West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
July 10, 2015

Upcoming Events – Bruce Harter
July 13: Governance Subcommittee, Alvarado, 9:00
June 13: Cancelled - Technology Subcommittee
June 13: Agenda Setting, Superintendent's Office, 3:00 PM
June 13: Subcommittee on Clay Investigation, Alvarado, 6:30 PM
June 14: Facilities Subcommittee, FOC, 4:00 PM
June 15: Citizens Bond Oversight Committee, FOC, 6:00 PM
June 16: Y-Plan Conference – at WestMet Tech High School in Oakland, 6:00 PM
June 17: Y-Plan Conference all day at WestMet Tech High School

Semi-Annual Campaign Finance Statements – Bruce Harter
Please be advised, the Semi-Annual Campaign Finance Statements for the first half of 2015 are due Friday, July 31, 2015.

FORM 460 FILERS (Statement covers period from 1/1/15 – 6/30/15)
Officeholders with active committees are required to file an original and one copy of the Recipient Committee Campaign Statement (Form 460) by Friday, July 31, 2015. The period covered by the statement begins on the day after the closing date of the last statement filed, or January 1, if no previous statement has been filed, to June 30, 2015. Statements must be filed whether or not the officeholder received contributions or made any expenditures during this period.

FORM 470 FILERS (Statement covers the 2015 calendar year)
Officeholders that do not have an active committee and are not spending or receiving contributions of a $1,000 or more must file the Officeholder and Candidate Campaign Statement Short Form (Form 470) by Friday, July 31, 2015. The Form 470 is only required to be filed once a year.

DISTRICT LETTER (In place of filing the Form 470)
If the officeholder does not have an active committee and does not receive a stipend or compensation of more than $200 a month, a letter from the district stating that information will suffice. Please be sure to include the filing period in which you are covering. These officeholders will not be required to file a Form 470.

For your convenience, the Forms 460 and 470 are interactive through the Fair Political Practices Commission (FPPC) website at www.fppc.ca.gov. First class mail postmarked on or before the deadline will be considered a timely filing. If you have any questions, please contact Olga Hernandez, County Elections Office, at (925) 335-7804.

Richmond Promise Background – Bruce Harter
At Wednesday's meeting, the Board requested more information on the Richmond Promise. Attached is a partnership plan that builds on the original Richmond Promise strategic plan by providing the activities, programs and services that WCCUSD has or is implementing in our LCAP that are aligned with Promise Goals.

The other question from the Board meeting was about WCCUSD graduates who reside in Richmond. The charts below provide that information from the 2015 Senior Survey. One of challenges that we have in all our data bases is that we don't distinguish between cities of residence. For example, many families who live in WCCUSD live in unincorporated Contra Costa County but their mailing addresses show up as Pinole, San Pablo or Richmond. Another complication is that residents in the zip code 94803 live in either Richmond or El Sobrante. Some students who live in those parts of Richmond often have mailing addresses that are El Sobrante, so for DeAnza High there are likely to be more students who would be eligible for the Richmond Promise than currently have the city of Richmond in their mailing addresses.

The charts below also include only June graduates with Richmond addresses and not summer graduates. The first chart shows the distribution of graduates by high school.

School	June Grads
De Anza High	77
El Cerrito High	114
Gompers High	28
Hercules High	8
John F. Kennedy High	141
Middle College	26
North Campus	12
Pinole Valley High	36
Richmond High	149
Vista High	30
Total	621

The second chart indicates the intentions of June graduates who live in Richmond.

Plans After High School	June Grads
Not sure / no response	84
Four-Year College or University	185
Full-Time Employment	29
Military	18
Technical or Career School	12
Two-Year College/Community College	293
Total	621

The third chart shows the colleges and universities that Richmond resident June graduates are attending for all schools with two or more attendees.

School	June Grads
Contra Costa College	155
Berkeley City College	43
California State University, San Francisco (San Francisco State)	22
Diablo Valley College	16
California State University, East Bay	15
University of California, Davis	15
California State University, Sacramento	14
Laney College	13
University of California, Berkeley (CAL)	13
California State University, San Jose (San Jose State)	11
California State University, Sonoma	10
California State University, Los Angeles	8
Art Institute of San Francisco	6
University of California, Los Angeles (UCLA)	6
University of California, Merced	5
University of California, Santa Cruz	5
California State University, Chico	4
California Polytechnic State University, Pamona	3
California Polytechnic State University, San Luis Obispo	3
California State University, Humboldt	3
City College of San Francisco	3
Cogswell Polytechnical College	3
Santa Rosa Junior College	3
University of California, Riverside	3
Arizona State University	2
California State University, Bakersfield	2
California State University, Dominguez Hills	2
College of San Mateo	2
Georgetown University	2
Holy Names University	2
Howard University	2
Universal Technical Institute (UTI)	2
University of California, Santa Barbara	2

Y-PLAN Healthy Cities Global Action Exchange- Wendell Greer
The Board is invited to participate in the Center for Cities & Schools Y-PLAN Global Action Exchange and Partners Roundtable on Thursday, July 16th and Friday, July 17th. Y-PLAN (Youth

- Plan, Learn, Act, Now) is an educational strategy to inform local community development processes and aligned educational reform. The 2015 Y-PLAN Exchange brings together young people, educators, and civic leaders from around the nation and globe to share their work and exchange ideas on how to build healthy, sustainable, and joyful cities.

The Action Exchange will be held from 4:30-7:30pm on Thursday July 16[th]at MetWest High School in Oakland and will feature presentations from Y-PLAN projects at Richmond High School. The event is open to the public. On Friday, July 17th the Partners Roundtable will be held from 8:30am-4pm at the California Endowment. The Roundtable will bring together local leaders to discuss regional strategy to scale and sustain Y-PLAN in the Bay Area. Please contact Elizabeth Carmody (elizabeth.carmody@wccusd.net or 510-231-1194) if you would like to participate in the Friday Partner Roundtable. (Agenda & Save The Date Enclosed)

Request for Proposals, Board of Education Special Counsel – Lisa LeBlanc
As communicated in the June 26th Friday Memo, the Request for Proposals for legal counsel to assist the Board in identifying audit firms to conduct a forensic audit into the allegations of Dennis Clay was distributed and responses are due today (July 10th, 2015) by 4:00 p.m. In addition to three publications (The Recorder, SF Daily Journal, and Contra Costa Times), and sending the RFP to Contra Costa County Bar Association, there were e-mail notices sent to O'Conner/Telezinsky and Burke, Williams & Sorensen. These firms were selected from the CASBO, CSBA and ACSA attorney lists because they appeared to be the only firms on those lists that have not previously done business with WCCUSD and/or may not have a conflict of interest.

Parcel Tax Review – Sheri Gamba
The May 1, 2015 Friday Board Memo included both the summary and detailed financial information that was provided to the Community Budget Advisory Committee (CBAC) at its April 30, 2015 meeting. At the April meeting the committee had an opportunity to review the expenses and budget related to the parcel tax. The committee had a productive conversation regarding the oversight of the parcel tax funds. As a result the District will be adding a separate financial statement for the parcel tax funds to the annual audit for review. The CBAC presented a resolution regarding the review of financial documents as well as an update to the CBAC roster at the May 6 board meeting.

Update on the Global Bay Campus – Marcus Walton
At the last Board meeting, members asked that they receive more information about the Global Bay Campus Working Group and be kept updated on future meetings and developments. The next education subcommittee meeting scheduled for Tuesday, July 14 has been cancelled. The next meeting of the full Working Group will be on Thursday, July 23, at 6 p.m. at the Richmond Field Station, 1301 South 46th Street, Richmond, CA -- conference room 445. (Directions are here, a map to conference room is here).

Included in this week's memo is a list of education recommendations from community meetings and other input has been collected by the UC Berkeley staff. Additionally, Board members and local residents can sign up for updates directly from UC Berkeley at chancellor.berkeley.edu/berkeley-global-campus-richmond-bay#update-form.

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.

Richmond Promise – City of Richmond / WCCUSD Partnership

Action Plan – Draft1

June 15, 2015

Executive Summary

The Richmond Promise is a transformative opportunity for the Richmond community to ensure every child has the resources and tools necessary to secure a high quality education and qualify for well-paying jobs, while nurturing a culture of lifelong learning. The Richmond Promise is more than a scholarship; it is a unified effort between the City of Richmond, West Contra Costa Unified School District, and the Richmond community to support Richmond students with a comprehensive program. The Richmond Promise Strategic Action Plan creates a framework to transition this ambition into action. This collaborative framework guides participating institutions – Richmond Promise Champions – through supporting initiatives and administration of four overarching strategies: 1) college readiness; 2) permeation of a college going culture and social support services; 3) the financial means to remove barriers to matriculate; and 4) the identification and alignment of educational resources.

Acknowledgements

Richmond Promise Vision and Goals

The Richmond Promise seeks to advance educational outcomes for Richmond residents, promote economic growth and nurture a culture of lifelong learning through collaboration between the City of Richmond, the West Contra Costa Unified School District (WCCUSD), Community Partners, and the Richmond community.

The Richmond community recognizes education as a pillar of community health and vitality. Education is a primary driver of economic opportunity and security. Occupations typically requiring postsecondary education for entry reflect higher median wages ($57,770 in 2012) and are projected to grow faster (14.0 percent) between 2012 and 2022 compared to occupations typically requiring a high school diploma or less ($27,670 and 9.1 percent growth)[1].

While The Richmond Promise may at first seem to be an opportunity reserved for high school seniors, it is predicted to provide benefits to the entire community through creating positive economic and social change. The Promise seeks to utilize a collaborative framework to facilitate the following objectives:

Primary Goals
Increase the proportion of Richmond students:

- Accessing college readiness preparation;
- Graduating from high school;
- Who are UC/CSU eligible;
- Attending four year universities;
- Completing a bachelor's degree, associate's degree, or career and technical education (CTE) certification.

The Richmond Promise's equity focus will reduce disparities in these outcomes within race/ethnicity and income parameters.

Secondary Goals
- Increase resources for the WCCUSD to support students as additional students enroll to take advantage of the Promise.
- Increase the economic well-being of Richmond by producing a college-ready workforce and attracting new talent to the community.

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[1] Bureau of Labor Statistics. http://www.bls.gov/news.release/ecopro.nr0.htm

- Improve the health and quality of life of residents by reducing cumulative stressors associated with living in an environment lacking educational and economic opportunities.

The Richmond Promise Strategic Action Plan outlines key partners and outcomes to facilitate these changes and catalyze institutional, programmatic, and social change.

Background

On July 29, 2014, the Richmond City Council approved the [Environmental and Community Investment Agreement (ECIA)](). The ECIA is an agreement between the City of Richmond and the Chevron Corporation to provide $90 million to the Richmond community over the next ten years. This includes investments in community programs, competitive community grants, community-based greenhouse gas reduction programs and a photovoltaic solar farm.

The City made the Richmond Promise a centerpiece of its agreement, with $35 million of total ECIA funds allocated to the Promise. This funding is intended to provide direct support to Richmond students, with supplemental administration provided in kind by Promise Champions. The initial $35 million will be part of a larger financial growth and fundraising strategy to continue to support eligible Richmond students with scholarship awards in perpetuity. The goal is to develop an endowment of at least $150 million. It is proposed the WCCUSD institutionalize and financially support college readiness and the Promise by establishing Future Centers at each Richmond high school and operationalizing data collection for the 2015-2016 school year.

Mission

The Richmond Promise promotes academic success that leads to viable lifelong learning and career opportunities for local students and the community. The Richmond Promise will succeed through a collaborative framework with Richmond students, parents, the City of Richmond, WCCUSD, Community Partners, and Philanthropic Partners to facilitate norms change to boost students' desire and self-confidence to attend college while providing the resources and tools to make each child's dreams and ambition a reality. The full impact of the Promise depends on the success of each individual child in our local public schools, with their success permeating throughout the community, improving the quality of life, and developing a highly skilled workforce relevant to the needs of the marketplace.

