



**CENTER FOR
CITIES+SCHOOLS**
UNIVERSITY OF CALIFORNIA BERKELEY



Toward the Smart City:

Sustainable Communities Need Opportunity-Rich Schools

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SPUR

September 3, 2014

Goals



- Today's Context: Shifting from Achievement Gap to the Opportunity Gap
- CC+S Roadmap for Action
- Innovative + promising examples
- Key questions + challenges ahead



Mission



CC+S works to ensure communities are designed for and with young people to be successful in and out of school.

CC+S conducts policy research, engages youth in city planning, and cultivates leaders to collaborate across cities and schools.

An Action Research Policy Center



- Housing
- Transportation
- School facilities + joint use
- Regional sustainable communities planning
- Engaging young people and schools in city and regional planning

Strategies



PLUS (Planning and Learning United for Systems-change) Leadership Initiative



Y-PLAN (Youth-Plan, Learn, Act, Now)





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National Shift in Education

**Achievement
Gap**
(Outputs)

**Opportunity
Gap**
(Inputs)

Closing the **OPPORTUNITY** Gap



What America Must Do to
Give Every Child an Even Chance

EDITED BY
Prudence L. Carter & Kevin G. Welner

The Opportunity Gap



- Child health issues (vision, nutrition)
- Pre-school access
- Equitable funding
- Experienced teachers
- Rigorous and engaging curriculum
- Promoting school choice options e.g., magnet schools, and integration plans based w/ socioeconomic mixing
- Meeting the needs of language minorities
- Housing
- Transportation
- Economic costs of the gap

Opportunity-Rich Schools & Sustainable Communities

Our shared opportunity today

Opportunity-Rich Schools and Sustainable Communities:

Seven Steps to Align High-Quality Education with Innovations in City and Metropolitan Planning and Development

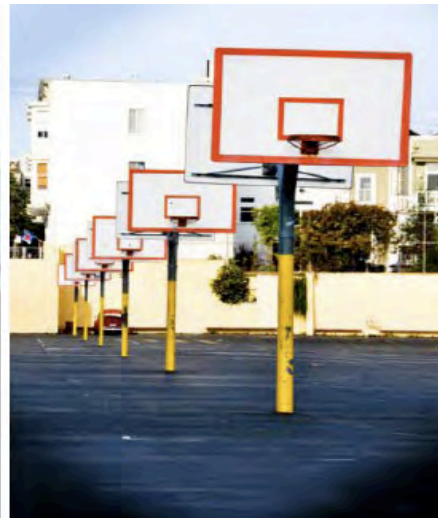
Deborah L. McKoy
Jeffrey M. Vincent
Ariel H. Bierbaum

