond Promise Ad Hoc Committee ("Ad Hoc Committee") at their meeting of June 16, 2015. Committee members were subsequently appointed

**#K-1.**

approved at the June 23, 2015 Council meeting (Attachment 1). In accordance with Council-established parameters, the Ad Hoc Committee members met six times between July 2, 2015 and August 24, 2015.

*Ad Hoc Committee*

Over a period of two months, the fifteen member committee developed recommendations for the implementation of the Richmond Promise. The summary notes for all six meetings are available as an attachment (Attachment 2). The final recommendations of the Ad Hoc Committee inform different aspects of policy implementation including eligibility, award amount, and collaborative opportunities (Attachment 3).

After the conclusion of the Ad Hoc Committee's meetings, Committee members Mike Parker and Mike Peritz each provided separate recommendations for consideration by City Council (Attachment 4). All Ad Hoc Committee members were then provided the opportunity to provide additional comments for the Council's consideration with this report.

A summary of the Ad Hoc Committee's recommendations is as follows:

**A. Eligible students must have confirmed residency in the City of Richmond or unincorporated North Richmond.**

Residency must be established and the student enrolled at the beginning of the school year to qualify for edibility on the cumulative enrollment scale (See Item E).

– In Favor (9) Opposed (0) Abstain (1) – Motion Passes – August 24, 2015

**B. Eligibility will pertain to any student attending a West Contra Costa Unified School District (WCCUSD) public school, charter school (State, County or WCCUSD accredited), or private school within the WCCUSD boundaries.**

This program is intended to support taxpayers of the City of Richmond who invest in the public school system. The committee noted that charter schools are technically public schools. If you grew up in Richmond, dealing with an inequitable education system and are accepted into college, you should receive support. Parents make decisions to give the best education to their children at alternative institutions in part due to the underperformance of local public schools. The program cannot penalize parents and students for their decisions. Private schools were reconsidered at the August 24, 2015 meeting and a motion for the inclusion of private schools within the WCCUSD catchment area was adopted.

Inclusion of charter schools (State, County or WCCUSD accredited):

– In Favor (6) Opposed (5) Abstain (1) – Motion Passes – July 23, 2015

Inclusion of private schools within the WCCUSD catchment area:

– In Favor (8), Opposed (2), Abstain (1) – Motion Passes – August 24, 2015

- C. Eligible students must have positive attendance at an eligible school (defined by the California Education Code, section 2600-2603) and the district map as of December 31, 2015. Positive attendance will be reflected by the definition of School Attendance Review Board (SARB) and/or Chronic Absenteeism standards following the committee's consideration.**

Incentivizing students and parents to attend school will increase the success and productivity of students and their peers.

– In Favor (7) Opposed (3) Abstain (2) – Motion Passes – August 17, 2015

- D. Eligible students must provide graduation documentation from an eligible academic institution OR a certificate of high school equivalency (GED HiSET, or TASC) issued by the California Department of Education.**

The committee supports all students who graduate from an eligible high school or complete an equivalency.

– In Favor (11) Opposed (1) Abstain (0) – Motion Passes – August 17, 2015

- E. Percentage of funds awarded to students is based on their placement into the cumulative enrollment scale (defined by their attendance record). This model proposes an award proportional to a student's cumulative enrollment, starting in grade three (3) and compounding equally by ten (10) percent each year through grade twelve (12).**

Richmond is unique compared to other Promise communities in terms of location and population demographics. Utilizing this cumulative enrollment framework will encourage long term enrollment in the school system without penalizing families who may move for a period of years and return. The ten (10) percent scale creates an equitable distribution across grade levels, and extending the model through the high school grades emphasizes supporting all students who enter the community.

– In Favor (11) Opposed (0) Abstain (1). – August 11, 2015

- F. Eligibility for the Promise award will not have a GPA requirement.**

The Richmond Promise should embrace inclusivity; while GPA benchmark requirements are utilized by some Promise programs to incentivize enhanced academic performance, the Committee recommends that the Promise award

## #K-1.

should be available to any student whose academic achievement is accepted by a postsecondary institution.

– In Favor (11), Opposed (0), Abstain (0) – Motion Passes – July 13, 2015

**G. High School graduates and equivalency completion students may apply for the Promise up to the age of 21, and older students may petition to the administrator.**

The majority of GED students in LEAP are adults over the age of 25. As difficult as it may be to exclude people, this program is intended to serve Richmond youth. It is sending mixed messaging to limit high school graduates eligibility after one year but allow GED students additional years to access an award. We should be focusing our energy on building successful high school graduates. All time limits should be the same for those who graduate high school or complete a high school equivalency test, and a time limit should be imposed at an early age to emphasize the program's focus on serving youth. In addition, a person's chance of finishing a college degree increases significantly when he or she begins directly after high school.

– In Favor (7) Opposed (3) Abstain (1) – Motion Passes – August 24, 2015

**H. Council to create a Policy Advisory Committee that must include four Richmond residents in addition to any elected officials.**

Any advisory board that makes recommendations for the Promise should be composed of more community members than elected officials. It is important to have the voices of the community reflected in the program, separate from politics and self-interests.

– In Favor (11) Opposed (0) Abstain (0) – Motion Passes – August 24, 2015

**I. If a petition is rejected by the administrator, the applicant may appeal to the Policy Committee.**

– In Favor (7) Opposed (1) Abstain (2) – Motion Passes – August 24, 2015

**J. The Award Amount is \$4,000 for four year institutions and \$4,000 for community college under a "last dollar" model to fill remaining financial aid package gaps, after completion of the FAFSA and participation in a "Promise Pathway" noted on pages 23-24 of the Draft Strategic Action Plan.**

The Committee recommends providing equal awards for four year institutions and community colleges. This model will eliminate most gaps of community college students while still providing support for four year university students.



This model will support the majority of students who currently attend community college following high school.