Equity Statement

Educational components are an integral part of the City's guiding policies and plans, including the Richmond General Plan and Health in All Policies (HiAP) Ordinance and Strategy. Equity in

educational resources and outcomes is also the driving aspect of the WCCUSD's Strategic Action Plan and Local Control Accountability Plan (LCAP). Appendix I features supporting policy synergies from the City of Richmond's General Plan and Health in All policies Strategy.

As noted in the HiAP Strategy, the impacts of educational opportunities on standards of living and social interactions are far-reaching, with consequences for the health of individuals and communities. Education influences health through three inter-related pathways: health knowledge and behaviors; employment and income; and social and psychological factors. Completion of formal education is a key pathway to employment and access to healthier and higher paying jobs that can provide food, housing, transportation, health insurance, and other basic necessities for a healthy life. Education is linked with social and psychological factors that influence health outcomes, including having a sense of control over one's life, improved social standing and self-confidence as well as enhanced social support networks.

The Richmond Promise will be a collaborative opportunity to ensure its mission and opportunities are distributed equitably across all students in the local school system.

Richmond Promise Champions: Partners & Outcomes

Educational opportunities, and the social, physical, and emotional factors they influence, are not only recognized in a classroom; they are the cumulative effect of a community effort. In this vein, the Richmond Promise will succeed through a collaborative framework of the City of Richmond, WCCUSD, Community Partners, and Philanthropic Partners. Together, these partners will comprise the "Richmond Promise Champions." The role of Richmond Promise Champions will be to advocate, support, and grow the mission of the Richmond Promise, within the community and on a national level.

Richmond Promise Champions will build a strong, sustainable foundation by:

- Influencing funding streams to support the Richmond Promise;
- Developing diverse funding sources and a strong volunteer program that support the Richmond Promise's growth and development;
- Co-locating and integrating services;
- Supporting the integration of the Richmond Promise into local, state, and federal government strategies, policies and funding priorities.

All Richmond Promise Champions:

- Provide knowledge, expertise, and a commitment to furthering the mission of the Richmond Promise.

- Designate a staff member to act as a regular member of the Richmond Promise Steering Committee.
- Actively participate in the Richmond Promise, events and relevant meetings.
- Participate in and contribute to the creation of a strong, sustainable base for the Richmond Promise including support for fundraising activities.
- Participate in evaluation and data collection and data sharing (as allowed within privacy policies).
- Disclose any competing interests or conflicts of interest.

Richmond Promise Champions will work together to implement four overarching strategies:

A. **College Readiness** – Students are equipped with the skills, knowledge, and requirements to complete a bachelor's degree, associate's degree, or CTE certification.

B. **College Going Culture & Social Support** – Systems work together to facilitate a norms change and a "college going culture" to boost students' desire and self-confidence to attend college while providing the emotional and social support that may be required for them to view college as a realistic and desirable option.

C. **Financial Means** – Students have the financial means necessary to complete a bachelor's degree, associate's degree, or CTE certification.

D. **Identification and Alignment of Educational Resources** – School district resources are

allocated to meet these outcomes and organizations in Richmond supporting Richmond students are consolidated under place based and digital outlets. Contra Costa College and local universities organize resources with the City and WCCUSD to maximize outcomes for students.

City of Richmond and WCCUSD

West Contra Costa Unified is the result of the consolidation of five school districts in 1965. The attendance boundaries of the schools are independent of city boundaries. Thus, students who live in the City of Richmond attend schools outside of the City limits and students who live in other communities attend school in the City of Richmond. The chart below shows the residences of students and the high schools attended for the graduating class of 2015.

School	El Cerrito	El Sobrante	Hercules	Kensington	Pinole	San Pablo	**Richmond ***	% in Richmond
				City / Unincorporated Area				
De Anza		72	1		5	72	86	36.4%
El Cerrito	131	2	3	18	1	11	132	44.3%
Gateway-College		2	5		6	24	49	57.0%
Gompers		2	1		2	12	48	73.8%
Hercules		1	196		2	2	3	1.5%
John F. Kennedy						3	157	98.1%
Middle College	1	7	2		3	20	27	45.0%
Non Public s					1	2	6	66.7%
North Campus	1	5	11		8	34	30	33.7%
Pinole Valley		7	5		146	104	37	12.4%
Richmond		1	1			174	157	47.1%
Home Teaching	1	4			3	9	7	29.2%
Vista Ind. St.	4	4	2		6	17	37	52.9%
Total	138	107	227	18	183	484	776	40.1%

*Students who live in North Richmond are included in the City of Richmond column.

While the vision of the Richmond Promise is ultimately to include all students in WCCUSD in the grant by raising a sufficient endowment for all, the initial funds are limited to residents of Richmond and North Richmond.   The programs and services described in the WCCUSD

commitment throughout this plan are and will be provided to all students in the District. Funding estimates for various programs and services are inclusive of the services provided to all. Through the Local Control Accountability Plan, WCCUSD provides higher levels of services in the schools with greater proportion of students who are in one of three categories, low income, English language learners and foster youth. Students at Kennedy High, Richmond High and Greenwood Academy (a new school for 2015-16 from the consolidated populations at Gompers and North) receive academic, social emotional and other support services that are not yet available in other schools. While approximately 40% of all students are Richmond residents, it is fair to assume that a greater proportion of the expenditures in the amounts reported below are allocated to students at Kennedy, Richmond and Greenwood Academy High Schools.

College Readiness

Students are equipped with the skills, knowledge, and requirements to complete a bachelor's degree, associate's degree, or CTE certification.

Supporting Initiatives

Future Centers: School-based Outreach & Mentoring

Future Centers were developed by the Denver Scholarship Foundation to provide direct assistance to high schools with onsite college counselors. WCCUSD high schools currently include college and career centers to assist those students who are working towards college. Each comprehensive high school has a functioning college and career center housed by UC Berkeley DCAC/EAOP fellow advisors and various CBO programs. All six comprehensive high schools in the district currently provide health and wellness services through the health centers in each school. Two additional health centers will be added for the 2015-16 school year at schools that serves large populations of Richmond resident students, Greenwood Academy and Helms Middle School.

WCCUSD and numerous community based organizations currently operate a variety of college readiness programs for students.

Figure 1. College Readiness Programs at WCCUSD schools

Program	Grade Level	Services

College Access Initiative	9th-12th	The Ed Fund's College Access Initiative seeks to increase the number of West Contra Costa Unified School District students who seek and attain a post-secondary education. As the convener of the West County College Access Network (WCCAN), the Ed Fund works with college access providers and the West Contra Costa Unified School District to significantly increase the number of students seeking and completing a post-secondary education.
Upward Bound UC Berkeley	9th-11th Low-income 1st generation Approx. 15-20 students per site @ DeAnza, El Cerrito, Kennedy Richmond	The program helps motivate and prepare high school students graduate from high school and enroll in post-secondary education. Services include college readiness, financial aid assistance, and Saturday school
UCB Pre-College Trio Talent Search Program	9th-12th Serves approx..150-200 students per site @ DeAnza, El Cerrito & Pinole	Trio College Advisors provide individual academic advising, planning and referral process to help students graduate and matriculate into post-secondary education. They provide summer programs and a SAT/ACT preparation program
UCB EAOP/ DCAC Fellowship Advisors	9th-12th Serves approx.. 160 students per site @ each comprehensive high school Total= 960	The UC Berkeley Early Academic Outreach Program (EAOP)/Destination College Program prepare students for higher education. Services include individual academic planning, classroom workshops covering college admissions, college transition and preparation, college & career explorations, college and career fairs, FAFSA and scholarship application assistance
Pre-College Academy	9th-10th\ Serves approx. 200 students	A six week program (June-July) in which students enroll in two courses related to college level writing and math.
Rising Scholars Program	9th-12th (Young men of color) Serving a total of 140 young men in DeAnza, El Cerrito, Hercules & Pinole	The Young men will receive college counseling in small groups and have a counselor assigned to work with them to increase their knowledge of the college preparation and application process along with enrichment experiences that will increase their social transformation and help to prepare them for life, as well as college.
WriterCoach Connection	9th & ELD	Provides students with one on one writing support and assist seniors with college application college
The RYSE Center	9th-12th Serves 50 students	Provide academic counseling through an Education and Career plan, college tours, scholarship opportunities and SAT prep

Upward Bound Mills	Varies	The program helps motivate and prepare high school students graduate from high school and enroll in post-secondary education. Services include college readiness, financial aid assistance, and Saturday school
Young Scholars Program	9th-12th 1st generation	Provide holistic approach to college support services and leadership life skills designed for students who are underrepresented on college campuses. Services include preparation of students to gain admission to college and to matriculate to college.
Gooden College Connection	Small group of 12th Serves approx. 40 students	Seniors are provided with an individual advisor who assist them with their college application, financial aid and scholarship
College is Real, Inc	9th-12th Serves 100 students	Tutoring, college application assistance, mentoring, scholarships, academic advising, FAFSA assistance, college visits
PACT, Inc	9th-12th Serves 125 students	Provides application assistance, academic advising, FAFSA assistance, college visits
Academy of Art Pre-College Summer Program	9th-11th Serves 30 students	The Academy of Art provides our district with 30 scholarships for student to enroll in up to four courses during the summer and receive credits toward Academy of Art University. At the end of the 6 week program, students get to show off their work.

College preparatory curriculum and expansion of Advanced Placement courses

Students must complete courses certified by the University of California and California State University systems to qualify for admission at these universities. These courses are commonly referred to as the "A-G courses" due to the label designated to each required subject area:

a. History/Social Science (2 years)

b. English (4 years)

c. Mathematics (3 years, UC recommends 4)

d. Laboratory Science (2 years, UC recommends 3)

e. Language Other than English (2 years, UC recommends 3)

f. Visual/Performing Arts (1 year)

g. College Preparatory Elective (1 year)

Future Centers will work with students to identify college plans that incorporate the necessary A-G courses into their schedules.

Advanced Placement (AP) courses offer students an opportunity to challenge themselves with college-level material and strengthen their academic skills and critical thinking. AP courses strengthen college applications by demonstrating college readiness, and can reduce the amount of course credits needed once in college. Succeeding in AP courses may be an effective tool for assisting first generation college students to successfully transition and succeed once in college. Future Center staff with support for both counselors in all schools and trained college counselors assist students with choosing appropriate AP courses and provide the academic and social support needed to succeed in these courses.

Figure 2 demonstrates the number of AP courses available at each WCCUSD high school and the number of students currently enrolled. The Richmond Promise intends to align with the WCCUSD Strategic Action Plan goal of increasing the number of students taking and passing AP exams.