June 2011

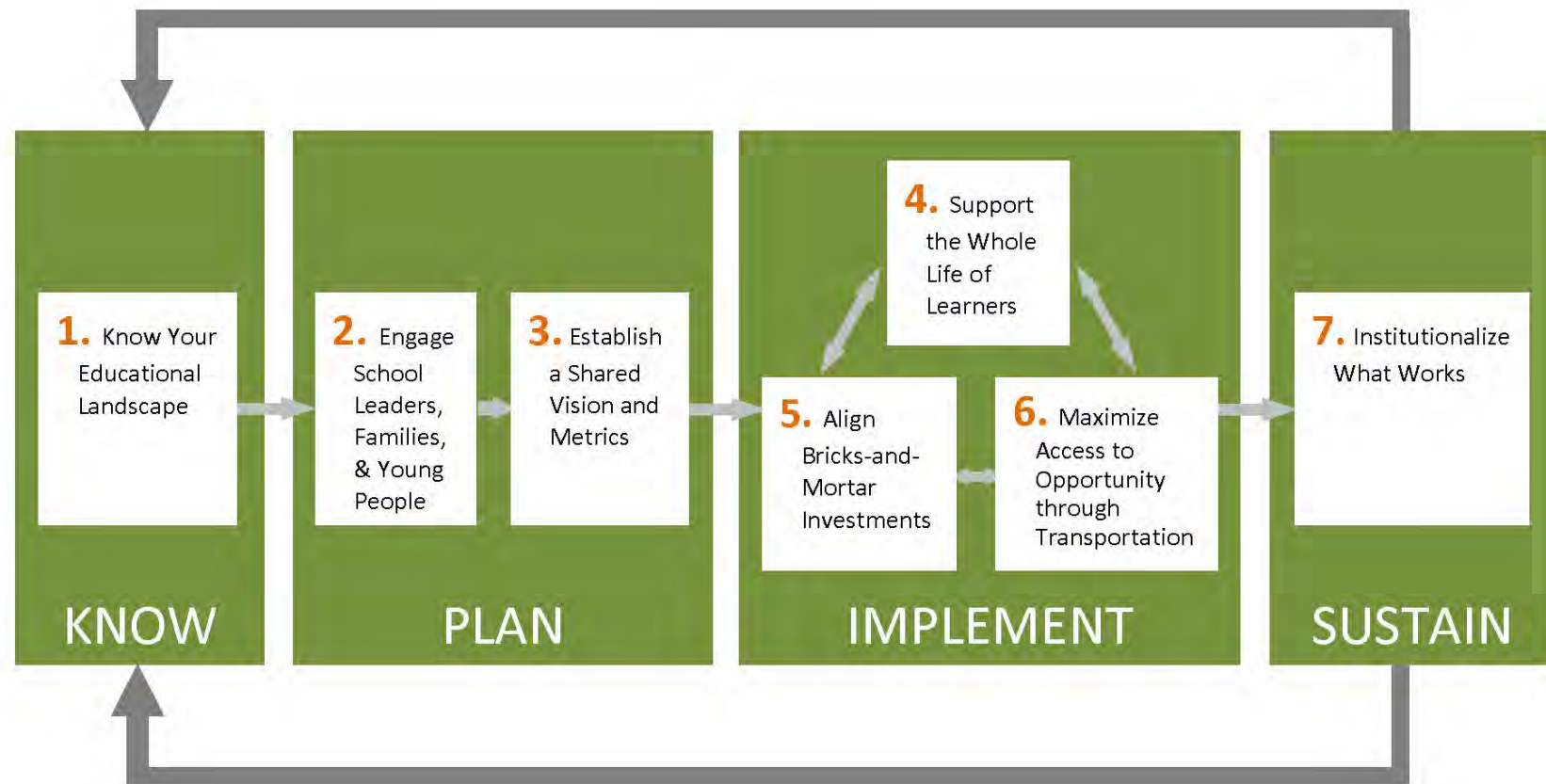


Key Challenges

- Existing resource inequities
- Rigid silos & jurisdictional differences
- Limited capacity
- Differences in strategy
 - mobility based strategies (such as housing vouchers)
 - place based strategies (such as community schools)



Seven Steps to Align High-Quality Education with Innovations in City and Metropolitan Planning Development



4. Support
the Whole
Life of
Learners

5. Align
Bricks-and-
Mortar
Investments

6. Maximize
Access to
Opportunity
through
Transportation

IMPLEMENT

KNOW

PLAN

4

IMPLEMENT

SUSTAIN

Comprehensive Services + Amenities



Mapping for Alignment: Inventorying School-Based Services in WCCUSD

Maura Baldiga + Anna Maier, Center for Cities + Schools PLUS Fellows 2014, UC Berkeley

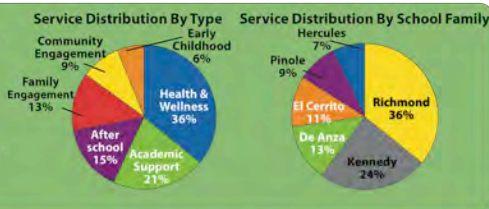
Issue. A "Full-Service Community School" (FSCS) offers a variety of supports to children and families, ranging from academic enrichment to physical and mental healthcare. West Contra Costa Unified School District (WCCUSD) has committed to a district-wide vision for FSCS in their 2014-2019 Strategic Plan. However, the district does not have a complete inventory of all programs at each school.

To strategically plan for FSCS implementation, this project identified existing programs at school sites in WCCUSD and analyzed how the distribution of services aligns with local needs.

Methods.

1. Data Collection

We created an inventory of services offered at each school site by surveying principals, school personnel, and community-based service providers through email, phone calls, and in-person meetings.



2. Services Map

WCCUSD staff used the data we collected to create an interactive services map on the district website. The map is intended to help principals, parents, and teachers better understand what services are available at their school site, and at other schools in the district.

When users click on a school icon, they see the following information pop up for that site:

- Program Category (e.g., Health and Wellness)
- Program Name (e.g., Contra Costa Health Services)
- Program Description (e.g., Health Clinic)



3. School Family Needs Index

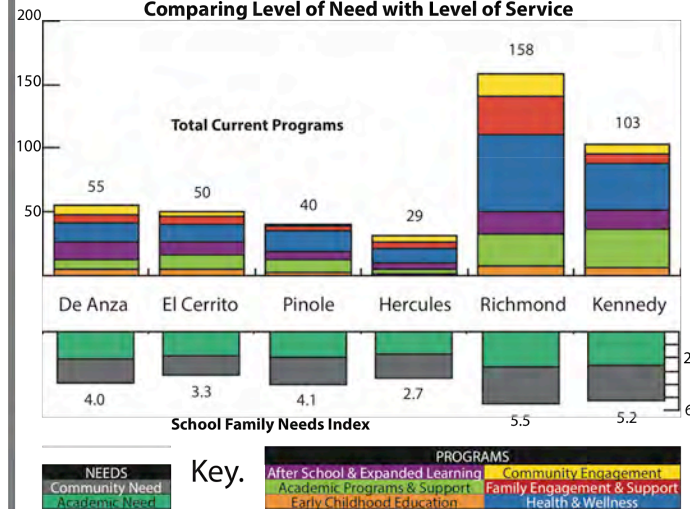
We developed a School Family Needs Index to assess how well aligned the current distribution of services is with the level of academic and community need in each "school family" (e.g., high school catchment zone in WCCUSD). Each school was assigned values of 1 (Low Need), 2 (Medium Need), or 3 (High Need) for the following factors, and scores were averaged across school families.