– In Favor (10) Opposed (2) Abstain (0) – Motion Passes – August 24, 2015

**K. Encourage the Richmond Promise 501(c)(3) to collaborate with postsecondary institutions to develop academic and social support and wrap around services to support Richmond Promise scholars on campus.**

Financial barriers are just one obstacle many students, especially first generation college students, will face when attending a post-secondary institution. Collaborating with institutions to create or include Richmond Promise scholars into academic, social, and emotional support services will be just as essential to them completing their degree as the financial award.

– In Favor (11), Opposed (0), Abstain (1) – Motion Passes – August 17, 2015

**L. Students, where applicable, must work with an advisor/counselor to identify appropriate extracurricular activity or college preparatory program.**

Students should be working with college partners and services where they are available to receive the support and meet with fellow students, thereby increasing their opportunity to graduate and succeed.

– In Favor (7) Opposed (2) Abstain (0) – Motion Passes – August 24, 2015

**NEXT STEPS:**

At the September 29, 2015 City Council meeting, City staff members will present the broad community input received at two community wide workshops on June 8, 2015 (at the Richmond Memorial Convention Center) and June 18, 2015 (at Lovonya Dejean Middle School) as well as an online forum, interviews, a focus group and visioning project with local youth from the East Bay Center for the Performing Arts and RYSE Center. City staff members also received input from faculty at the University of California, Berkeley.

Following a City Council review of all public input and direction on policy options, staff will prepare a final draft Richmond Promise Strategic Action Plan for Council approval, which will lead to successful implementation of the Richmond Promise for the graduating class of 2016.

**DOCUMENTS ATTACHED:**

Attachment 1 – Memorandum on Mayoral Appointments to Richmond Promise Ad Hoc Committee

Attachment 2 – Richmond Promise Ad Hoc Committee Meeting Summary Notes

Attachment 3 – Richmond Promise Ad Hoc Committee Recommendations

**#K-1.**

Attachment 4 – Submission from Ad Hoc Committee Member Mike Parker  
Attachment 5 – Submission from Ad Hoc Committee Member Mike Peritz



**Tom Butt**  
Mayor

**CITY OF RICHMOND, CALIFORNIA**

**"We Can Do It!"**  
Office: 510.620.6503

Office of the Mayor

**MEMORANDUM – Mayoral Appointments to Richmond Promise Ad Hoc Committee**

Date: Tuesday, June 23, 2015  
Staff: David Gray, Mayor's Office

General Summary

The Richmond City Council created the Richmond Promise Ad Hoc Committee on June 16, 2015. The Mayor has the authority to fill vacancies with the concurrence of at least three other City Council members. Below are the names of the Mayor's recommendations for appointment to the Richmond Promise Ad Hoc Committee:

Councilmember's Uncontested Appointments (6 members)

1. **George Fruehan** (recommended by Councilmember Vinay Pimplé) – George is a semi-retired management analyst. He volunteers at the WCCUSD Writer Coach Connection at Richmond High School and at Fred T. Koremastu Middle School. Additionally, he is an e-bike mentor at the Richmond High School Engineering Academy.
2. **Kathleen Sullivan** (recommended by Vice Mayor Jael Myrick) – Kathleen is the Resident Service Coordinator at Pullman Point Apartments. She is also the President of Black Women Organized for Political Action.
3. **Michael Ray** (recommended by Councilmember Nat Bates) – Michael is the School Administrator at Aspire Public Schools, a charter school system operating in California (Berkeley, East Palo Alto, Los Angeles, Modesto, Oakland, Richmond, Sacramento, and Stockton) and Tennessee (Memphis).
4. **Mike Parker** (recommended by Councilmember Gayle McLaughlin) – Mike is a community college instructor at Los Medanos Community College. He is also a member of the Richmond Progressive Alliance.
5. **Mister Phillips** (recommended by Councilmember Jovanka Beckles) – Mister is a self-employed attorney. Mister holds affiliations with the NAACP Richmond Branch and the Rotary Club of Pinole.
6. **Tyrone Weems** (recommended by Councilmember Eduardo Martinez) – Tyrone is a WCCUSD educator. He is also affiliated with the United Teachers of Richmond and Chair of the Richmond Library Commission.

*-Additional Appointments on Back of Page-*

*Home of Rosie the Riveter WWII Home Front National Historical Park*

450 Civic Center Plaza, Richmond CA 94804 | www.RichmondCAMayor.org

Additional Recommended Appointments (9 appointments)

1. **Angelica Arriaga** – Angelica is the Program Director for College Is Real, a college-preparation program located at Richmond High School. Additionally, Angelica has participated in the Richmond Promise working group meetings.
2. **Anna Blackman** – Anna is a retired WCCUSD teacher and currently works part-time with Alliant International University. She serves on the boards for Blackboard of West Contra Costa, the Richmond Art Center, and the UCB Chapter of Phi Delta Kappa.
3. **Dana Keith Mitchell, Sr.** – Dana is the Pastor at the North Richmond Missionary Baptist Church. Dana also serves on the Advisory Committee of the Urban Tilth Farm, which is being built in North Richmond.
4. **Joel Mackey** – Joel is the Executive Director of the West Contra Costa Public Education Fund (aka the Ed Fund) and has participated in the Richmond Promise working group meetings.
5. **Karen Leong Fenton** – Karen is a self-employed Richmond business owner. She currently serves on the Board for the Early Childhood Mental Health Program, and she served on the WCCUSD School Board from 1992 until 2006.
6. **Kimberly Aceves** – Kimberly is the Founder and Executive Director at RYSE Center. She also sits on the WCCUSD Community Schools Advisory Committee.
7. **Kyra Worthy** – Kyra is the Executive Director of For Richmond, which hosts programs and services that prepare students and their parents for college.
8. **Michael Peritz** – Michael is the founder of The Eagle Foundation, which maintains an alumni network for John F. Kennedy High School, awards mini-grants to teachers and staff, awards scholarships to students, and engages in community beautification programs. He is also a retired WCCUSD secondary school teacher.
9. **Robert Bunce** – Robert is the Program Director for the Ed Fund. Additionally, he is the lead convener of the West County College Access Network and holds affiliations with the West Contra Costa Out of School Time Collaborative, the West Contra Costa Literacy Coalition, and the Bay Area College Success Network. Additionally, Rob participated in the Richmond Promise working group meetings.