Figure 2. Advanced Placement courses at WCCUSD schools[2]

2014-15 AP Enrollment Summary

		De Anza	El Cerrito	Hercules	Kennedy	Pinole	Richmond
2015	# AP Courses	10	13	14	11	10	10
	AP Enrollment	475	921	643	248	310	302

AP Exam Performance by School and Year

		De Anza	El Cerrito	Hercules	Kennedy	Pinole	Richmond
2011	# Exam Takers	65	208	154	63	209	213
	# AP Exams	115	369	281	122	431	352
	# Exams Per Student	1.77	1.77	1.82	1.94	2.06	1.65
	# Passing AP Exams	35	153	118	12	146	55
2012	# Exam Takers	61	238	187	56	191	182

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[2] University of California A-G course. list https://hs-articulation.ucop.edu/agcourselist#/list/search/5?q=Richmond%20high&f=

	# AP Exams	104	397	336	99	356	290
	# Exams Per Student	1.70	1.67	1.80	1.77	1.86	1.59
	# Passing AP Exams	22	182	134	4	128	58
2013	# Exam Takers	110	281	243	107	216	165
	# AP Exams	198	425	378	186	380	258
	# Exams Per Student	1.80	1.51	1.56	1.74	1.76	1.56
	# Passing AP Exams	51	199	124	20	167	30
2014	# Exam Takers	128	310	235	162	183	129
	# AP Exams	255	527	362	256	323	192
	# Exams Per Student	1.99	1.70	1.54	1.58	1.77	1.49
	# Passing AP Exams	68	232	146	28	98	56

*2013-2104 School Year. A score of 3, 4 or 5 is considered passing exam. These are school-wide numbers and not Richmond student specific. A Test Taker can take more than one exam. *Source: Dataquest AP data (2013-2014)*

Contra Costa College Dual Enrollment
In addition to AP courses, dual enrollment with community college coursework can significantly increase students' college readiness, strengthen college applications, and provide college credit. WCCUSD and Contra Costa College are currently developing a "K-14" plan to support dual enrollment opportunities at WCCUSD school sites. Expanding opportunities for Contra Costa College courses on school sites will increase student achievement, and support the implementation of Full Service Community Schools.

STEM Focused Initiatives
Providing students greater education opportunities in the fields of fields of Science, Technology, Engineering, and Mathematics, commonly referred to as "STEM", will be a fundamental aspect of improving students' college readiness and academic capacity, as well as their ability to access high-paying careers. The ECIA notes that the scholarship is intended, in part, to assist residents in "securing meaningful employment, including in the fields of research and development, engineering, and renewable energy fields." STEM fields are identified as 15 of the top 30 fast growing occupations through the year 2022 by the federal Bureau of Labor Statistics[3].

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[3] Bureau of Labor Statistics. http://www.bls.gov/emp/ep_table_103.htm

The WCCUSD Strategic Action Plan identifies STEM programming as a priority, and provides a variety of initiatives and opportunities for students to participate in STEM pathways. Figure 3 identifies STEM opportunities at Richmond schools. Objective 2.10 of the WCCUSD Strategic Action Plan notes the high demand for innovative STEM programming offered at some schools, and calls for collaboration with external providers to expand programs to parts of the district currently without access.

Future Centers will prepare students to follow a STEM-oriented academic pathway (i.e A-G and AP coursework) and provide them with access to STEM opportunities to support their learning.

Currently, WCCUSD provides the following STEM initiatives that impact students in the Richmond, Kennedy, and DeAnza families:

-Mathematics and science content coaches provide weekly best practice demonstration lessons, collaborative planning, and data analysis to support teacher practice and student achievement. This content coaching is provided to all middle school mathematics and science teachers, and all high school teachers of algebra, geometry, and biology. This coaching initiative is supported by the Mathematics Coaching Consortium, a partnership of Bay Area districts based in the district.

-Hands-on and project-based science instruction is provided at Helms and DeJean middle schools and at Richmond High School through Project Lead The Way (PLTW). PLTW is a leading national provider of K-12 STEM curriculum and professional development, supported by corporate and community networks, focusing on developing student skills for success in the global economy.

-Mathematics Achievement Academies, which are summer programs that provide focused mathematics content instruction in preparation for the students' next year's course, are provided to students in all families.

-Through a partnership with the Mathematics, Engineering, Science Achievement (MESA) program at Cal State East Bay, tutoring and mentoring are provided for students at all middle and high schools in these families.

-WCCUSD Educational Technology initiative to support integration of technology, including tablets, laptops, and web resources into lessons, is present in every classroom in these families.

-WCCUSD maintains an array of STEM-focused web resources for teachers, students, parents, and community members, on our district websites

at http://www.wccusd.net/math, http://www.wccusd.net/science, and http://www.wccusd.net/edtech.

-Currently under construction for use starting the summer of 2015 a Fab Lab (or Fabrication Laboratory) is being installed at Kennedy High School, to serve Kennedy and all WCCUSD students, as well as support community entrepreneurship. A Fab Lab is a small-scale digital workshop equipped with computer-controlled tools, such as 3D printers, laser-cutters, routing machines, 3D scanners, 3D milling machines, and programming tools. WCCUSD's Fab Lab initiative is a partnership with the Fab Foundation, which emerged from the Massachusetts Institute of Technology's Center for Bits and Atoms.

-A Mobile Fab Lab is currently being acquired for use district wide starting next school year, to reach all of our students at their local school site locations, including in the Richmond, Kennedy, and DeAnza families.

-For 2015-16 the District is building a hybrid Fab Lab at Crespi Middle School, in the DeAnza family. The hybrid Fab Lab will contain the same types of equipment as the Fab Lab at Kennedy.

-The District is also upgrading the welding programs at Kennedy High School in the next school year.

-WCCUSD is establishing STEM Community Centers in all six of its comprehensive high school families, to provide Family Science nights, after school tutoring, science kits, and a range of workshops, classes, and Fab Lab activities. The location of the STEM Community Center for the Richmond family is Downer Elementary School; for the Kennedy family it is the Fab Lab; and for the DeAnza family it is the Crespi Hybrid Fab Lab.

Inclusionary Programs for Underserved Populations
The Richmond Promise is intended to be an opportunity for every Richmond student in the WCCUSD. While WCCUSD currently provides a number of opportunities for college access and support, a significant number of students continue to drop out and/or fail to meet college ready standards. Figure 4 displays Richmond student graduation rates by race/ethnicity. Identifying and engaging students who otherwise would not be prepared for college will be a key aspect of the Richmond Promise.

Figure 4. WCCUSD Richmond Student Graduation Rates by Race/Ethnicity

	Amer Ind/ Alaska Nat	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	2 or More Races	None Reported	Total
De Anza	0.0%	92.3%	100.0%	75.0%	82.9%	69.2%	66.7%	50.0%	0.0%	**77.3%**
El Cerrito	0.0%	90.6%	100.0%	100.0%	91.2%	83.0%	96.1%	0.0%	0.0%	**89.8%**
Gompers	62.5%	91.0%	70.6%	91.7%	77.1%	74.3%	85.1%	60.0%	0.0%	**79.9%**
Hercules	50.0%	100.0%	100.0%	100.0%	89.8%	98.3%	89.5%	0.0%	0.0%	**95.7%**
Kennedy	100.0%	75.0%	66.7%	100.0%	57.5%	64.7%	66.7%	0.0%	0.0%	**62.9%**
Middle College	100.0%	100.0%	0.0%	100.0%	96.2%	100.0%	100.0%	0.0%	0.0%	**98.8%**
North Campus	62.5%	91.0%	70.6%	91.7%	77.1%	74.3%	85.1%	60.0%	0.0%	**79.9%**
Pinole Valley	100.0%	93.9%	100.0%	96.3%	95.2%	93.7%	93.3%	0.0%	0.0%	**94.4%**
Richmond	100.0%	96.2%	50.0%	100.0%	89.2%	72.2%	85.7%	100.0%	0.0%	**88.7%**

Richmond Promise Champions will collaborate with administrators, teachers, parents, and students at each school site. Programs and initiatives to respond to these populations' unique and dynamic needs will be crafted by leveraging the resources of school sites, Future Centers, and community partners. WCCUSD's commitment in this area includes:

- The District's traditional summer school will now provide more enrichment activities at the elementary and middle school levels while continuing to provide for credit recovery for our high school students. Programs will be at Ford, Grant, Lake, Montalvin and Wilson Elementary Schools as well as programs for special needs students at Collins and Harding. Middle school summer programs will be at DeJean, Helms and Kennedy. The high school courses will be offered at Helms, Kennedy and Pinole Middle. We're planning to serve about 3,800 students.
- The Ivy League Connection program has been an integral college awareness program in the West Contra Costa Unified School District for the last ten years. Each year students at our high schools participate in a rigorous screening process in order to gain acceptance into a summer program at an Ivy League university. The Ivy League Connection has grown tremendously over the years through the contributions of benefactors and corporations vested in providing educational opportunities for our students. This summer WCCUSD will be sending thirty-three students to various Ivy League universities including Cornell University, Columbia University, Brown University, The University of Pennsylvania, the University of Chicago and the "Ivy League of the South": Vanderbilt University.
- With the support of 4Richmond, a number of students from our district will be attending summer programs at Fisk, Spellman, Morehouse, Tennessee State and the University of New Mexico. Rising juniors and seniors in our schools will be taking colleges courses, improving their abilities to take on college level academic rigor, visiting other colleges and universities and staying on the college campuses.
- Another 275 students will be participating in the Upward Bound programs at the University of California at Berkeley this summer. One of those programs is the math and science initiative in which students live in the dormitories at UCB in a six week long program that includes English, math, computer science, lab science and tutoring sessions.
- More than 20 high school students from Kennedy, Richmond and DeAnza will participate in the University of California's Center for Youth Development through Law. The Legal Fellowship

Program provides participants with two months of full-time educational and employment activities during the summer, and providing summer program graduates with ongoing mentoring and other follow-up support. Students participate in paid internships in law, government and in non-profit offices while exploring the legal system through academic classes, interactive exercises, mock trials, interactions with legal professionals, and engagement with current events.

Cohort Based College Advising Program
The American School Counselors Association recommends having at least one professional school counselor for every 250 students, yet California stands last in the nation with a current student to counselor ratio in California of 945:1. WCCUSD provides 35.2 counselors at 14 secondary schools for a combined ratio of 344 students for each counselor. Additionally, WCCUSD added four college counselors as part of the LCAP plan for 2014-15 with one each at Richmond, Kennedy, DeAnza, El Cerrito (1/2 time) and Greenwood Academy.   However, the District provides proportionately more counselors middle schools than high schools and plans to continue to add high school college counselors.

College Going Culture & Social Support

Systems work together to facilitate a norms change and boost students' desire and self-confidence to attend college while supporting students emotionally and socially to ensure that college is an option for students in our local school system.

Supporting Initiatives

Kindergarten Welcome & Resource Day
Developing a college going culture must begin well before high school. Facilitating this shift involves parent engagement and coordination among grade levels to encourage and produce a college going environment. College Day in WCCUSD TK-7 will be held on October 14, 2015.

After School Programming
Supporting students early in their academic careers will prepare them to hit the ground running and to take full advantage of opportunities in high school. The WCCUSD will collaborate with community based organizations to expand afterschool programming for elementary and middle school students that will provide students with academic instruction, tutoring, and enrichment programming.

WCCUSD implements 28 site-based After School Programs, 17 of the programs are implemented at schools across the City of Richmond (16 Elementary schools and 1 Middle school). The 17 Richmond sites serve approximately 1600 students annually. The After School Programs begin immediately upon the completion of the traditional school day and operate

until 6:00 every day throughout the school year. Full participation in the After School Program is equivalent to 90 additional days of school. Every site based program offers 3 daily components, academic skill building, enrichment activities, and supper.

During the summer WCCUSD implements an expanded learning program at five elementary sites. The expanded learning program engages students in skill building activities that reinforce core academic standards. Each day participating students engage in ELA activities, STEM projects, and performing arts enrichment activities.

In partnership with the *Farm 2 Kids* program, the Food Bank of Contra Costa and Solano ("The Food Bank"), delivers fresh produce to the 17 school sites which is then distributed to families by the After School Program staff. This year we have expanded support to students and families by enabling families to apply for CalFresh (formerly Food Stamps) at their child's school site. The Food Bank's bi-lingual eligibility workers use mobile technology which allows them process CalFresh applications in the community. Twice per month the eligibility workers will visit our school sites and process applications for families so they will not have to travel to the county office to enroll in benefits.