	Academic Factors			Community Factors	
	% Free/Reduce Price Lunch	% English Language Learner	Growth Academic Performance	% HS Graduate or Higher	% Below Poverty Level
	(Oct 2012, CA Dept of Ed, School Level)	(2012-13, CA Dept of Ed, School Level)	(2013, CA Dept of Ed, School Level)	(2008-2012, ACS, zip code)	(2008-2012, ACS, zip code)
High Need - 3	55% or more	55% or more	699 or below	80% or less	17% or more
Med. Need - 2	21% - 54%	21% - 54%	700-799	81%-90%	9%-16%
Low Need - 1	0% - 20%	0%-20%	800 or more	91%-100%	0%-8%

Analysis.

Analysis was conducted for 48 schools in total which are organized into the six WCCUSD "school families," each associated with a high school.

Comparing Level of Need with Level of Service



Next Steps.

Data Collection and Mapping

- "Deep dive" to complete remaining data collection
- Develop ongoing data management system

Strategic Planning

- Use map as communications tool to promote district FSCS strategy
- Conduct district-wide needs assessment to better understand untapped strengths or unmet needs in schools or communities
- Use data to drive horizontal collaboration across and vertical collaboration within families

KNOW

PLAN

5

IMPLEMENT

SUSTAIN

Align Bricks and Mortar Investments

- Ensure family-oriented, mixed-income housing
- Establish schools as centers of opportunity-rich communities
- Pursue joint development



KNOW

PLAN

5

IMPLEMENT

SUSTAIN

Align Bricks and Mortar Investments



EMERYVILLE CENTER OF COMMUNITY LIFE Community Design Workshop 8 Summary

The Nexus architectural design team set up 3 galleries displaying spaces similar in size and scale. Everyone was given 3 post-its (per gallery) to vote for their top images, noting on the post-it 1) why the image is interesting 2) how it fits the feel of Emeryville. These are the Top and Bottom 5 images that came out of the community workshop after a voting process.



ALIGNING AND LEVERAGING COMMUNITY DEVELOPMENT FUNDING TO MAXIMIZE EDUCATIONAL OUTCOMES IN BAYVIEW HUNTERS POINT 2.0

RESEARCHED AND DESIGNED BY DARREN GAPULTOS FOR THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Over the next twenty years, the Bayview Hunters Point community will undergo a massive redevelopment with the aim of alleviating the physical and economic blighting conditions of the community. During this revitalization, numerous initiatives are bringing additional financial resources to positively impact current citizens of the community. Some of these resources have the aim of supporting the educational attainment of youth attending SFUSD schools in the Bayview Hunters Point community.

In partnership with SFUSD, this research project utilizes official documents and key stakeholder interviews to create a landscape analysis that attempts to address the following questions:

What community development initiatives will support and improve the educational attainment of pre-k to 12th grade youth attending SFUSD schools located in the Bayview neighborhood and what connections between these initiatives can SFUSD leverage so that resources support district policies?

Overview

LENNAR COMMUNITY BENEFITS

Community Benefits Fund: Developer shall pay to the Community Benefits Fund 0.5% of each Market Rate Unit sold. Sale price estimated at \$700,000.

Education Improvement Fund: Developer shall pay \$500,000 after the first Major Phase Approval and \$950,000 for every 1,000 Unit Credit.

Education Scholarship Fund: Developer shall pay \$500,000 after the first Major Phase Approval and \$300,000 for 1,000 Unit Credit.

Workforce Development Fund: Developer shall pay \$500,000 on 12/15/2008, \$1,500,000 on 9/15/2009, and \$1,083,333,333 annually from 7/15/10 - 7/15/15.

CAMPAIGN FOR HOPE SF

A unique public-private partnership with an ambitious capital-raising goal of \$25 million by 2016. The Campaign for HOPE SF will leverage support and invest dollars in a range of areas to ensure the best outcomes for HOPE SF residents and neighborhoods.

Education-related funding in Bayview Hunters Point is estimated to be \$720,000 for each of the next five years.

CHOICE NEIGHBORHOOD INITIATIVES

HUD's Choice Neighborhoods Initiative focuses on the public and private sectors working together to revitalize severely distressed public housing and generate investments in well-functioning services, effective schools, public assets, public transportation, and improved access to jobs.

Of the \$30.5 million awarded to Alice Griffith and the surrounding community, ~\$1.5 million is slated for education. Funds have yet to disperse.