**CERTIFICATED ADMINISTRATORS - 2015-2016**

<b>Last Name</b>	<b>First Name</b>	<b>Job Class Description</b>	<b>Location Description</b>
AARONIAN	MICHAEL	PRINCIPAL ELEMENTARY	LUPINE HILLS ELEMENTARY
ACOSTA-VERPRAUSKUS	KATHERINE	PRINCIPAL ELEMENTARY	MONTALVIN ELEMENTARY
ACOSTA-VERPRAUSKUS	ERIC	PRINCIPAL ELEMENTARY	VERDE ELEMENTARY
AJAYI	OLANREWAJU	COORDINATOR PRESCHOOL	STATE PRESCHOOL
ALLARDICE	JAMES	PRINCIPAL ELEMENTARY	NYSTROM ELEMENTARY
ALMEIDA	DARLENE	COORDINATOR SPECIAL EDUCATION	CAMERON ELEMENTARY
ALOO	PETER	PRINCIPAL K-8	STEWART ELEMENTARY
BANISTER	JOHN	ADMINISTRATOR SPECIAL ED	PUPIL SERVICE CENTER
BANKSTON	RICHARD	ASSISTANT PRINCIPAL MIDDLE SCH	PINOLE MIDDLE
BARRERA	TERESA	PRINCIPAL ELEMENTARY	FORD ELEMENTARY
BELL	SONJA	COORD EDUCATIONAL SERVICES	STATE AND FEDERAL
BETSON	CHARLOTTE	ASSISTANT PRINCIPAL SR HI SCH	KENNEDY HIGH
BLAKE	PAMALA	DIRECTOR ADULT ALTERNATIVE ED	ADULT ED -SERRA
BROOKS	GREGORY	ASSISTANT PRINCIPAL SR HI SCH	KENNEDY HIGH
BURNHAM	MATTHEW	PRINCIPAL MIDDLE/JUNIOR HIGH	FRED T. KOREMATSU MIDDLE
BUTCHER	CAROL	EXECUTIVE DIRECTOR K-12 SCHOOL	STAFF DEVELOPMENT-VISTA HILLS
CARR	JEFFREY	PRINCIPAL ELEMENTARY	ELLERHORST ELEMENTARY
CASTRO	ANA	ASSISTANT PRINCIPAL SR HI SCH	KENNEDY HIGH
CHILCOTT	GABRIEL	PRINCIPAL K-8	MIRA VISTA ELEMENTARY
COBB-VON HUSEN	CATHERINE	COORD EDUCATIONAL SERVICES	MATHEMATICS AND SCIENCE
COHEN	LINDA	PRINCIPAL ELEMENTARY	CORONADO ELEMENTARY
COLLINS	STEPHEN	SELPA DIRECTOR	PUPIL SERVICE CENTER
COTTON	CHERYL	DIRECTOR HR CERTIFICATED	HUMAN RESOURCES
COUICK	JODI	COORDINATOR SPECIAL EDUCATION	PUPIL SERVICE CENTER
DE LEON	JOSE	PRINCIPAL SENIOR HIGH	RICHMOND HIGH SCHOOL
DELGADO-PELTON	LINDA	COORDINATOR	ASSOCIATE SUPERINTENDENT K12
EIRVIN	JAY	ASSISTANT PRINCIPAL SR HI SCH	EL CERRITO HIGH
ELDRIDGE	JAWAN	PRINCIPAL ELEMENTARY	PERES ELEMENTARY
EVANS	PATRICIA	ADMINISTRATOR SPECIAL ED	PUPIL SERVICE CENTER
EVANS	ROBERT	COORD EDUCATIONAL SERVICES	STAFF DEVELOPMENT-VISTA HILLS
EVERT	ALISON	PRINCIPAL ELEMENTARY	CHAVEZ ELEMENTARY
FIELDS	SHELLY	ASSISTANT PRINCIPAL SR HI SCH	DE ANZA HIGH
FILBIN	MELISSA	VICE PRINCIPAL ELEMENTARY	PERES ELEMENTARY
FLEISCHMAN	GUTHRIE	PRINCIPAL MIDDLE/JUNIOR HIGH	CRESPI MIDDLE
FLORESCA	CATHERINE	ASSISTANT PRINCIPAL SR HI SCH	HERCULES HIGH SCHOOL
FORREST	WENDY	COORDSTATE & FEDERAL PROGRAMS	STAFF DEVELOPMENT-VISTA HILLS
FRANCO	JULIO	EXECUTIVE DIRECTOR K-12 SCHOOL	EX DIR RICHMOND/PINOLE FAM
GARRETT	VALERIE	PRINCIPAL ADULT EDUCATION	ADULT ED -SERRA
GONSALVES	PHILIP	SENIOR DIRECTOR C&I STEM	ED SERVICES ASSISTANT SUPERINT
GONZALES	MARCO	PRINCIPAL ELEMENTARY	DOWNER ELEMENTARY
GONZALEZ	RUBY	PRINCIPAL ELEMENTARY	DOVER ELEMENTARY
GONZALEZ	WENDY	PRINCIPAL ELEMENTARY	LAKE ELEMENTARY
GREENWOOD	SYLVIA	PRINCIPAL ALTERNATIVE ED	VISTA HIGH SCHOOL
GREER	WENDELL	ASSOC SUPT SECONDARY OPERATION	ASSOCIATE SUPERINTENDENT K12
HARTER	BRUCE	SUPERINTENDENT OF SCHOOLS	SUPERINTENDENT
HATCHER	CHRISTINE	PRINCIPAL ELEMENTARY	RIVERSIDE ELEMENTARY
HEYDARI	FARNAZ	PRINCIPAL ELEMENTARY	GRANT ELEMENTARY
HUIE	ALLISON	COORD EDUCATIONAL SERVICES	ACADEMIC INTERVENTION
IRIZARRY	JOSE	ASSISTANT PRINCIPAL SR HI SCH	DE ANZA HIGH
IVEY	NANCY	ASSISTANT PRINCIPAL MIDDLE SCH	FRED T. KOREMATSU MIDDLE
JOHNSON	PHILLIP	PRINCIPAL SENIOR HIGH	KENNEDY HIGH
KADRI	MARY	ASST PRINCIPAL LINKED LEARNING	TRANSITION/SCH TO CAREER/ROP
KIURUWI	HUMPHREY	PRINCIPAL ELEMENTARY	BAYVIEW ELEMENTARY
KLEIMAN	KYLE	PRINCIPAL SENIOR HIGH	PINOLE HIGH SCHOOL
KOLB	RYAN	ASSISTANT PRINCIPAL SR HI SCH	PINOLE HIGH SCHOOL
LAMA	L. RENEE	PRINCIPAL MIDDLE/JUNIOR HIGH	HERCULES MIDDLE
LEUNG	ERIC	VICE PRINCIPAL ELEMENTARY	STEGE ELEMENTARY
LEVI	LISA	PRINCIPAL ELEMENTARY	WASHINGTON ELEMENTARY
LUONGO	DAVID	PRINCIPAL SENIOR HIGH	EL CERRITO HIGH
MACDONALD	DANIEL	PRINCIPAL ELEMENTARY	SHANNON ELEMENTARY
MAKELA	ALISON	PRINCIPAL ELEMENTARY	MADERA ELEMENTARY
MANSINGH	PAUL	PRINCIPAL SENIOR HIGH	HERCULES HIGH SCHOOL
MARINAKIS	ANN MARIE	PRINCIPAL ELEMENTARY	VALLEY VIEW ELEMENTARY
MARTIN	PATRICK	COORD EDUCATIONAL SERVICES	STAFF DEVELOPMENT-VISTA HILLS