Summer Programming
Summer Learning Loss has been identified as the leading contributor to achievement gap. Supporting increased access to free and low cost summer programs is essential to the academic preparation of students for the Richmond Promise. The City of Richmond Summer Pilot Program, collaboration between the City, WCCUSD, and the Ed Fund, is a model for expanding access to high quality summer programs. In 2014, the pilot program developed best practices for out of school time at two recreation centers (Nevin and Shields Reid) to serve Richmond's highest need communities. The Pilot yielded increased participation and academic gains for youth participants.

Graduation Plan & Student Pledge
Ensuring that students are aware and prepared to take advantage of their financial award from the beginning of their high school career is key to facilitating a college going culture throughout the high schools. Each entering freshmen meet with their counselors to create their Graduation Plan. Counselors at each site works with each student to complete a 4 year plan annually. Completing the four year plan is their pledge to commit to completing high school and being on track for college eligibility.

In addition to completing a Graduation Plan, each student will sign a Student Pledge that informs the student of the opportunity that the Richmond Promise provides and reinforces their dedication to high level achievement in school. This is not a binding contract, but meant to

provide the student with a formal understanding of what they are able to accomplish and what is available to them via the Richmond Promise.

Parent Engagement

Providing support for students at home is just as important as in the classroom. Parent University is a seven-session, two hours per week course designed to foster parent engagement and create active parent leaders. Parents Learn about:

- Parental Involvement
- Preparing for a lifetime of learning
- Understanding our education system
- Becoming an effective communicator to support student achievement
- Taking action and developing leadership skills

Efficacy Experience & Growth Mindset: another multi-tiered approach to support shifting the mindset of parents and students collectively to support growth and achievement. Initial training is a 2day experience, followed by a train the trainer model with parents as leaders/facilitators with the goal of parents leading growth mindset/efficacy workshops for parents at school sites.

Peer Support Network

Structured, school-based programming and support are important to child development, but it is also important to recognize the support of peers. Future Centers will leverage current college-bound students and match these students to younger peer support networks. WCCUSD schools use a program called Link Crew in which juniors and seniors are matched with incoming freshmen students to provide academic and socio-emotional support. Freshmen will be able to gain exposure and model their peer mentor's study habits and preparations for college, as well as receive social support throughout their transition into high school.

Mentor Network

Future Centers will leverage community partners to establish and expand mentor networks to help students receive academic and professional advice and support from experienced adults. Mentors can assist with college application preparation and serve as a resource for students. Mentors will be required to engage their students in check-ins at least once a month. Future Centers will connect students with mentors initially based on need, and expand the opportunities as the network grows. The Richmond Promise Alumni Network will become an excellent source of mentors as Promise students complete their degrees and find secure employment. The WCCUSD After School Program Office partners with Saint Mary's College to place college mentors at our site-based After School Programs. The college mentors support students with academic skill building activities and enrichment activities.

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College Tours

Visiting college campuses can galvanize a college culture by allowing students to experience the tangible results of their efforts in high school. The Bay Area features several UC and CSU campuses accessible to WCCUSD school sites. Not only does this provide an opportunity to make college more of a reality, it also reinforces the fact that many of these institutions are a short distance from Richmond. And, quite importantly, it provides the students with first-hand knowledge of the GPA and other requirements for admission into these institutions. Future Centers will serve as a hub for organizing college tours to campuses that are fairly close and are where many Richmond students attend:

- UC Berkeley
- UC Davis
- UC Santa Cruz
- CSU East Bay
- San Jose State University
- San Francisco State University

As the Richmond Promise grows and formalizes college partnerships, college tours can be standardized for new freshmen cohorts at each Richmond high school. Currently in WCCUSD, opportunities vary somewhat by site but each counselor takes students on at least two college trips each year and all students visit UC Berkeley on Cal Day.

Academic Signing Day

When stand out high school athletes decide where they are accepting an athletic scholarship, it is known as "signing day" students formally sign their commitment to attend and play for a university. The Richmond Promise and WCCUSD will recognize and celebrate the achievement of all seniors attending college with an Academic Signing Day ceremony. WCCUSD instituted a college acceptance recognition called Decision Day with the class of 2015. Seniors from District high schools announced the colleges they will attend in the fall at Decision Day May 2015.

Ambassador/Alumni Network

As the Richmond Promise grows, the Ambassador and Alumni Network will reinforce the college going culture through the expansion of its greatest asset: the Promise recipients themselves. The Ambassador Network will feature Richmond Promise students currently attending college who can share their experience and recommendations with current high school students. Ambassadors will be welcome to engage via email, social media, phone, college tours, and site visits back to their high school. The network will also allow college students to connect with each other while at school to support one another.

Once students complete their degree, they will be registered with the Richmond Promise Alumni Network. The Alumni Network will organize and leverage alumni for internship, employment, mentorship, and fundraising opportunities.

Internship Opportunities

Future Centers will assist in operationalizing opportunities set forth for students via the WCCUSD's Linked Learning initiative and career academy pathways. Linked learning and career academies assist students in developing critical thinking and applying their knowledge to the professional world. Richmond Promise Champions will provide students experience outside the classroom via regular internship opportunities within the local community. Internships provide professional experience and allow students to see how a higher education can open career pathways.

Currently in WCCUSD, all internship opportunities are shared among counselors to identify students who are interested. The After School Program office partners with Kennedy High School to identify Youth Development Interns. The Youth Development Interns will graduate from Kennedy high school in June 2015 and plan to attend local community and four year colleges with the goal of becoming a teacher or work in the human services field. The Youth Development Interns participate in 4 work readiness/soft skill workshops during the Spring then 24 hours of professional development regarding best practices in youth development, out of school time programming, and work readiness skills. The Interns will begin the summer by shadowing highly qualified staff (certificated teachers, Graduate Tutors, or Group Leaders with more than 3 years of experience) as the summer progresses the Interns will support the Group Leaders with classroom activities with the goal of co-facilitating activities by the end of the summer. Youth Development Interns who successfully complete their internship will receive a $900 stipend and have the opportunity to apply for open ASP Group Leader positions with our Community Based partners serving as After School Program Lead Agencies.

Financial Means

Students have the financial means necessary to complete a degree at a four year university.

Supporting Initiatives

Supplementary Scholarship Resources

Students will be encouraged to apply to scholarships in addition to the Richmond Promise to recognize their dedication and effort. This will help fill any remaining tuition gaps and provide potential sources of financial support for supplementary school costs (room and board, books, materials, etc.). Future Centers and in school college advising curriculum will leverage the

support of the Ed Fund and community partners to connect students with scholarships and help them to complete their applications. Assisting students with supplementary scholarships will also increase the longevity and reach of the Richmond Promise scholarship fund.

Financial Planning Support

In accordance with the "College Going Culture & Social Support: Parent Engagement" section, Future Centers will provide students and parents financial planning resources to recognize and account for the costs of going to school and understand how they relate to the Richmond Promise. Specific media will be developed to supplement this material and make information easily shareable with family and friends. Community partners will continue to leverage information and resources for parents with special events, workshops and programs. Full Service Community Schools and Richmond Promise Champions will also provide connections and opportunities to assist families with financial planning. In WCCUSD, counselors disseminate scholarships to eligible students and works closely with students with completing the application and letters of recommendations.

FAFSA/DREAM Act Assistance

All students must complete their FAFSA or California DREAM application must do so by the deadline. In addition to the WCCUSD's financial aid campaign, Future Center Advisors will work one-on-one with students and parents to ensure their applications are accurate and maximize their potential for financial assistance. Future Center Advisors will help non-eligible students complete the California DREAM application and identify other forms of potential financial support. With the leadership from Ed Fund, WCCUSD has been able to increase FAFSA applications form 32% of the seniors two years ago to 67% of the class of 2015. Activities in this area include the Cal Grant GPA Upload, FAFSA campaign, Cash for College Nights at each site.

Scholarship Administration

Students will meet with Future Center Advisors once they submit their Statement of Intent to Register (SIR) with their university or enroll in Community College to fill out their Richmond Promise scholarship award application. Applications and awards will be processed on a year-to-year basis, contingent upon the fact that students remain eligible based on the standards adopted by the Richmond Promise Policy Committee. Scholarship Administration will work collaboratively with Data Management to track the progress and ensure accurate management of all awards.

Post-Secondary Success and Tracking

Once students become Promise Scholars, they will enter the Promise Scholar Cohort program. Promise Scholars receive guidance with making their final college decisions, help accepting financial aid awards, and support in completing the college enrollment process. Promise

scholars will then attend "Promise Day", an event to help prepare them for their transition to college. Once they have begun their college journey, the Program Administrator will work with the Promise Scholar Cohort to connect them with resources and programs on campus including past Promise Scholars. By connecting students to essential resources and programs, including programs like Campus CREWS, Promise Scholars will matriculate at higher rates towards their goal of graduation. Matriculation rates for Promise Scholars will be a primary data tracking point.

Identification and Alignment of Educational Resources

Facilitating the successful implementation of these goals and strategies will require the alignment and coordination of WCCUSD plans and services. Appendix II identifies current WCCUSD policies, initiatives, and funding streams dedicated to support these outcomes. WCCUSD will work collaboratively with parents and Community Partners to support Richmond students and develop a plan to support the implementation of Future Centers and data management.

Administration

The City is actively engaging partners to formalize an administrative strategy for City Council approval. Each description below identifies potential partner roles, but these will evolve as community input, financial contributions, and partner capacity become clearer. Following the SparkPoint model, in addition to the Executive Director, we will likely require the assistance of a third party facilitator to assist in negotiating the MOU and finalizing roles between the Richmond Promise Champions. The Richmond Promise will operate under the direction of an Executive Director, supported and informed by the Promise Champions. Administration will function to ensure the success and longevity of the Richmond Promise through:

- College Readiness Policies and Programs
- Scholarship Administration
- Fundraising & Financial Growth
- Data Tracking & Management

Policy Committee

The City of Richmond maintains primary responsibility for execution of the ECIA, the primary funding source for the Richmond Promise scholarship award. The Richmond Promise will be directed by the Richmond Promise Policy Committee, consisting of two (2) standing members of the Richmond City Council, and one (1) standing member of the West Contra Costa Unified School District (WCCUSD). The Policy Committee will guide the Richmond Promise programs

and Champions to achieve the stated mission, goals, and outcomes of the Promise. The Executive Director will successfully implement and monitor their progress.

Executive Director

It is anticipated an executive director will directly manage fundraising and financial growth strategies, public relations, higher education partnerships, and reporting and accountability measures. The Strategic Action Plan proposes an experienced and capable organization ("Partner") will provide direct scholarship administration to eligible students. In addition to overseeing scholarships, this organization will likely lead community events for eligible scholars (FAFSA/DREAM completion events, information nights) and data management of Richmond scholars. The Executive Director will help establish and manage the protocols, benchmarks, and reporting requirements for Richmond Promise Champions.

Appendix III provides a detailed description of the roles and responsibilities of the Executive Director.

City of Richmond

The City of Richmond will support the Policy Committee to ensure successful implementation of the standards set forth by the ECIA. The City will continue to manage scholarship award funds until the Richmond City Council identifies an appropriate partner or establishes a 501(c)3 non-profit to administer and manage the funds. The City will be responsible for coordinating the distribution of the scholarship awards from Chevron via the ECIA. The City will continue to work collaboratively to support WCCUSD initiatives that advance the goals and mission of the Richmond Promise, including Full Service Community Schools, Linked Learning, Y-PLAN, My Brother's Keeper, and internship opportunities. The City will collaborate with community partners to facilitate "wrap around" services at school sites, including community clinics, SparkPoint, and coordination with LEAP and Library services.

West Contra Costa Unified School District

The West Contra Costa Unified School District's (WCCUSD) leadership in coordination of implementation of College Readiness policies and programs is fundamental to the success of the Richmond Promise. The WCCUSD will be responsible for supporting the goals and supporting initiatives outlined in the "Richmond Promise Champions: College Readiness" section of the Strategic Action Plan. This leadership will share responsibility with Community Partners to successfully employ the goals and supporting initiatives identified in "Richmond Promise Champions: College Going Culture and Social Support."