SF PUBLIC UTILITIES COMMISSION

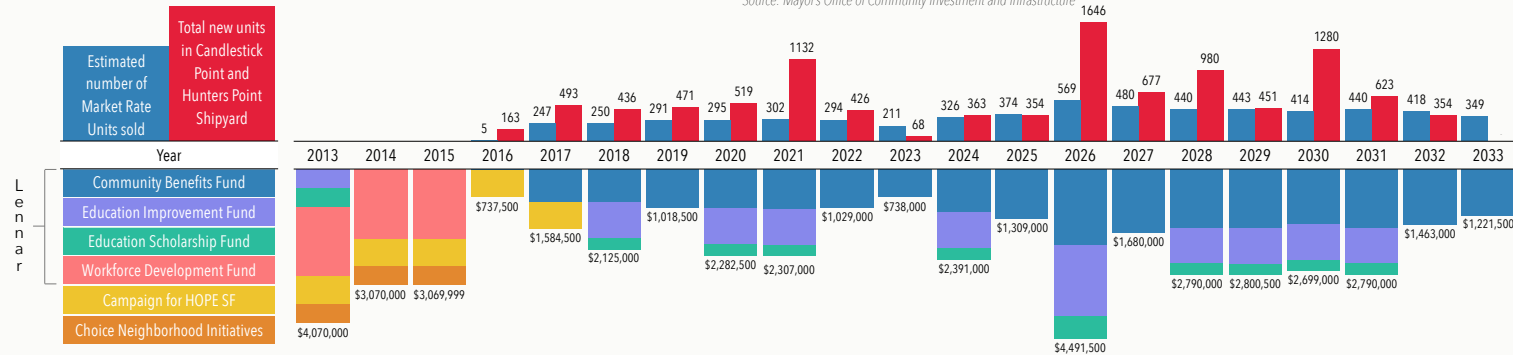
The Community Benefits policy of the San Francisco Public Utilities Commission supports many initiatives that impact Bayview Hunters Point, including educational initiatives in its local schools. The SFPUC also invites its professional services contractors to make voluntary commitments in support of education, via financial contributions, volunteer hours, and in-kind donations.

Amount of education-related funds to be determined.

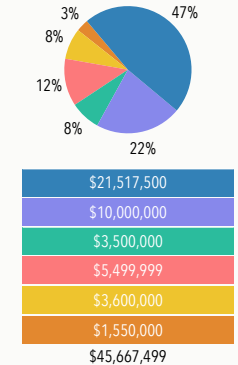
When and how much education-related funding will come to Bayview Hunters Point

Year by Year Estimated Number of Units to be Completed

Source: Mayor's Office of Community Investment and Infrastructure



Total estimated funds between 2013 and 2033



* SF PUC funds to be determined

Year by Year Estimates of Education-Related Funds from Community Development Initiatives in the Bayview Hunters Point Community

Who is deciding how to disperse the various education-related funds, what are possible connections for alignment, and where is SFUSD engaged?

EDUCATION IMPROVEMENT FUND (GROUP HAS NOT FORMED YET)

Wells Lawson
Former Redevelopment Agency

San Francisco Unified School District

Office of Economic and Workforce Development

Citizens of Bayview Hunters Point

Lennar Urban

COMMUNITY BENEFITS FUND & EDUCATION SCHOLARSHIP FUND LEGACY FOUNDATION (FORMING)

Tiffany Bohee
Former Redevelopment Agency

Veronica Hunnicutt & Pastor Josiah Bell
Citizens Advisory Committee

Carmen Kelley
Appointee of District 10 Supervisor

Ted Hunt & Dorris Jackson
Project Area Committee

Eight additional board members to be added from the following groups:

- 1x BVHP small business community
- 1x BVHP social services and/or faith community
- 2x local housing associations
- Four at large members

WORKFORCE DEVELOPMENT FUND IMPLEMENTATION COMMITTEE

Vanitha Vanugopal (Facilitator)
San Francisco Foundation

Richard Hopson
Alliance of California for Community Empowerment

Sululagi Palega
Citizens Advisory Committee

Conny Ford
San Francisco Labor Council

Angelo King
Project Area Committee

Erika Katske
San Francisco Organizing Project

Jacob Moody
Bayview Hunters Point Foundation

Cheryl Smith
Lennar Urban

CAMPAIGN FOR HOPE SF

Ellie Rossiter
San Francisco Foundation

CHOICE NEIGHBORHOOD INITIATIVES

Isaac Dozier
Urban Strategies

SF PUBLIC UTILITIES COMMISSION

Kay Fernandez

Laura Page

Jessica Buendia

SFUSD currently has working structures with these initiatives





School Facilities COST CALCULATOR

A Joint-Use Tool for Fair Fees

USE DATA FROM
A SCHOOL DISTRICT

USE A BLANK
TEMPLATE

LOAD A
SAVED SESSION

The joint use of public school facilities offers educational, economic, and environmental benefits for both schools and communities. But determining the real costs of owning and operating facilities and creating a fair fee structure that covers those costs can be a challenge for districts.

The School Facilities Cost Calculator is pre-loaded with rich data from 15,000 school districts and provides step-by-step guidance in crafting an effective, transparent joint-use policy. This easy-to-use, adaptable calculator helps school system leaders:

- 1) Identify all facility-related expenditures in their district
- 2) Calculate the full cost of ownership on a per square foot and per hour basis
- 3) Formulate a multi-tiered fee structure for different types of community users



Find more resources for managing public school facilities, including an Excel version of this calculator, on the Building Educational Success Together (BEST) website.