<b>Last Name</b>	<b>First Name</b>	<b>Job Class Description</b>	<b>Location Description</b>
MC GEE	WILLIAM	PRINCIPAL MIDDLE/JUNIOR HIGH	DE JEAN MIDDLE
MENDOZA	CECILIA	EXECUTIVE DIRECTOR K-12 SCHOOL	ADULT ED - ALVARADO
MOSES	KIM	PRINCIPAL ELEMENTARY	STEGE ELEMENTARY
MOSS	CARLENA	PRINCIPAL ELEMENTARY	MURPHY ELEMENTARY
MURPHY	GALEN	PRINCIPAL ELEMENTARY	FAIRMONT ELEMENTARY
NALIC	AMAR	ASSISTANT PRINCIPAL SR HI SCH	PINOLE HIGH SCHOOL
NARASAKI	DEBORAH	ASSISTANT PRINCIPAL MIDDLE SCH	CRESPI MIDDLE
NAZARIO	KEVIN	DIRECTOR SPECIAL EDUCATION	PUPIL SERVICE CENTER
NEELY-JOHNSON	SONJA	DIRECTOR CURRICULUM AND INSTRU	STAFF DEVELOPMENT-VISTA HILLS
NEWSON	DINGANE	ASSISTANT PRINCIPAL SR HI SCH	HERCULES HIGH SCHOOL
OROZCO	ESAU	ASSISTANT PRINCIPAL SR HI SCH	RICHMOND HIGH SCHOOL
PETERSON	ERIC	DIRECTOR SPECIAL EDUCATION	PUPIL SERVICE CENTER
PETRILLI	JESSICA	PRINCIPAL MIDDLE/JUNIOR HIGH	HELMS MIDDLE
PHILLIPS	MARY	CHIEF TECHNOLOGY OFFICER	INFORMATION TECHNOLOGY
PINNEY	DENISE	PRINCIPAL ELEMENTARY	COLLINS ELEMENTARY
POTTER	MARILYN	DIRECTOR CURRICULUM AND INSTRU	STAFF DEVELOPMENT-VISTA HILLS
PRAK	FINY	ASSISTANT PRINCIPAL SR HI SCH	ASSOCIATE SUPERINTENDENT K12
RANCH	DAVID	PRINCIPAL ELEMENTARY	HIGHLAND ELEMENTARY
RANDHAWA	AMANDEEP	PRINCIPAL ELEMENTARY	OLINDA ELEMENTARY
RASHIDCHI	NIA	ASST SUPERINTENDENT	ASSOC SUPT EDUCATIONAL SVCS
REYES	ROCIO	ASSISTANT PRINCIPAL SR HI SCH	RICHMOND HIGH SCHOOL
RHEA	VINCENT	PRINCIPAL ALTERNATIVE ED	SYLVESTER GREENWOOD ACADEMY
RUIZ	NICOLE	ASSISTANT PRINCIPAL ADULT ED	ADULT ED -SERRA
SANDERS	JUDITH	PRINCIPAL ELEMENTARY	KENSINGTON ELEMENTARY
SANTIAGO	GREG	PRINCIPAL ELEMENTARY	HANNA RANCH ELEMENTARY
SCOTT	JANET	DIRECTOR ACADEMIC INTERVENTION	ACADEMIC INTERVENTION
SERRANO	MARIE	PRINCIPAL ELEMENTARY	OHLONE ELEMENTARY
SHAW	RYAN	ASSISTANT PRINCIPAL MIDDLE SCH	HERCULES MIDDLE
SHIN	ANNE	COORDINATOR	MIDDLE COLLEGE HIGH SCHOOL
SIGARS	MELISSA	PRINCIPAL ELEMENTARY	SHELDON ELEMENTARY
SIGLER	SUMMERLYNN	PRINCIPAL SENIOR HIGH	DE ANZA HIGH
SUDDUTH	DANA	ASSISTANT PRINCIPAL SR HI SCH	EL CERRITO HIGH
SUNDBERG	JOANNE	K-12 INST SPECIALIST SR HIGH	DE ANZA HIGH
TAKIMOTO	LINDA	PRINCIPAL ELEMENTARY	HARDING ELEMENTARY
TALKEN	KENNETH	COORDINATOR SPECIAL EDUCATION	TRANSITION
TAYLOR	ADAM	EXECUTIVE DIRECTOR K-12 SCHOOL	EX DIR DE ANZA/HERCULES FAM
TORRES	ARMANDO	PRINCIPAL ELEMENTARY	KING ELEMENTARY
VALDEZ	ATHENA	ASSISTANT PRINCIPAL MIDDLE SCH	DE JEAN MIDDLE
VANHOOK	DENISE	PRINCIPAL MIDDLE/JUNIOR HIGH	PINOLE MIDDLE
VELEZ	CLAUDIA	PRINCIPAL ELEMENTARY	WILSON ELEMENTARY
WHALING	GREG	ASSISTANT PRINCIPAL MIDDLE SCH	HELMS MIDDLE
WHITE VINSON	CYNTHIA	PRINCIPAL ELEMENTARY	LINCOLN ELEMENTARY
WHITTEMORE	KENNETH	ASSISTANT SUPERINTENDENT HR	HUMAN RESOURCES
WILKINSON	LINDA	PRINCIPAL ELEMENTARY	TARA HILLS ELEMENTARY