The District's Local Control Accountability Plan (LCAP) was adopted by the Board of Education in June 2014 and is currently being updated for 2015-16 and beyond. The plan identifies the District's goals, actions and strategies, measures, and budget allocations, totaling more than $23 million for 2014-15. These initiatives are congruent with the WCCUSD Strategic Action Plan.

The WCCUSD allocated $3,176,767 of LCFF supplemental & concentration grants to support college readiness via additional counseling staff, programs & services. The WCCUSD noted in their Statement of Organizational Contribution "the core work of the District is about preparing students for college and career so the entire $303 million annual operating budget supports that mission."

The goals and outcomes stated in this document draw from these priorities and intend to expand and strengthen the current college and career readiness initiatives being led by the District as well as connect them to supporting initiatives, including Full Service Community Schools. The WCCUSD will enter into a formal data sharing agreement with the City of Richmond and a designated community partner to track and monitor the progress of Richmond students in meeting these goals.

Community Partners

Community Partners will be responsible for executing various strategies to support the success and longevity of the Richmond Promise, from ensuring individual student attention as well as macro, broad-based community support. Community Partners will manifest their role in four areas:

Fundraising & Financial Growth

Identified Community Partners will manage the financial security and growth of the Richmond promise scholarship fund through fundraising, philanthropic contributions and investment strategies. The Community Partner will develop plans to attract continuous fundraising and contributions that attract both individual donors and larger corporation and philanthropic support. This will be supported by investment strategies to ensure funds are designed to maximize total return within acceptable risk tolerances. All strategies will be supported by annual audits and tax returns to confirm compliance with regulations and standards. The Community Partner will produce a fundraising and financial growth strategy document that identifies how these strategies will meet the needs of students in the district, and how they plan to account for growing demand as more students begin to take advantage of Promise scholarship award. The Community Partner will report to the Policy Committee bi-annually on the financial status of the Promise.

The Richmond Promise will need to develop a specific fundraising strategy for two fund development strategies and budgets. The first is for the administration of the program (Executive Director, data manager, and operating expenses). The second would be to enable the Richmond Promise scholarship become a permanent fund.

Data Tracking & Management

Measuring outcomes of the Promise is essential for tracking progress, ensuring equity, identifying areas for improvement, and attracting new donors. An identified Community Partner will employ a data manager to work in coordination with the WCCUSD, Future Centers, and scholarship administration to track established goals and outcomes and the number of students served. These partners will coordinate baseline statistics for the 2019 cohort in the 2015-2016 school year and produce annual reports at the end of each school year that measure progress, identify areas for improvement, and track scholarships awarded on a school level basis.

Richmond Promise Champions will work together to adopt a digital platform for students to track their graduation plans and personal progress as well as host the eventual Richmond Promise scholarship award application. These databases will provide a primary vehicle for tracking student progress through cohort years. A comprehensive data plan will supplement the Strategic Action Plan to identify resources and partnerships to ensure equity and attract future funders.

Scholarship Administration

The identified Community Partner will create an accessible, savable application that students can access via computer, phone, or tablet. Scholarship Administration personnel will work concurrently with Future Center Advisors to identify and assist new students with their applications and connect with their respective universities. Additionally, they will coordinate with financial aid offices at universities to ensure payment remittance on the students' behalf and coordinate with students on an annual basis to ensure they remain eligible to qualify for the Richmond Promise scholarship award.

College Readiness Coordination

Numerous community based organizations currently operate and support many of the college readiness goals outlined in this plan. The strength and success of the Richmond Promise depends on the alignment and consolidation of these efforts at Future Centers for school-based support as well as in the community through other outlined initiatives. The Executive Director will guide these efforts and coordinate Future Center and outside activities to best serve the needs of Richmond students. These programs are not meant to be supplementary, but unified in the goals and direction of the WCCUSD to create a comprehensive support system for students and their families in the K-12 system. Together, the Richmond Promise Champions will facilitate the norms change necessary to create a college going culture throughout the Richmond community.

Higher Education

Current Partnerships

Identification of partnerships currently within the WCCUSD, and opportunities for expansion.

Seamless Education Partnership: Community College/CSU Partnerships & Transfer Agreements

In 1994, the Long Beach Seamless Education Partnership was adopted to ensure that all students progress through the education system and eventually into the workforce. This partnership aligned local education systems with Long Beach State University to create a "seamless" transition for students, which eventually led to a formal partnership through the Long Beach Promise. Long Beach State University is one of the most impacted campuses in California, but continues to admit and support eligible students graduating from the Long Beach Unified School District (LBUSD). Long Beach State, the LBUSD, and Long Beach City College (LBCC) have created the Promise Pathways for students who are not eligible for CSU admission upon graduation. Students enroll in LBCC, sign a contract, enroll in rigorous college-prep coursework, and are provided intensive supports to facilitate a guaranteed transfer to Long Beach State University. The Long Beach Seamless Education partnership is noted as a defining feature of the community, and as a model for the nation.

Richmond's close proximity to three CSU institutions – CSU East Bay, San Francisco State University, and San Jose State University, in addition to Contra Costa Community College, make a Seamless Education Partnership a viable opportunity for the long-term alignment of institutions and support for Richmond students.

Community College Promise Pathway

The Richmond Promise will ensure all students have the opportunity to matriculate at a four-year university. Facilitating shorter time-to-completion pathways through the community college system will be an important component of the institutional alignment. The Long Beach Promise model will create a formal pathway to support Richmond students in transferring to a four-year university, including Bay Area CSU's. Students not completing a CTE will enroll full time and develop a Transfer Plan, similar to their Graduation Plan, to plan and track their progress. Similar to college readiness programs available in high school, students will enroll in a transfer support program available at the community college level. Contra Costa College currently offers a variety of successful programs to support students including Adelante with STEM, the Center For Science Excellence, Metas, Puente Project, and the Summer Math Jam. The Richmond Promise will also work with Contra Costa College to explore the option of developing a Richmond specific program to serve Promise scholars. Through these programs, students will be connected to transfer center programs such as the Transfer Alliance Program (TAP) from UC Berkeley and the Transfer Opportunity Program (TOP) from UC Davis.

The college pathways for Richmond students will be strengthened by aligning the Richmond Promise Strategic Action Plan with the Strategic Action Plan for Contra Costa College and WCCUSD Career Pathways Trust (CPT) grant, now known as East Bay Career Pathways. There are several areas identified for joint-work including pathway development, dual enrollment, integrated counseling, work-based learning, and career placement. Based on the Strategic Action Plans, there are obvious intersections to the areas identified in the Richmond Promise Strategic Action Plan. The four high-wage, high-impact pathways identified in the CPT grant are: Advanced Manufacturing and Engineering, Health/Bio Sciences, Public Safety/Law, and Information Computer Technology.

Appendix

Appendix I. City of Richmond Policy Synergies

Education and Human Services Element: Finding 1

The City and its partner agencies provide a range of education opportunities, but programs and services need to be expanded to meet growing demand.

Policy EH1.1 K-12 Education

Support West Contra Costa Unified School District and other educational institutions in providing higher quality K-12 learning environments for children and youth.

Policy EH1.2 Higher Education

Support efforts by community colleges and other institutions of higher education to provide comprehensive adult education programs, continuing education, job training and career advancement.

Action EH1.D Shared-Use Agreements

Pursue shared-use agreements with West Contra Costa Unified School District, East Bay Regional Parks District, neighboring cities, public agencies, private entities and nonprofit organizations that own and operate facilities within the City. In addition to providing more space for recreational and enrichment programming, strategic partnerships can provide the benefit of shared renovation, development, maintenance and operational costs.

Action EH1.E Coordination with Education Providers

Collaborate with the West Contra Costa Unified School District on addressing a range of issues including, but not limited to facility quality, classroom overcrowding, staffing, truancy, and school violence.

Health in All Policies (HiAP) Strategy
Action 2D: Support WCCUSD integration of Full Service Community Schools (FSCS) by supporting parent & community involvement
Action 2E: Enter in a data-sharing agreement with WCCUSD for access to absenteeism data, and raise public awareness of chronic absenteeism.
Action 2F: Formalize City's participation in the development of LCAPs, as required by the Local Control Funding Formula.
Action 3G: Shared-Use Agreements
Action 3H: Develop a Strategic Action Plan for partnering with viable and responsive community based organizations that focus on developmental assets, harm reduction, restorative justice, and social justice programming
Action 5B: Support Comprehensive Asthma reduction & management Plan

Appendix II. WCCUSD Program / Service Summary & Contribution
With the enactment of the Local Control Funding Formula, the 2012 renewal of the WCCUSD parcel tax and the WCCUSD Board's adoption of the Local Control Accountability Plan (LCAP, the District provides resources to the development of college and career readiness among students in all the schools within the District. Funding from supplemental and concentration grant resources are reflected in the District's LCAP which targets funding toward low income students, English language learners and foster youth. Together these funding streams are aligned with and provide the financial resources to cover the District's portion of the Richmond Promise. The figures below provide total costs for all the schools and programs within the District. Since attendance areas and services within schools are not targeted by city of Residence, it's not possible to establish the portions that are spent on residents within the City of Richmond. Across the district just under 75% of all students fall into one of three categories that determine the amount of supplement and concentration grant resources that the District receives – the unduplicated count of low income, English language learner or foster youth. However, about 84% of the students in the City of Richmond are either low income, English language learners or foster youth. While the percent of WCCUSD students who in the live is 40.1%, it is estimated that about 52% of the resources generated from the supplemental and concentration grant funding can be attributed to students who live within the City.

   A. **College Readiness** – Students are equipped with the skills, knowledge, and requirements to complete a bachelor's degree, associate's degree, or CTE certification.
   B. **College Going Culture & Social Support** – Systems work together to facilitate a norms change and a "college going culture" to boost students' desire and self-confidence to attend college while providing the emotional and social support that may be required for them to view college as a realistic and desirable option.

College Readiness

College Going Culture & Support

Appendix III. Richmond Promise Executive Director

The Executive Director is responsible for providing leadership in the implementation of the Richmond Promise including the coordination and integration of the Richmond Promise Champions, institutions of higher education, and other partner and community programs in support of increasing college access, attendance, and success for Richmond students. The Executive Director is also responsible for the establishment and fulfillment of fundraising objectives for the Richmond Promise program, with a focus on donor development for sustainable funding.

Leadership
- Collaborate with the Richmond Promise partners to implement the mission and develop and monitor strategic goals and objectives.
- Serve as the spokesperson representing the Richmond Promise in local, regional, and national networks promoting the vision, purpose, and strategic goals of the Richmond Promise.

Fundraising
- Establish and execute a strategic and comprehensive fundraising strategy that will meet annual and multi-year fundraising goals.
- Manage efforts to identify sources of funding and prepare proposals and applications for all corporate, foundation, individual, and government proposals and grants.
- Cultivate and solicit corporate, foundation, individual (including major gifts) and governmental sources of funding.
- Lead and motivate the Richmond Promise partners to strengthen and deploy their skills in fund development efforts.
- Design and implement donor cultivation and solicitation activities (e.g. school tours, visits with students, multimedia strategies) and fundraising events.
- Oversee the preparation and distribution of fundraising reports.

Program Coordination
- Ensure the effective coordination among partners of all program components to align all aspects of Richmond Promise including school-based strategies and communications, scholarship management and disbursement, college bridge programs, and college persistence efforts to ensure students have optimal support to and through college.

- Coordinate with the WCCUSD and other community partners to publicize availability of scholarships; college readiness and success supports; and communicate with students, families, and other stakeholders in the community.
- Coordinate with the WCCUSD and community partners as they lead community-based college readiness/access/success efforts to foster positive connections with higher education institutions, including for programming and data sharing.
- Work with the identified Promise partners to support the scholarship processing and disbursement efforts.