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**21ST CENTURY
SCHOOL FUND** | IMPROVING URBAN PUBLIC
SCHOOL FACILITIES

BEST | BUILDING EDUCATIONAL
SUCCESS TOGETHER

Growth & Opportunity:

Aligning High-Quality Public Education & Sustainable Communities Planning in the Bay Area

A Framing Paper for the San Francisco Bay Area FOCUS Initiative

June 2011

Average School-Level Percent of Bay Area Public School Students Who:	Location		
	In PDA	In PDA Buffer	Not In PDA
Qualify for free/reduced priced lunch	67%	54%	38%
English Language Learners	37%	32%	22%

Teacher Characteristics 2009-10	Location		
	In PDA	In PDA Buffer	Not In PDA
Average percent of 1 st and 2 nd year teachers in Bay Area public schools	16%	13%	11%
Average percent of fully credentialed teachers in Bay Area public schools	90%	94%	96%

FOCUS

a development and conservation strategy
for the San Francisco Bay Area

<http://www.bayareavision.org>



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KNOW

PLAN

6

IMPLEMENT

SUSTAIN

Maximize Access to Opportunity through Affordable Transportation Options

- Make areas surrounding schools **pedestrian/bicycle safe**
- Align **transit** options to support school choice and extracurricular opportunities
- Create incentives for **multimodal** transportation choices by students
- **Site** schools to maximize multimodal transportation access

FAMILIES AND TRANSIT-ORIENTED DEVELOPMENT

Creating
Complete
Communities
For All



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CTOD CENTER FOR
TRANSIT-ORIENTED
DEVELOPMENT



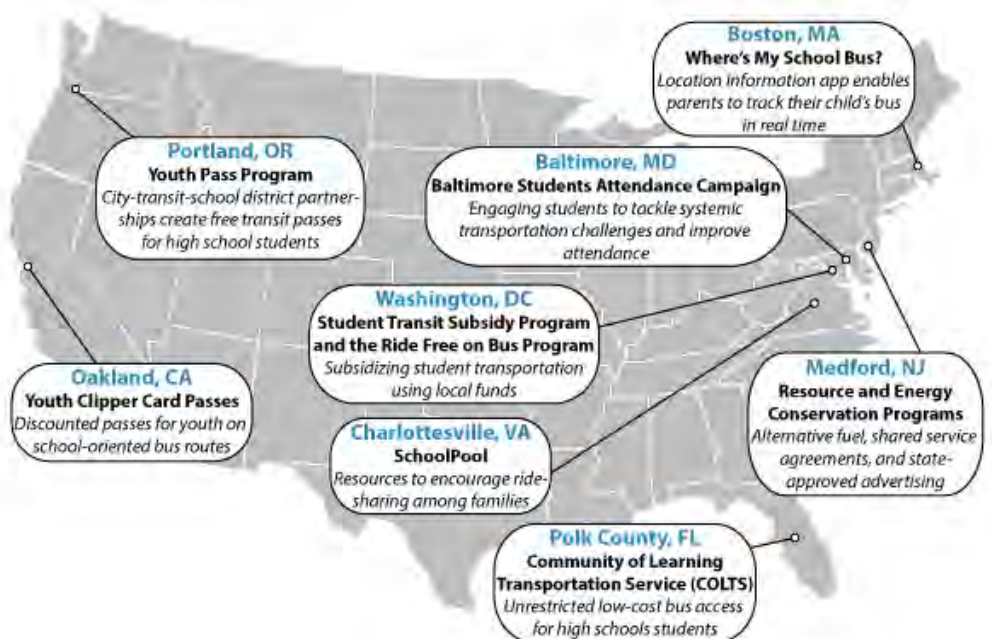
One in a series of best practices guidebooks from
The Center for Transit-Oriented Development
In partnership with the Center for Cities & Schools

Beyond Yellow Buses

Promising Practices for Maximizing Access to Opportunity
Through Innovations in Student Transportation

Beyond Yellow Buses

Promising Practices for Maximizing Access to Opportunity
Through Innovations in Student Transportation



Linking Equity + Sustainability: A Student Transportation Plan for San Francisco Unified School District

Julia Ehrman, MCP/MPH Student, Center for Cities & Schools PLUS Fellow 2014, UC Berkeley



QUESTION How can we improve SFUSD's current alternative transportation efforts to increase sustainable commuting among District families?

CHALLENGES Three major challenges illuminate the need to address equity in sustainable school transportation efforts in San Francisco.

School choice

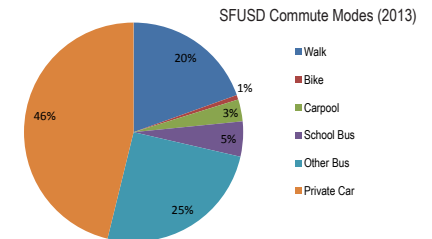
SFUSD uses a choice lottery system to give all families access to top quality schools, language immersion, and other specialized programs. Furthermore, students are not guaranteed access to their neighborhood schools. This means that students travel across the city to reach educational opportunities. In San Francisco's school choice context, equitable access to education will not be achieved without safe, reliable, and affordable transportation.

Limited transportation resources

School bus service was recently cut, and now serves just five percent of SFUSD students. Limited resources are available to support alternatives to yellow bus transportation through the Safe Routes to School Partnership in the Department of Public Health, The Department of the Environment, and the Municipal Transportation Agency. These programs rely on short term grant funding and many only operate in a small selection of schools.

Diverse school contexts

Sustainability goals are set based on District level data. However, the aggregate distribution of commute modes does not capture the reality at individual schools. Topography, transit service, street safety, caregiver availability and other factors determine the transportation options that are available to students.