**CLASSIFIED MANAGEMENT**

BONNETT	MARK	EXEC DIR BUSINESS SERVICES	BUSINESS SERVICES ACCOUNTING
CARMODY	ELIZABETH	DIRECTOR COMMUNITY ENGAGEMENT	COMMUNITY ENGAGEMENT
DONOSO	EDUARDO	BOND REGIONAL FACILTY PROJ MGR	FACILITIES PLANNING ENGINEERNG
FREESE	LUIS	ENGINEERING OFFICER	FACILITIES PLANNING ENGINEERNG
GAMBA	SHERI	ASSOC SUPT BUSINESS SERVICES	ASSOCIATE SUPERINTENDENT ADMIN
HANEY	RHONDA	TITLE 9 EDUCAT EQUITY DIRECTOR	ED SERVICE ELEM/SEC ASSOC SUPT
HOLTSLANDER	EMMETTE	DIRECTOR	FACILITIES PLANNING ENGINEERNG
JELLISON	BARBARA	DIRECTOR	NUTRITION CENTER
JOHNSTON	DAVID	EX DIRECTOR GENERAL SERVICES	GEN SVC/WHSE/PRINT/INV/EQP REP
JOYNER	NICOLE	DIRECTOR ACCOUNTABILITY DATA	EXECUTIVE ADMINISTRATION
KIM	MIHYON	INTERNAL AUDITOR	BUSINESS SERVICES ACCOUNTING
LEBLANC	LISA	ASSOC SUPT FACIL MAINT & BOND	ASSOCIATE SUPERINTENDENT ADMIN
LEWIS	CHERYL	BUSINESS APPLICATION ANALYST	MUNIS ADMIN TEAM
MAYES	JOSEPH	BOND REGIONAL FACILTY PROJ MGR	MAINTENANCE/OPERATIONS
MCDANIEL	KENNETH	FACILITIES MAINTENANCE MANAGER	MAINTENANCE DISTRICTWIDE
MEYER	VINCENT	EXECUTIVE DIRECTOR OF M&O	M&O CENTRAL
MIXER	ANDREW	BOND REGIONAL FACILTY PROJ MGR	FACILITIES PLANNING ENGINEERNG
PARASIDIS	DANIELA	EXEC DIR BUSINESS SERVICES	BUSINESS SERVICES ACCOUNTING

<b>Last Name</b>	<b>First Name</b>	<b>Job Class Description</b>	<b>Location Description</b>
PAYNE	MELISSA	DIRECTOR CONTRACT ADMINISTRATI	FACILITIES PLANNING ENGINEERNG
PSHECHENKO	YEVGEN	DIRECTOR SYSTEMS INTEGRATION	INFORMATION TECHNOLOGY
SHATSWELL	PAUL	BUSINESS APPLICATION ANALYST	BUSINESS SERVICES ACCOUNTING
TERRILL	MARK	IT OPERATIONS MANAGER	INFORMATION TECHNOLOGY
VERGEIRE	FERDINAND	BOND REGIONAL FACILTY PROJ MGR	FACILITIES PLANNING ENGINEERNG
WALTON	MARCUS	DIRECTOR COMMUNICATIONS	COMMUNICATIONS
WASILCHIN	MICHAEL	DIRECTOR CLASSIFIED PERSONNEL	HUMAN RESOURCES
WEBBER	REGINA	DIRECTOR	BUSINESS SERVICES ACCOUNTING
WILLIAMS	JULIA	DIRECTOR EMPLOYEE RELATIONS	HUMAN RESOURCES