External Relations
- Develop and implement a communications plan with Promise partners geared towards students/families, funders, community partners, higher education, and other supporters to promote and raise awareness of the Richmond Promise, its mission, focus and opportunity for students and the community at large.
- Report quarterly on the development and programmatic achievements to the Richmond Promise partners and community.
- Foster productive collaborations between Richmond Promise partners and Promise funders and other corporate, higher education, funder and community supporters.
- Establish involvement of business and community leaders and others to push forward the goals of the Richmond Promise.

Finance
- Administer the Richmond Promise operating budget (not scholarship fund) to meet program goals.
- Review long-term financial model to evaluate accuracy and assumptions with Richmond Promise partners annually.

Appendix IV. Draft Organizational Structure
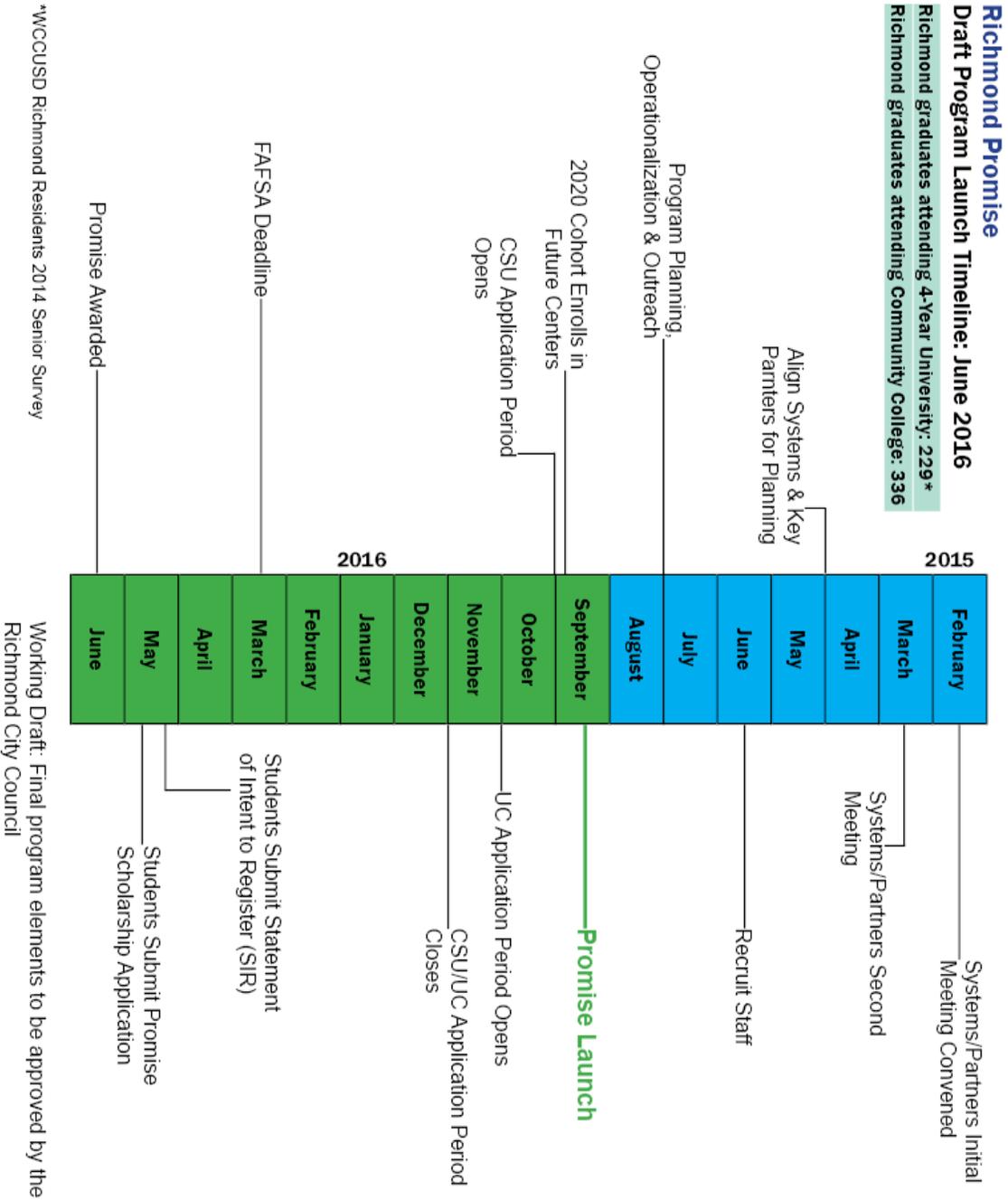
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Draft Organizational Structure
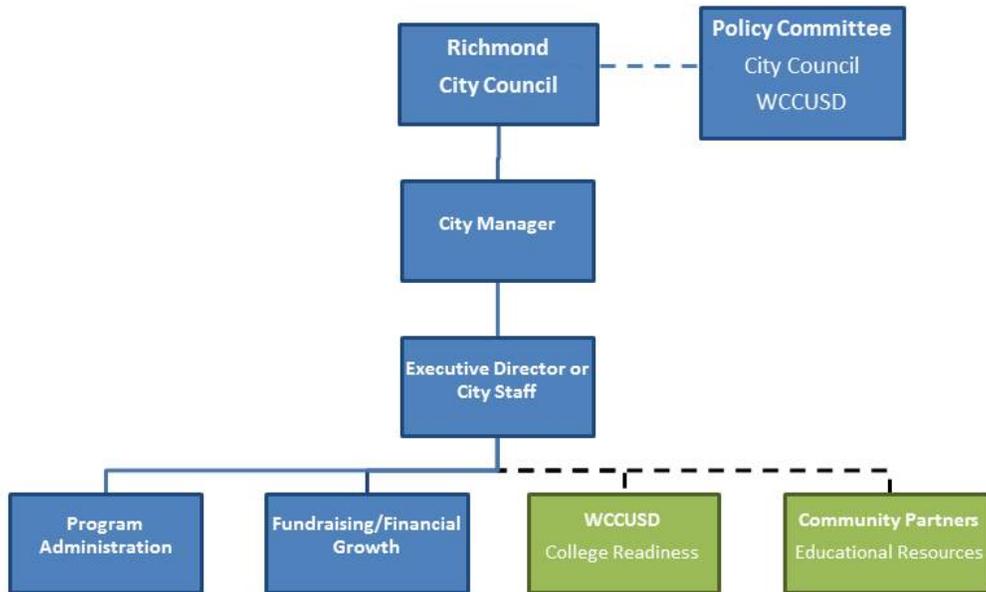
Appendix V. Implementation Summary Table

Action Item		Time Frame	Department/Agency Responsible	Funding Source
Strategy A. College Readiness				
A1	Future Centers: School-based Outreach & Mentoring			
A2	College Preparatory Curriculum & Expansion of Advanced Placement Courses			
A3	Targeted Literacy and Writing Skills Development			
A4	SAT/ACT preparatory support			
A5	STEM Focused Initiatives			
A6	Inclusionary Programs for Underserved Populations			
Strategy B. College Going Culture & Social Support				
B1	Kindergarten Welcome & Resource Day			
B2	After School Programming			
B3	Graduation Plan & Student Pledge			
B4	Parent Engagement			
B5	Peer Support Network			
B6	Mentor Network			
B7	College Tours			
B8	Academic Signing Day			
B9	Ambassador/Alumni Network			
B10	Internship Opportunities			
Strategy C. Financial Means				
C1	Supplementary Scholarship Resources			
C2	Financial Planning Support			
C3	FAFSA/DREAM Assistance			
C4	Scholarship Administration			
Strategy D. Identification and Alignment of Educational Resources				
D1	Data Sharing Agreements			

Appendix VI. Draft Promise Timeline

Richmond Promise
Draft Program Launch Timeline: June 2016

Richmond graduates attending 4-Year University: 229*
Richmond graduates attending Community College: 336

2015						2016											
February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June

Above timeline (top labels):
- Align Systems & Key Partners for Planning
- Program Planning, Operationalization & Outreach
- 2020 Cohort Enrolls in Future Centers
- CSU Application Period Opens
- FAFSA Deadline
- Promise Awarded

Below timeline (bottom labels):
- Systems/Partners Initial Meeting Convened (February)
- Systems/Partners Meeting (March)
- Systems/Partners Second Meeting (March)
- Recruit Staff (June)
- **Promise Launch** (September)
- UC Application Period Opens (November)
- CSU/UC Application Period Closes (December)
- Students Submit Statement of Intent to Register (SIR) (March)
- Students Submit Promise Scholarship Application (May)

*WCCUSD Richmond Residents 2014 Senior Survey

Working Draft. Final program elements to be approved by the Richmond City Council

Appendix VII. Best Practices Matrix

Location	Scholarship (Award)[i]	Scholarship (Last Dollar)[ii]	Award Amount[iii]	Sliding Scale[iv]	Student Success Requirement[v]	On Site Counselors /College Readiness[vi]	Peer Support Groups[viii]	Non-Profit Partnership[vii]	School District Partnership[ix]	Students Funded[x]	Seed Money[xi]	TAG[xii]	Year Found
California													
Compact for Success (San Diego)	X				X	X	X	X	X	2,410		SDSU	2000
East Bay College Fund (Oakland)	X		$4,000		X	X	X	X	X	187			2003
Long Beach Promise						X			X	5,600		CSU Long Beach	2008
Pace Promise (San Marcos)		X	Up to tuition at CSU San Marcos (income qualifying)			X			X		$6M	CSU San Marcos	2009
Sacramento Pathways to Success						X	X		X				2013
South Bay Promise						X			X			CSU Dominguez Hills	2014
Out of State													
Buffalo, NY	X		Up to $6,000 (financial need considered)	X				X					1924
Denver, CO	X		$3,400	X	X	X		X	X	5,000+	$50M		2006
Hartford, CT	X		$5,000	X	X	X		X	X		$4.1M		2013
El Dorado, AK		X	Highest AK state tuition ($7,332)	X		X		X	X		$50M		2007
Kalamazoo, MI	Fist Dollar		100% Costs					X	X		100% Costs in perpetuity		2006
La Crosse, WI	n/a	n/a				X		X	X	n/a	$2.5M		2012
Montgomery County, OH		X	Full tuition at partner universities			X		X	X			Private OH Universities	2010
New Haven, CT		X	Up to full tuition at CT public school	X	X	X		X	X	220	100% Costs in perpetuity		2011
Pittsburgh, PA		X	up to $10,000	X	X	X		X	X	5,584	$100M		2008
Say Yes Syracuse (New York)		X	Discretion of participating universities for student family income <$75K			X		X	X			X	
21st Century Scholars (Indiana)	X	X	$2,500 for non financial need; up to full public tution for financial need										1990

Appendix VIII. Scholarship Award Eligibility Criteria

The Richmond Promise will provide an annual award for eligible high school graduates to assist in removing the financial barriers to obtain a bachelor's degree, associate's degree, or CTE certification. Below is a proposed list of initial scholarship guidelines. Eligible students will receive an annual scholarship award not to exceed $4,000 annually. This recommendation was developed based on modeling funding for the ten year period, and relies on leveraging outside funding. The East Bay College Fund utilizes a similar model to facilitate administration and fundraising efforts.

Scholarship amounts are as follows:

- $4,000 per year for full-time students attending a University of California or private four-year institution.

- $2,000 per year for full-time students attending a California State University.

- $1,000 per year for full-time students attending Contra Costa College.

- The Promise is limited to residents of the City of Richmond and students who have attended public schools in WCCUSD.

- The exact amount of the award will be dependent on the student's length of time enrolled in the WCCUSD (Figure 5).