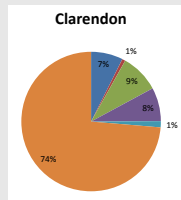


FINDINGS The impact of transportation on SFUSD families is not well understood. These maps demonstrate the imperative to include affordability, access, and safety in a context-specific vision for sustainable transportation.

Many families travel from across the city to attend this bilingual school. How can more sustainable transportation options be made available to them?



Student School and Residence (2010)



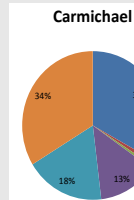
School Commute Modes (2013)

CLARENDON ALTERNATIVE SCHOOL

In this exemplary picture of sustainable transportation, are the transportation needs of families at this school being met?



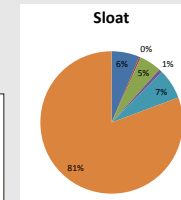
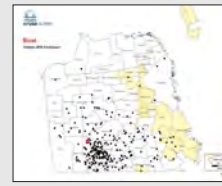
What sustainability goals are appropriate in this context?



How does transit service impact student enrollment at this school?

BESSIE CARMICHAEL K - 8

How do transportation factors weigh against other factors for families who decide to enroll here?



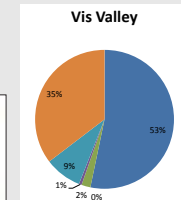
Why is the rate of driving so high despite the concentration of students living nearby?

COMMODORE SLOAT ELEMENTARY SCHOOL

Are high walking rates attributable to favorable conditions or barriers from using other modes?



How can a sustainable transportation program celebrate and provide support to families who walk?



What transportation and other factors lead to the exceptionally strong neighborhood-draw at this school?

VISITACION VALLEY ELEMENTARY SCHOOL

RECOMMENDATIONS SFUSD need an equity-focused student transportation plan in order to achieve sustainability.

SFUSD

POLICY Institute a high-level policy that sets a vision to ensure that all students have access to sustainable transportation that is healthy, safe, affordable, and reliable.

MESSAGING Simplify and centralize messaging about all transportation options.

Provide a clear point of contact for questions about transportation.

Create school specific information materials with details about transportation resources.

TRANSIT Provide strong support for the expansion and institutionalization of the Free Muni for Youth program.

Develop strategic partnerships at MTA to advocate for transit design and investments that serve youth.

SCHOOL BUSES School bus service should be integrated into a comprehensive transportation strategy, and opportunities to integrate sustainable transportation alternatives into the special needs transportation program should be explored.

Safe Routes to School Partners

ALIGNMENT The SF Safe Routes to School Partnership needs to operate in a broader framework and vision set by SFUSD, and design programs and evaluation to serve district goals.

FOCUS GROUPS Use parent focus groups and surveys to gather data about transportation needs at each school, and the effectiveness of existing outreach.

Researchers

ACCESS AND EQUITY Research is needed to:

- Understand the impacts of transportation service and infrastructure on school choice in SFUSD.
- Assess ways to ensure that equity and sustainability initiatives are mutually reinforcing.
- Learn how transit, walking, biking, and carpool programs can be adapted to meet the needs of families.



ALIGNING + LEVERAGING RESOURCES

Connecting Industry Partners with OUSD's Linked Learning Educational Goals and Strategies



Elizabeth Schmid • PLUS Fellow, 2014

Mark Shorett • Association of Bay Area Governments

Gretchen Livesey • Oakland Unified School District

QUESTION

How can communication between OUSD teachers and Bay Area industry partners be facilitated to promote the Linked Learning instructional approach?

ISSUE

- OUSD needs to form stronger connections with Bay Area firms and businesses in order to provide work-based Linked Learning experiences for all high school students.
- Plan Bay Area projects that **the Bay Area will grow by 1.1 million jobs** by 2040. Many of these jobs will require industry specific skills and education.
- Educators and industry partners **struggle to connect and collaborate** to achieve their shared goals.

FINDINGS

- According to a 2012 survey of teachers conducted by the OUSD Linked Learning office, **86% of teachers report they need support connecting with industry partners.**
- Industry professionals also struggle to connect with students.

"I have no idea how to begin [working with students] because I do not have access to interested students."

—Local industry professional

BAY AREA CONNECT

A **web-based platform** that connects educators with industry partners and serves as a collaboration tool

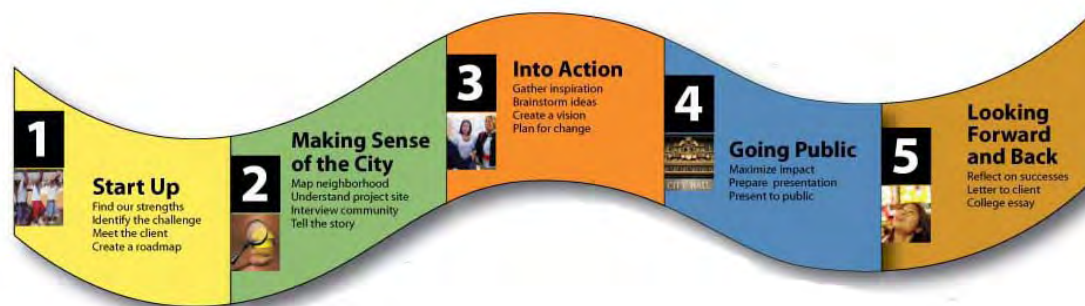


Y-PLAN: Planning the Smart City with + for Young People

Overview: Y-PLAN

Youth – Plan, Learn, Act, Now!