**Public Records Request Log 2015-2016**  
**Week Ending September 17, 2015**

	<b>Date of Receipt</b>	<b>Requestor</b>	<b>Requested Records/Information</b>	<b>Current Status</b>
6	7/15/15	Fatima Alleyne	#1- District Budget for Administrator Appointments #2- Job Descriptions / Announcements for Teachers and Teacher Aides' appointments posted as Parcel Tax Appointments #3- Health documents for Washington Elementary 5/31 – 6/5/15	<b>Assigned to Attorney</b>
7	7/15/15	Fatima Alleyne	#1- Salaries for Superintendents and Administrators #2- Lozano Smith Attorneys' Invoices 1/2012 – 7/15/15	<b>Assigned to Attorney</b>
16	8/3/15	Lauren Olson	WCCUSD Past Tax Measures / Sample Ballots and Proposed Ordinance Text	No Response From Requestor <b>COMPLETED / CLOSED</b>
18	8/10/15	Sally Kirk	WCCUSD Student Records Policies, Regulations, Guidelines and/or Instructions	9/17/15 Documents & link sent via email <b>COMPLETED</b>
23	9/4/15	Anton Jungherr	2015-16 Legal Service Contracts for Ramsey & Ehrlich; Brag Coffin Lewis & Trapp; and Swanson & McNamara	9/17/15 Letter mailed <b>COMPLETED</b>
24	9/4/15	Anton Jungherr	Measure E CBOC Minutes beginning January, 1999 – December 31, 2000	9/17/15 Documents mailed <b>COMPLETED</b>
<b>Public Records Request Log / Ongoing 2014 - 2015</b>				
87	11/18/14	Fatima Alleyne	Washington School Budget / SSC SY 2009 -to- 2013	<b>4/3 and 5/18/15-Contacted Requestor to review documents Requestor to schedule apt. to review</b>
176	3/23/15	Michael Strub Jr. Irell & Manella LLP	CA Healthy Kids Survey / CA School Climate Survey / CA Student Survey / LCAP / Student Information / Suspensions / Expulsions / Employment Information	<b>Extension Invoked In Progress / Ongoing Gathering / Reviewing Documents</b>  <b>Documents being sent via email after review</b>
197	5/19/15	Timothy Adams Schoolie	WCCUSD Student Information/Records for the past 5 years	<b>Extension Invoked In Progress / Ongoing Gathering / Reviewing Documents</b>  <b>Documents being sent via email after review</b>





# NEWSLETTER



## 'Best Band in the Land' Performs Halftime Show at Kennedy High

Grambling State University World Famed Tiger Marching Band gave students, community a treat Thursday [{read more}](#)

### UPCOMING MEETINGS

- Board of Education  
Oct. 7 @ 6 p.m.
- Citizens' Bond Oversight Committee  
Sept. 23 @ 6 p.m.
- Community Budget Advisory Committee  
Sept. 24 @ 6:30 p.m.
- Safety/Climate Subcommittee  
Sept. 24 @ 9 a.m.
- Youth Commission  
Sept. 21 @ 10 a.m.
- Local Control Accountability Plan  
Sept. 29 @ 6:30 p.m.



## Dejean Middle Welcomes Fathers, Students on First Day of School

Dejean Middle School faculty and staff encouraged fathers and father figures to escort their children to class on the first day [{read more}](#)



## West Contra Costa Unified Seeks Public Input on School Building Process

Parents, students and interested stakeholders are invited to attend [{read more}](#)



## California Department of Education Releases District CAASPP Test Results

Nearly a third of WCCUSD students met or exceeded standards [{read more}](#)

[{more meetings}](#)

[view more HIGHLIGHTS](#)



West Contra Costa Unified School District

**FREE**  
Volunteer Fingerprinting for Parents  
Saturday



FREE VOLUNTEER  
FINGERPRINTING

[view details](#)

GET READY FOR  
COLLEGE

[view details](#)

BACK TO  
SCHOOL NIGHT!

[view details](#)

SUBSCRIBE | ABOUT | PRESS | CONTACT | STAY CONNECTED [f](#) [t](#) [in](#)

August 31<sup>st</sup>, 2015

## Every Child a Maker: An All-Hands on Deck Approach

*This is a country that imagined a railroad connecting a continent, imagined electricity powering our cities and towns, imagined skyscrapers reaching into the heavens, and an Internet that brings us closer together. So we imagined these things, then we did them. And that's in our DNA. That's who we are. We're not done yet. And I hope every company, every college, every community, every citizen joins us as we lift up makers and builders and doers across the country.*

**President Obama**

Remarks at the White House Maker Faire, National Day of Making on June 18, 2014

### *I. The Growth of the Maker Movement*

The last several years has seen an explosive growth of the Maker Movement. This movement is fueled by individuals and communities that are interested in being producers of things, not just consumers of things. Makers are working on an incredible diversity of projects, including underwater robots for citizen science, fuel cells for eco-friendly vehicles, low-cost prosthetics for children in developing countries, and the “Internet of things” for agriculture. In 2014, 131 Maker Faires were held in communities around the world. The 2014 World Maker Faire, hosted by the New York Hall of Science, attracted 85,000 attendees.

Making values capabilities that are worthwhile in their own right (e.g. curiosity, creativity, self-efficacy, tinkering), and there is promise that it can also play a productive role in achieving national goals related to education, workforce development, local capacity for problem solving, innovation and entrepreneurship, and revitalization of American manufacturing. Making can also play an important role in STEM, STEAM, deeper learning, and connected learning.

Some of the trends that have potential to increase the impact of the Maker Movement include:

- The democratization of the low-cost, easy-to-use tools needed to design and make just about anything, including CAD software, 3D printers, laser cutters, desktop CNC machines, and open source hardware;
- Shared access to these tools provided by for-profit and non-profit makerspaces such as TechShops and FabLabs;
- Internet-based communities, such as the 1,500 members who have come together from all over the world to help create and design 3D-printed prosthetic devices for those in need through e-NABLE.

- Crowd-funding, which allows individuals and small teams to raise funding for projects, some of which may eventually be the basis for a start-up;
- The embrace of Making by a growing number of organizations, including the White House, the bipartisan Congressional Maker Caucus, federal agencies, the more than 100 Mayors that have taken the Mayors Maker Challenge, companies such as Intel, GE, Autodesk, Chevron, Pixar, and Cognizant, universities, libraries, museums, non-profits, and schools. For example, MIT has decided that students interested in applying to MIT can submit their Maker portfolio, not just their GPA and SAT scores.

## *II. The Relevance of Making to Education*

The Obama Administration has called for an “all hands on deck” effort to increase the number of children that have access to the space, tools, mentors and activities/projects they need to design, create and make – in both school and out-of-school settings. Giving more students the opportunity to engage in Making and in progressively more challenging hands-on projects linked to real-world problems and student interests could have a number of benefits. It has the potential to:

- Motivate and inspire young people to excel in STEM subjects;
- Prepare students for careers in design, advanced manufacturing, and entrepreneurship;
- Help students acquire key dispositions and 21<sup>st</sup> century skills such as creativity, collaborative problem-solving, design thinking, self-efficacy, and a “Maker Mindset.”
- Address the summer learning loss faced by disadvantaged students without access to enrichment activities; and
- Increase student engagement, which is critical to learning and unfortunately plummets from primary to middle to high school. Currently, two-thirds of high school students report being bored every day!