- Student must have been continuously enrolled in the WCCUSD and residents of the City of Richmond since at least the 9th grade.

Figure 2. WCCUSD Continuous Enrollment Award Allocation

Length of Continuous Enrollment	Amount of Full Award Granted
K-12	100%
1-12	95%
2-12	95%
3-12	95%
4-12	90%
5-12	85%
6-12	80%
7-12	75%

8-12	70%
9-12	65%
10-12	0%
11-12	0%
12-12	0%

- Enrollment for each year will only be counted if a student enrolls by October 1 of that academic year and remains enrolled through that school year.

- Continuous residency and enrollment applies to Richmond students who leave WCCUSD schools, but then return. Exemptions can be made for students graduating the WCCUSD Adult Education program, provided they have remained a Richmond resident.

- The school year when students return (as stated above) will be the year from which the Extent of Benefits is calculated (Figure 5).

- Students are allowed to transfer between eligible schools without penalty, provided they remain a Richmond resident.

- Students must complete and provide verification of a FAFSA or California DREAM application to qualify for the scholarship award.

- The scholarship should be first used by a student within one academic year of high school graduation.

- Students have three years to finish an associate's degree or CTE certification or five years to complete a bachelor's degree, and must begin school within one academic year of high school graduation.

- Students must be in good standing with their colleges or universities, as defined by those institutions, to remain eligible for the next year.

- Students may not use the scholarship for fully online programs or for profit institutions.

CENTER FOR CITIES+SCHOOLS
UNIVERSITY OF CALIFORNIA BERKELEY

SAVE THE DATE!

Y-PLAN Healthy Cities Global Action Exchange

Building Healthy Communities through Authentic Work-Based Learning!

Oakland, California

The 2015 Y-PLAN Exchange brings together young people, educators, and civic leaders from around the nation and globe to share their work and exchange ideas on how to build healthy, sustainable, and joyful cities.

Y-PLAN (Youth - Plan, Learn, Act, Now) is an educational strategy to inform local community development processes and aligned educational reform.

Join us to learn more about Y-PLAN from our 2014-2015 partnerships and how you can get involved!

Thursday Evening, July 16
Y-PLAN Action Exchange
Location: MetWest High School, Oakland

4:30: Y-PLAN Global Poster Session + Peer-to-Peer Action Exchange

6:00: Review Panel and Discussion

6:30: Closing Keynote: Joe Kahne, Professor of Education, Mills College: *The Importance of Civics in College and Career Readiness.*

Participating Y-PLAN City Partnerships
National:
Berkeley, Dallas, Detroit, Richmond, New Orleans, New York CIty, Oakland, San Francisco, and Washington, DC

Global:
Beijing, Shanghai, and Tohoku, Japan

Event is Free + Open to the Public

*The Y-PLAN Exchange is followed by an all-day Y-PLAN Partners Roundtable + Training:
Friday, July 17
Location: The California Endowment, Oakland, CA.
Space is Limited to Funded Partners.

Register at http://y-plan2015summit.eventbrite.com!

Y-PLAN Healthy Cities Global Action Exchange

Building Healthy Communities through Authentic Project-Based Learning

AGENDA

Thursday, July 16

MetWest High School 314 E 10th St. Oakland, CA

Goals:

- *Share Y-PLAN Projects + Visions for Change*
- *Build Networks Across Y-PLAN City Partnerships*
- *Provide Overview of Y-PLAN Educational Strategy*
- *Honor Y-PLAN Champions*

4:30   **Y-PLAN Project Poster Gallery + Action Exchange**

5:15   **Welcome + Overview**

- Deborah McKoy, Executive Director, CC+S

5:30   **Y-PLAN Project Showcase + Lightning Presentations**

- Climate Action Planning in Richmond, CA, Oakland, CA + Shanghai, China
- Digital Apps to Create Safer Streets - NYC Vision Zero
- Affordable Housing Connected to School + Community in Hunters View, San Francisco
- Equitable Food Access in Washington, D.C.

6:30   **Keynote Address: The Importance of Civics in College + Career Readiness**

- Joe Kahne, Professor of Education, Mills College

6:45   **Y-PLAN Review Panel: Civic + Education Leaders**

7:15   **Honoring our Partners**

7:30   **Adjourn**

Y-PLAN Healthy Cities Partnership + Policy Roundtable

Building Healthy Communities through Authentic Project-Based Learning

AGENDA

Friday, July 17

The California Endowment, 1111 Broadway, Oakland, CA

Goals:

- *Showcase Y-PLAN Going to Scale*
- *Share Research, Outcomes + Insights*
- *Co-Design Y-PLAN Healthy Cities Institute to Regional Needs*

8:30	**Breakfast + Registration**
9:00	**Welcome + Introductions: Where Are We Today?**
	• Deborah McKoy, Executive Director, CC+S
9:30	**Y-PLAN 2014 - 2015 Highlights**
	• Skyline High School Green Academy: Oakland, CA
	• Richmond High School Health Academy: Richmond, CA
10:00	**Policy + Research Discussion: What Have We Learned?**
	• David Stern, Emeritus Professor of Education, UC Berkeley
	• Jessie Stewart, Y-PLAN National Director, CC+S
	• Tara Bellevue, Director of CTE Program Quality, NYC DOE
	• Mark Shorett, Regional Planner, ABAG
11:00	**Moving Forward: Where Are We Going?**
	• Y-PLAN Healthy Cities Institute Planning: Identifying Needs + Designing the Future for Y-PLAN Regional Hubs
12:00	**Lunch + Networking**
1:00	**Y-PLAN Hands-on Training in Downtown Oakland**
4:00	**Adjourn + Reception**

Berkeley Global Campus at Richmond Bay
List of Education asks and recommendations to date

Notes from Working Group meetings and previous community meetings available online, at the
Chancellor's Partnership with Richmond: chancellor.berkeley.edu/berkeley-global-campus-richmond-bay

Sign Up for BGC at Richmond Bay news and updates from the Working Group:
chancellor.berkeley.edu/berkeley-global-campus-richmond-bay#update-form

Contents

Summary of Recommendations to date

- Invest annually in career awareness & exploration, providing K - 14 curriculum support & faculty training, field trips, & mentoring interactions for high school academy students

- Invest annually to support teachers with training, curricula planning , & equipment

- Invest annually to provide internships & experiential learning opportunities for 100 high school & community college students to help build career pathways in relevant fields

- Build & maintain an BGCRB educational lab for use by students & job training participants

- Invest in a Youth Opportunity & Education Fund or Pre K - 12 & community college students to help build career pathways

- Improve alignment , more targeted outreach ; diversify access; share successes

Compiled by request, May, 2015

Language from the Joint Statement of Commitment that the Chancellor and Director of the Lab signed:

Education

BE IT FURTHER RESOLVED that UC Berkeley will work with WCCUSD, Contra Costa College, City of Richmond, and community-based organizations delivering early childhood education through adult education programs to strengthen partnerships in support of Richmond's educational goals including, but not limited to, support of early childhood education, WCCUSD Strategic Plan, Science, Technology, Engineering, Arts and Math (STEAM) education programs, engaged scholarship and research, leadership development, public service, college advising, work-based learning, internships, and life-long learning programs, and

BE IT FURTHER RESOLVED that LBNL will continue to designate Richmond as a core community for its educational resources, including K-8 programs, high school and community college internships; undergraduate research opportunities; and to target LBNL STEM education resources most effectively in Richmond; and

BE IT FURTHER RESOLVED that UC Berkeley and LBNL commit to helping to prepare Richmond residents-children, youth and adults- for college and careers by enhancing education and outreach programs with staff, faculty, students, in partnership with the Richmond community;

Principles from 1st Education Subcommittee meeting to help frame approach and analysis (DRAFT)

Scalability and impact
- What do institutions think are the best programs to scale up? Why?
- Identify what will have the most dramatic impact

Funding/costs

Compiled by request, May, 2015

- What already has funding? Is it soft money? LCAP, etc.?
- LCAP: Where is overlap between LCAP projected funding, WCCUSD/Community
- priorities, and potential recommendations and increased partnership
- opportunities? Discussion on principles to help frame ad hoc subcommittee approach and analysis:

Sources

Raise up Richmond

Education: An Opportunity and Education Fund to help Richmond's K-12 and community college students build career pathways.

Online petition:

Education: Invest in a Youth Opportunity and Education Fund for Pre K-12 and community college students to help build career pathways.

Anchor Richmond, a report from the Haas Institute for a Fair and Inclusive Society

Recommendations on Youth and Education
- Support Richmond teachers with training, curricula, and equipment
- Provide internships and experiential learning opportunities for high school and community college students to help build career pathways in STEM fields
- Create a process for coordination of UC programs with community input and transparency

Anchor Richmond suggests that indicators for Education include:
- Math and reading proficiency in 3rd, 8th, and 12th grades, broken down by race
- Percent of students advancing to college or apprenticeship programs, broken down by race

Notes from Previous Community meetings

Notes from April, 2014: From notes that reflect community feedback on the draft Joint Letter of Commitment
- Hope there is a K-8 science focus STEAM Ed c
- Consider the arts Wording is vague – "support" "enhance"
- What about SCALE – any expansions?
- Not only is improved education needed, but grants/funding to help prepare for improving education

Compiled by request, May, 2015

- In schools – WAY BEHIND – lack funding, need lift - up of existing possibilities for learning before high school and college
- Teacher professional development: UCLA Center X – where talk about SEEDS, look at this

Notes from March, 2014 community gallery walk

Following are the proposed guidelines and related short, medium and long-term proposed commitments from March 6, 2014. Community comments to these proposed guidelines and commitments were written on the document or on Post-its. These comments appear below and are numbered.

I. Proposed Guiding Principle for UCB/LBNL: Support educational achievement of Richmond students by partnering with School District, Community College, Community-based organizations and City of Richmond.

Comments in response to this proposed guiding principle:
1. Add Richmond Works

Short-term commitment: Continue to identify and map campus and Lab staff/faculty/centers that support education and outreach efforts to identify opportunities for partnership

Medium-term commitment: Explore strategies to align campus/lab research/programs/services to WCCUSD Strategic Plan and Health Equity Partnership, Education Element etc.;

Long-term commitment: Coordination among future research programs at the RBC and the local community for outreach and education

Short-term commitment: Work with WCCUSD, CCC on college and career pathways through advising, workplace learning, and subject matter expertise;

Comments in response to this short-term commitment:
1. Training for public school teachers
2. Linked learning academics
3. More internship opportunities for our youth
4. Creates opportunity for hands-on demonstration for local high school students

Medium-term commitment: Identify key "navigators" on campus and LBNL to team with navigators in COR, WCCUSD and CCC to better facilitate and coordinate efforts and program; partner on fundraising to expand, strengthen joint programs;

Comments in response to this medium-term commitment:
1. Provide/ create campus capacity to [illegible] mediate between faculty and students and community
2. Make certain that curricular and educational pathways in high school and community college lead to career and job placements for local students as they mature

Compiled by request, May, 2015

II. Proposed Guiding Principle for UCB/LBNL: Establish strong communication and marketing efforts that increase knowledge and access of Campus/Lab programs for Richmond community.

Comments in response to this proposed guiding principle:
1. And vice versa -- community can strengthen campus/its programs

Short-term commitment: Reach out to Richmond community for upcoming summer academic and internship program offerings ;

Medium-term commitment: Work with WCCUSD to inform the parent/guardian community of the Campus/Lab programs offered at their schools.

Comments in response to this medium-term commitment:
1. Add CCC Library System
2. Help with college counseling in high school for students w science aptitude math and to direct them as to where are scholarships

Long-term commitment: Coordination between UCB/LBNL and WCCUSD and CCC to widely promote and provide more equitable access to education programs.

Short-term commitment: LBNL will designate Richmond as a core community for education resources for high school and community college internships and programming.