“Y-PLAN turns schools inside out; communities become a text for learning and students become agents of social change”



Y-PLAN

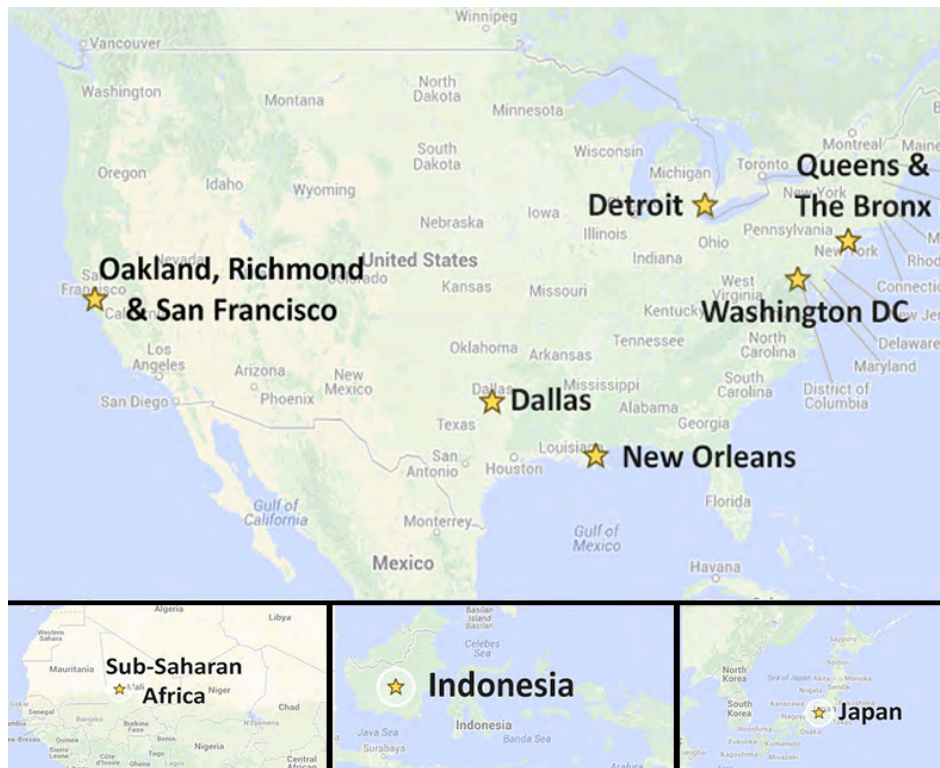
“Double Bottom Line”



WhY-PLAN?

A Decade of Growth

12,000 Students
250 Civic Partners
75 City-School Projects



2013-14

12 Y-PLAN Projects
9 Subject Areas
>800 Students
16 Teachers
60 “Adult Allies”
9 Cities

Oakland | Richmond | San Francisco | Berkeley | Dallas | New Orleans | New York City | Washington, D.C. | Detroit | Indonesia | Japan | Sub-Saharan Africa