The Obama Administration is taking a number of actions to promote Making in school and out-of-school settings. For example, the Department of Education is re-envisioning shop class for the 21<sup>st</sup> century by hosting a Makeover Challenge for CTE institutions (high schools, community colleges, vocational programs) to be able upgrade existing physical spaces on their campuses with new equipment or build new makerspaces. In the afterschool space, Department of Education, in collaboration with the Institute for Museum and Library Services (IMLS) and the Exploratorium, is supporting the development and implementation of STEM-focused Making activities through its 21<sup>st</sup> Century Community Learning Centers, the largest out-of-school program in the nation—serving more than 1.5 million students in 50 states. Since 2011, IMLS has provided more than \$4 million in funding for library and museum makerspaces and maker-related projects. The investment not only includes support for a variety of learning spaces in

libraries and museums, it also funds efforts to advance best practices for makerspaces and maker programming nationwide.

The National Science Foundation is supporting research which develops models of STEM learning and engagement through Making and the development of new low-cost tools and technologies which enable design, prototyping and fabrication. The Corporation for National and Community Service and Maker Ed are expanding the number of youth in underserved communities who have access to Making experiences through MakerCorps and the Maker VISTA programs. Over the past two years, Maker Ed's Maker Corps program has worked through 50 host sites in 24 states to reach more than 140,000 children.

However, to fully realize the potential of Making for education and to ensure that all of our children have access to these opportunities, among other things, we need an all-hands-on-deck effort to help communities across the country organize thousands of "21<sup>st</sup> century barn-raising," where the goal is to:

- Help schools and out-of-school programs mobilize the funding, equipment, materials, and skilled volunteers needed to create and sustain a high-impact makerspace;
- Provide teachers with the professional development, support and flexibility they need to link Making to student-centered learning;
- Connecting students and teachers to mentors and STEM professionals that can increase the sophistication of what students can do, and link Making to real-world problems.
- Celebrate the achievements of student Makers in the same way that we currently celebrate the victories of student athletes.
- Growing the ties with the research community, so that the diversity of the movement and its experimentation can improve our understanding on student learning and motivation.

Unlike Andrew Carnegie's decision to build 2,509 libraries, this initiative could be pursued by leveraging the small efforts of the many as opposed to the large efforts of the few, and by taking the phrase "Maker Movement" seriously, not as a figure of speech.

Foundations can play a critical catalytic role at both the national and regional level, and ensure participation by girls, under-represented minorities, low-income students, and students with disabilities, including through coordination.

### *III. Promoting Making at a Local and Regional Level*

Foundations could provide both planning grants and implementation grants at the local regional level. In some cases, these grants might be a component of a broader effort to build a vibrant STEM ecosystem. The STEM Funders Network's Strong STEM Learning Ecosystems initiative promotes community-based collaborations among schools, out-of-school time programs, STEM

expert institutions (such as museums, universities and STEM professional associations), the private sector, including local industry, community-based organizations, youth and families.

Communities could use these grants to plan and implement initiatives to:

1. Increase the number of school leaders (superintendents, principals, teachers) and heads of out-of-school organizations that are:
  - Aware of and excited about Making,
  - Willing to provide space;
  - Committed to engaging people and organizations to help with fundraising, skilled volunteering, mentoring, in-kind contributions of equipment and materials, and identification of real-world projects; and
  - Willing to provide teachers and staff with professional development and the flexibility to experiment with innovative instructional practices (e.g. Elizabeth Forward's decision to encourage student projects that cut across CTE, computer science, and the arts).
  - Interested in providing data to help build understanding about the impacts of engagement in Making for different groups and in different locations.
2. Define roles that different individuals and organizations within the community can play to promote Making, including its relevance to their efforts, and use organizations, Meetups, online marketplaces, etc. to recruit individuals and organizations to make and keep commitments.
  - Manufacturers – donate equipment and supplies, encourage their employees to volunteer or provide paid time off. Provide summer jobs or internships for young Makers. Provide access to more advanced equipment for projects that need it.
  - Makers – help design makerspaces, provide technical assistance to schools and out-of-school programs that are purchasing an initial set of equipment and materials, serve as mentors.
  - Local industry – help tie Maker efforts to workforce needs.
  - Philanthropists – provide matching funding for Kickstarter or Donors Choose campaigns, provide support for schools in low-income communities.
  - Educational non-profits – provide screening, training and matching for skilled volunteers, supporting a ‘Summer of Making.’”

- Design and architecture firms – develop blueprints for makerspaces for different budgets, infuse makerspaces into the designs for new schools and other educational institutions.
- Districts and state education policy makers – review relationship of Making to standards, assessments, graduation requirements and teacher credentialing.
- Parents – support Kickstarter campaigns, parent advocacy through PTAs and school boards
- Universities: help with design of Making environments that draws on theory and empirical evidence, evaluation, encourage faculty and students to get involved. Provide pre-service and in-service professional development.
- “Clients” for real-world, hands-on projects
- Media (print, television, online) – help with celebration of student Making projects. Support “solutions journalism” to describe local success stories.
- Internet companies – create online tools such as “heatmap” or dashboard of which schools are active, volunteer matching, short videos from students and teachers, etc.
- Mayor – organize a summit to encourage the relevant stakeholders to make and keep commitments related to this initiative
- Local celebrities – help with awareness-raising, fund-raising (e.g. unique experiences or autographed sports memorabilia for fund-raisers)

#### *IV. Promoting Making at the National Level*

Although most of the “action” will be at the local and regional level, there are a number of investments that can be made at the national level that will accelerate progress, and ensure that we learn from local experimentation as opposed to continually reinventing the wheel.