III. Proposed Guiding Principle for UCB/LBNL: Explore partnerships with community-based organizations working with children and youth (education, sciences, arts, etc.)

Short-term commitment: Explore grant proposals for community-based STEAM (Science, Technology, Engineering, Arts and Math) programs.

Comments in response to this short-term commitment
1. Prioritize economically challenged youth services
2. Coordinated pursuit of funding for STEAM programs
3. Participate in Read Aloud programs reading [?-illegible] Elementary school kids 1 per week
4. Sciences: create a "science" read aloud model [?-illegible] in k-2

Long-term commitment: Coordinated pursuit of funding for STEAM programs

General comments in response to Education

Compiled by request, May, 2015

These comments did not appear to be in direct response to specific proposed principles or commitments. They have been loosely organized based on theme.

Training and Internships

1. Experiential Learning programs for local public schools K-12 [repeated]
2. Programs in HS help students get internships that lead to careers
3. Year-long offered internship (long-term and short term) 9 -12
4. Support summer work experience programs

Access to UCB academics and more

5. Commit to full scholarships for Richmond students
6. Yes! [in response to full scholarships for Richmond students]
7. Full scholarships for Richmond resident who attends a WCCUSD school from K-12 (only)
8. Cross enrollment with university

On the RBC Campus

9. Have Lawrence Hall of Science satellite
10. A museum for people to visit and do hands-on stuff
11. A dedicated lab for supervised research for science students and their teachers
12. Transportation to improve access to site

Programs to explore with WCCUSD

15. Develop corps of grad student and researcher volunteers + a structure for them to volunteer in classrooms
16. School to lab pipeline: Program that starts in middle school and will lead to an internship at the lab that would lead to a full time job
17. Universal preschool education
18. Anti-drop out program like Boston - 10% dropouts lowered to 2% dropouts thru support, group tutoring, etc.
19. K-14 site (UCLA Seeds/ USC NAI)

Funding

20. Coordinated pursuit of funding for STEAM programs
21. Funding our education

More general

22. Timeline? [pertaining to all categories, short, medium long]
23. Create community focus WITHIN campus plan

Notes from February, 2015 break out session

From notes from that meeting

Flip Chart Notes

Surprises
- Not targeted/hands-on for low-resource kids
- Limited HS Science resources (equipment)
- Not working with youth orgs w/ (not) high performing students
- Grant assistance: needs

Priorities
- Opportunities to visit Lab [and RBC, and UC]: more meaningful, beyond a 1-touch
- Target broader groups
- Deeper support for youth-serving programs/orgs
  - Teacher support
  - Internships
- Itemized community benefit agreement
- Earlier: Pre-K and →
- More departments at UC working in Richmond
- How can UC Benefit from Richmond
  - Eg: students, etc. can intern, work in Richmond and get real life experience
- Align with existing [frameworks]:
  - Equity, access, city and school district documents; etc.
- TRIO: [participant] was pushed to go to college, engaged in TRIO:
- Suggest earlier, and more access to sciences
- Earlier impact
- Access: travel (expensive, hard to access)
- Support:
  - Applications, work with scientists
- Cross-enrollments

Surprises and Questions
- Who accessing these programs?
- Level of engagement needs to go UP
- Better communication
  - PSAT, SAT prep,
  - Parent and student outreach

Missing
- Equitable approach

Compiled by request, May, 2015

- Clear, targeted approach
- Direct communication/better communication
- Specific materials

Question
- Are programs at one school available at other schools?

Priorities:
- Linked-learning
- Service-learning
- Intro courses (prep, sciences, etc.)/teacher support
- TAG in Richmond
- Engage teachers/students
- Tutors, schools
- Broaden opportunities/targeted gruops
- Transportation and access
- Increase Pre-K and up programs
- LCFF: partner w/ WCCUSD and existing frameworks/documents

Surprises
- Many programs
  - But no connections between teachers, students, counselors
    - No knowledge of programs
- No coordination

Suggestions/Missing
- Support for student and teachers: more tutoring!
- Visits to campus
- Researchers/scientists interact w/ students increase ENGAGEMENT
- Funding for Community College and HS Labs
  - Donate equipment

Vision:
- School-to-lab pipeline
- Kids see selves working at Lab, UC, RBC (vision/perception AND training)
  - Develop a culture of expectation
    - Work at LAB, etc
- Ex: Kaiser's Radiology program: AA to BA then work at Kaiser
  - Missing a model like this at UCB

Priorities
- Tracking the impact of programs; evaluating the impact
- Website: need easy access to information about:

- o Outreach
- o Community partnerships
- Internships

Surprises
- Many different programs: but missing mental health, dental and vision: need health to be ready to learn
- Missing
- Pre-K, Elementary and middle school programs
- STEM: there as only 1 mentioned. Need more!
- Missing: computer science, design, environmental design, coding, public policy, environmental sciences, etc.

Vision
- Classes/opportunities for people who need to be retrained, need a new career
- Programs → district wide
- Broader opportunities
- Visible, consistent investment
- Dialogue about outreach
- Improved education outreach
  - o Consistent dialogue
  - o Early outreach
  - o Broad availability of programs
- Full academic scholarships
- Summer schools : why are none listed?

Education Notes from Scribes

A. Scribe notes for working group

1. What does your group think about the list/surprises?
a. Dennis (junior from Richmond High) hadn't heard of many of the programs; EAOP, Upward Bound, ICLEM,

b. don't have resources to access the outside programs and internships – no access to labs.

2. What efforts appear to be supporting community goals, what is missing?
a. The extra programs are aimed at the higher functioning kids
b. Attention should be paid to the non-profits who are working with the under-resourced

3. How might your group envision future UCB/LBNL-community partnerships in this area?
a. Partner to develop tutors and Science in the Hood through LHS
b. More attention to economically challenged

4. Priorities
a. More opportunities to visit and work in a lab
b. There are no hands on opportunities
c. LHS has 10 or so, but internships?
d. Summer internships?
e. join funding grant work w/ other orgs
f. resources for teacher development/training
g. itemized community benefit agreement

B. Scribe notes from working group

1. What does your group think about the list/surprises
a. Questions about service levels (? Scale requested)
b. Richmond High Programs: note mentioned at back to school night (communication is lacking)
c. Some programs require enrollment in 9th grade
d. Need teacher support
e. No communication on SAT Prep (only 1 teacher offering SAT Prep @ Richmond High
f. Kissing is missing E 1A, 1B

2. What efforts appear to be supporting community goals, what is missing?
a. Equitable programming
b. Missing clear approach, strategy
c. ? developing assistance
d. direct communication required
    a. social media, calls, parents, students
e. materials available and distributed at the beginning of the year
f. are locations OPEN (can students from one school attend / participate at other school?

3. How might your group envision future UCB/LBNL-community partnerships in this area?
a. Adopt high school for their work and link
b. Cal students – service learning! (STEM, tutoring)
c. Stipends for district teachers to take classes from
d. Expand TAG
e. Provide rewards for HS
    a. Expand YPLAN to all high schools

4. Priorities

Compiled by request, May, 2015

a. Engage community @ school (parents and students: 50/50)
b. Tutors, assist with scholarships applications, etc.
c. Expand middle college to all schools
d. Assist w/ transportation
e. Increase K-12 STEM programs and access (start early)
f. Provide data
g. Reference strategic plan, LCFF, etc.
h. Internships, and jobs: connect with city

C. Scribe notes from working group

1. What does your group think about the list/surprises
a. Don't see too much of a change, 9th grade late for starting educational programs, should start earlier
b. What Richmond can give to US
    a. Grad students can practice/work here
c. Early child hood ed: pre-school biggest bang for buck
d. Housing fear of displacement
e. Opportunities : not direct or systematic, driving by

2. What efforts appear to be supporting community goals, what is missing?
a. Scientists involved in community
b. Look for interested in science people/who like ?
c. Preschool, parenting classes
d. Equity and access
e. Undocumented students
f. Communication with parents

3. How might your group envision future UCB/LBNL-community partnerships in this area?
a. Life of Science: programming classes
b. Students grade teachers at French school

4. Priorities
a. Early stage education
b. Metric system w/ American system later
c. Align strategic plan at school district
d. General Plan has education section
e. Early interaction
f. Stem
g. AC Transit goes there (RBC)
h. 4 field trips a year (current goal stated by Dr. Harder)
i. early stage engagement wi science
j. See oneself as scientist
k. Travel to different counties to see science in different cultures, contexts
l. Can you share numbers of students on the yellow list?

Compiled by request, May, 2015

m. Any participation supports students application to UC
n. UCB and lab disconnected,
o. Can go to Sproul Plaza

D. Scribe notes from working group

1. What does your group think about the list/surprises
a. Different programs offered!
b. No mention of mental health (dental, vision)

2. What efforts appear to be supporting community goals, what is missing?
a. Pre-K/Elementary/mid-school
b. STEM
   a. Computer science, dev design: environmental sciences/design/ public policy

3. How might your group envision future UCB/LBNL-community partnerships in this area?
a. (adults) having to retrain/start another career/classes at contra costa college, expand programs to school district
b. ~~Clear~~ visible, consistent investment on the part of UCB/LBNL. Consistent dialogue about how LNL can con continue and improve their contribution to educational outcomes for Richmond youth

4. Priorities
a. Consistent dialogue
b. Early outreach
c. Broad availability of programs
d. Scholarship for our students (full)

E. Scribe notes from working group

1. What does your group think about the list/surprises?
a. There is so many programs, but no one has heard of them
b. Too much? More coordination, connection of all services/programs
c. Tracking system?

2. What efforts appear to be supporting community goals, what is missing?
a. More initiative to UC students. An internship w/ the high schools
b. Tracking system?
c. More coordination between services
d. Programs for low income/formerly incarcerated youth
e. Upgraded web page – up to date information
f. Tutoring, afterschool program
g. Support (funding), opportunities for Contra Costa Community College science classes

Compiled by request, May, 2015

3. How might your group envision future UCB/LBNL-community partnerships in this area?
a. School to lab pipeline
b. Programs inside schools, RHS, KHS, DeAnza, Gompers, LPS, etc
c. UC students who are trained and certified to be involved in Richmond high schools

4. Priorities
a. Connecting all the services-coordination w/ services and schools
b. Internships, summer camps, youth activities (school to lab pipelines)

Notes from February 2014, break out session

Public Records Request Log 2015-2016
Week Ending July 9, 2015

	Date of Receipt	Requestor	Requested Records/Information	Current Status
1	7/7/15	Anton Jungherr	Revolving Cash Account / Resolution # 05-1415	**Acknowledgement Letter Sent** **In Progress**
**Public Records Request Log / Ongoing 2014 - 2015**			
87	11/18/14	Fatima Alleyne	Washington School Budget / SSC SY 2009 -to- 2013	**4/3 and 5/18/15-Contacted Requestor to review documents** **Requestor to schedule apt. to review**
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	**Extension Invoked** **In Progress / Ongoing** **Gathering / Reviewing Documents** **Documents being sent via email after review**
197	5/19/15	Timothy Adams Schoolie	WCCUSD Student Information/Records for the past 5 years	**Extension Invoked** **In Progress / Ongoing** **Gathering / Reviewing Documents** **Documents being sent via email after review**
200	6/8/15	Letitia Sorensen Donahoo & Associates	El Cerrito High School / Stadium Project Records	**6/16/2015** **Letter sent requesting fees** **6/25/2015** **Follow-up letter sent** **Requestor responded/sending fees**
206	6/26/15	Sally Riley Construction Industry Force Account Council (CIFAC)	Coronado Elementary School Project	7/9/15 Sent via email **COMPLETED**
208	6/29/15	Robbie Block	**#1-** Superintendent's District Credit Card records from start of employment in 2006 – present **#2-** Calendars	**7/7/2015 Email sent requesting fees** **Information Received**