Y-PLAN Roadmap

5-step methodology

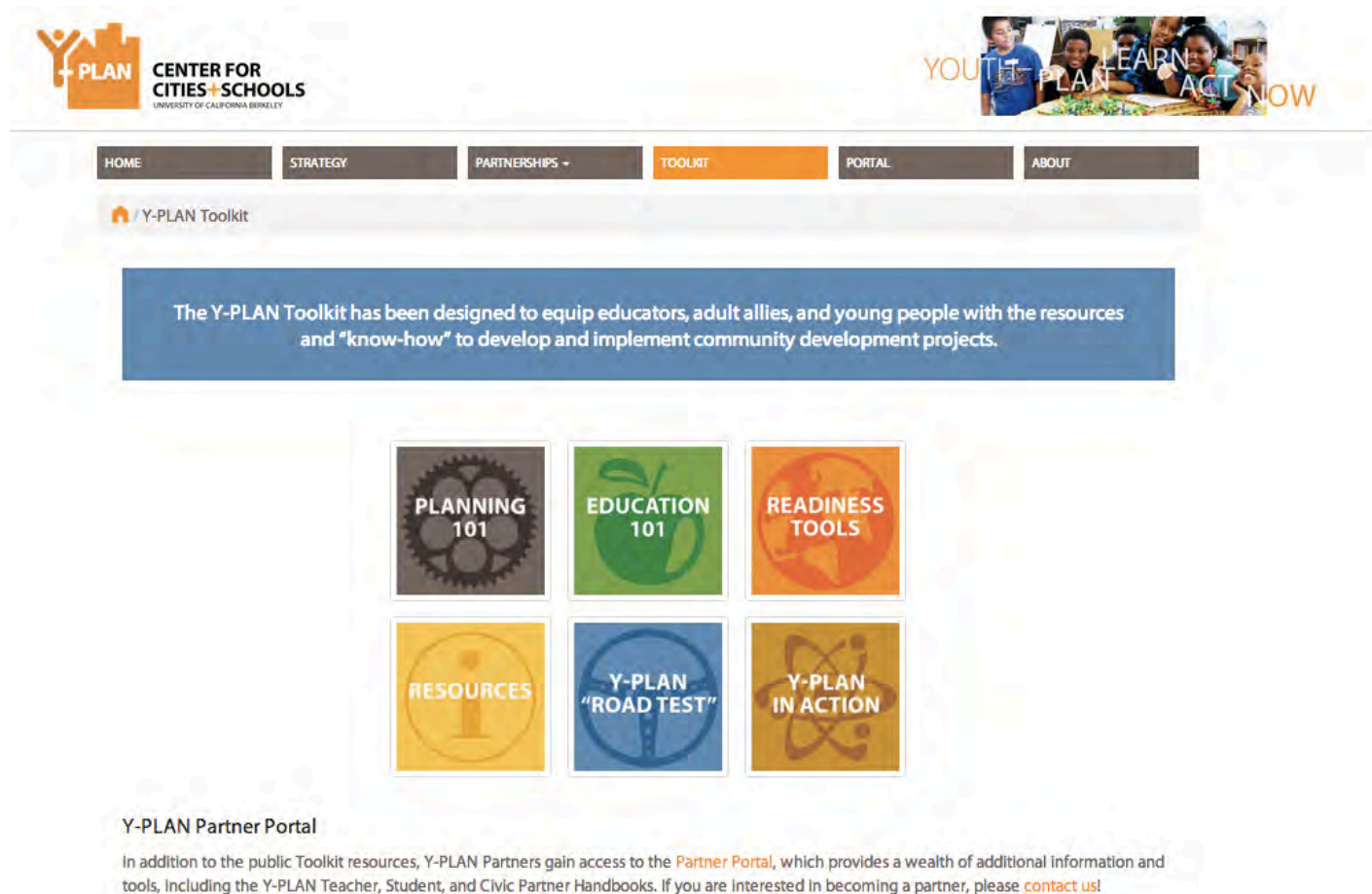


“Fresh Perspective + Powerful Research =
Y-PLAN”

- Richmond City Manager, Bill Lindsay



Y-PLAN Digital Toolkit & Resources



The screenshot displays the Y-PLAN Digital Toolkit website. At the top, there is a navigation bar with links: HOME, STRATEGY, PARTNERSHIPS, TOOLKIT (highlighted in orange), PORTAL, and ABOUT. Below the navigation bar, a banner image shows a group of diverse young people with the text "YOUTH PLAN LEARN ACT NOW". A blue box contains the text: "The Y-PLAN Toolkit has been designed to equip educators, adult allies, and young people with the resources and 'know-how' to develop and implement community development projects." Below this, six icons represent different toolkit sections: PLANNING 101 (gears), EDUCATION 101 (apple), READINESS TOOLS (globe), RESOURCES (information icon), Y-PLAN "ROAD TEST" (road sign), and Y-PLAN IN ACTION (atom). At the bottom, a section titled "Y-PLAN Partner Portal" states: "In addition to the public Toolkit resources, Y-PLAN Partners gain access to the [Partner Portal](#), which provides a wealth of additional information and tools, including the Y-PLAN Teacher, Student, and Civic Partner Handbooks. If you are interested in becoming a partner, please [contact us](#)!"

Y-PLAN Partner Portal

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Richmond, CA

Richmond High School Health Academy

Project Question: *What kinds of transportation improvements would make it easier, more enjoyable, and safer for people of all ages and abilities to get to the south shoreline from the rest of Richmond?*

Class: 10th Grade World History

Client: City of Richmond, WRT

Highlights: Created, distributed, analyzed > 500 community surveys



Washington, D.C.

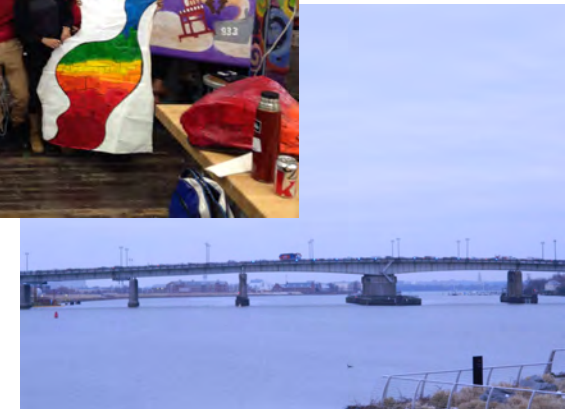
Cesar Chavez School for Public Policy

Project Question: *How can the rich histories and cultures of two D.C. communities be stitched together through public space and public art?*

Class: 12th Grade Art + Design

Client: Scott Kratz, 11th Street Bridge Project, THEARC

Highlights: Interviewed and mapped community to create prototype public art to reflect diversity of Anacostia + Navy Yard Communities



Hunters View, San Francisco

Malcolm X Elementary

Project Question: *How can young people help the Hunters View HOPE SF housing developers forge stronger connections between the school, the neighborhood, and the larger community?*

Class: 3rd + 4th Grade

Client/Partners: John Stewart Company, Urban Strategies, NOMA

Highlights: Youth Vision of the City is the Smart City



Thank You



<http://citiesandschools.berkeley.edu>