##### *1. Create a Prestigious Maker Fellow Program*

These fellows could be placed in organizations with a national footprint that can both benefit from and contribute to Making in education. These fellows would be responsible for mobilizing their members to get involved, supporting communities of practice, and helping their members to identify and share promising practices. Examples of organizations that might benefit from a Maker Fellow include associations that represent:

- School leaders and teachers, and existing networks of schools interested in embracing Making;
  - Organizations involved in out-of-school activities, including science museums, libraries, youth-serving organizations;
  - Non-profit organizations and professional societies that are committed to ensuring that girls and under-represented minorities excel in STEM
  - Companies (particularly high-tech and manufacturing companies) that are in a position to provide funding and in-kind contributions to schools and out-of-school programs and to encourage their employees to volunteer through efforts such as US2020;
  - Federal departments and agencies such as the Department of Education; and
  - Makers, engineers, civic technologists, STEM professionals and others that could serve as skilled volunteers.
  - Institutions of higher education, including community colleges, 4 year institutions, and research universities, such as Make Schools;
2. *Help teachers and local education policy makers integrate Making with college and career standards and related instructional practice*

In school districts across the country, school leaders and teachers are integrating Making into the curriculum in ways that could help students master learning standards such as the Common Core State Standards and the Next Generation Science Standards, and other state-developed efforts.

For example, at the West Contra Costa Unified School District (WCCUSD), Philip Gonsalves (Director of Curriculum and Instruction, Mathematics) has been developing innovative approaches to help students master concepts that are challenging to understand using just pen and paper. In one project, students simplified fractions in order to calculate the circuit resistance of the Union Square Christmas tree in San Francisco and then designed their own electric circuits to power trees that they create themselves, using a combination of low-cost hardware, materials and a vinyl cutter. Teachers in WCCUSD are also using 3D modeling and 3D printing to develop math manipulatives to teach students about everything from algebra to geometry. Students are even designing their own math manipulatives to help peers.

Foundations could support:

- Efforts by teachers, curriculum specialists, “Makers-in-residence” and others to develop and document Maker-related activities and assessments that are aligned with college and career-ready standards.
  - An initiative to collect and organize these projects online so that teachers can find them and provide suggestions for improving them.
3. *Make it easier for schools and out-of-school programs that are looking for help to communicate their needs to companies, philanthropists, volunteers, etc.*

For example, the Children’s Museum of Pittsburgh and Kickstarter are collaborating to use crowd-funding to support Making in ten Pittsburgh-area schools. Schools should be able to not only ask for funding, but in-kind contributions and skilled volunteers.

One interesting and potentially relevant model is Kaboom, which defines a set of roles and responsibilities for teams creating playgrounds in “play deserts” – including volunteer recruitment, fundraising, construction, PR, safety, accessibility, soil test guidelines, etc. A similar effort could help communities define the roles and responsibilities for teams that are interested in creating and maintaining makerspaces in schools.

4. *Help scale-up or replicate promising or successful models*

There are a number of important models for promoting Making that are worthy of broader emulation.

For example, Sonoma County Office of Education, Sonoma State University and Maker Media have partnered to develop a Maker Certificate program for educators who want to lead Maker-focused activities in schools, clubs, community centers, libraries and other organizations.<sup>1</sup> The course, among other things aims to help individuals learn pedagogical practices for empowering learners to explore Making and a Maker mindset in school-based settings, align Maker projects with Common Core and Next Generation Science Standards<sup>2</sup> and receive mentorship from local Maker educators, including SSU faculty and K-12 maker educators. The program offers one two-day course dedicated specifically to Making and NGSS which shows participants how implementing these activities give a deeper understanding of NGSS.

The Remake Learning Network brings together over 200 schools, museums, libraries, afterschool programs, community centers, higher education institutions, educational technology companies, philanthropies and civic leaders that are committed to inspiring a

---

<sup>1</sup> Maker Certificate Program. <http://www.thestartupclassroom.org/maker-course/>

<sup>2</sup> Maker Education: Aligned with New Standards. <http://www.thestartupclassroom.org/alignedwithnewstandards>



generation of life-long learners in Pittsburgh, West Virginia and beyond. Many of these organizations are promoting Making in both school and after-school settings.

Foundations could provide grants to organizations that have pioneered these models so they can help other communities learn from them – using, for example, workshops, webinars, online playbooks, open educational resources, etc.

5. *Support innovation in the types of tools that students and teachers have access to*

There are many opportunities for innovation in the development of tools that students and teachers have access to. For example, the Moore Foundation supported the development of Foldscope, an origami-based print-and-fold optical microscope that can be assembled from a piece of paper. The microscope, created by Stanford professor Manu Prakash, can provide over 2,000X magnification and costs less than a dollar.

6. *Fund research and evaluation*

Research and evaluation is needed to advance our understanding of how to best use Making in schools and out-of-school settings. Some organizations (e.g. Intel, Gates Foundation, Wellcome Trust) have partnered with the National Science Foundation to co-fund research projects.

Although more research is needed to increase our understanding of the educational impact of Making, there are some early promising results. Researchers at Stanford University's Transformative Learning Technologies Lab found that students who took a hands-on, discovery driven approach to learning about how the auditory system works significantly outperformed students who took a more formal approach to learning about the auditory system through direct instruction.<sup>3</sup> Engineering courses which combine design thinking and problems solving, encourage students to develop creative solutions to problems and prototype them have been found to increase students' self-confidence in tackling open ended challenges and entrepreneurial activities.<sup>4</sup>

---

<sup>3</sup> Discovery Versus Direct Instruction: Learning Outcomes of Two Pedagogical Models Using Tangible Interfaces: <http://www.isls.org/cscl2015/papers/MC-0335-FullPaper-Schneider.pdf>

<sup>4</sup> Fostering an Enterprising Learning Ecology for Engineers. [http://www.ijee.ie/articles/HMUDD/Vol28-2/18\\_ijee2548ns.pdf](http://www.ijee.ie/articles/HMUDD/Vol28-2/18_ijee2548ns.pdf)