Toward the Smart City:

Sustainable Communities Need Opportunity-Rich Schools

Deborah McKoy, PhD
Jeff Vincent, PhD
Jessie Stewart, MCRP

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
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)
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 with socioeconomic mixing
- Meeting the needs of language minorities
- Housing
- Transportation
- Economic costs of the gap
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. Berbaum

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

1. Know Your Educational Landscape
2. Engage School Leaders, Families, & Young People
3. Establish a Shared Vision and Metrics
4. Support the Whole Life of Learners
5. Align Bricks-and-Mortar Investments
6. Maximize Access to Opportunity through Transportation
7. Institutionalize What Works

KNOW → PLAN → IMPLEMENT → SUSTAIN
4. Support the Whole Life of Learners

5. Align Bricks-and-Mortar Investments

6. Maximize Access to Opportunity through Transportation

IMPLEMENT
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’s 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, the following information pops up for that site:  
- Program Category (e.g., Health and Wellness)  
- Program Name (e.g., Connies Child 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 at each school site. The index considers values of 1 (Low Need), 2 (Medium Need), or 3 (High Need) for the following factors, and scores were averaged across school family factors.

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

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 and unmet needs in schools and communities  
- Use data to drive horizontal collaboration across and vertical collaboration within families

Center for Cities + Schools @ University of California, Berkeley  
Center for Cities + Schools, 2150 Shattuck Ave., Suite 300, Berkeley, CA 94704  
Institute of Urban and Regional Development  
http://www.citieschools.org  
http://www.berkeley.edu  

The California Institute for Public Health  
http://www.phealth.org
Align Bricks and Mortar Investments

- Ensure family-oriented, mixed-income housing
- Establish schools as centers of opportunity-rich communities
- Pursue joint development
Align Bricks and Mortar Investments

1. KNOW
2. PLAN
3. IMPLEMENT
4. SUSTAIN
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?

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

Year by Year Estimated Number of Units to be Completed

<table>
<thead>
<tr>
<th>Year</th>
<th>Total new units in Candlestick Point and Hunters Point Shipyard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>151,342</td>
</tr>
<tr>
<td>2014</td>
<td>493,580</td>
</tr>
<tr>
<td>2015</td>
<td>436,530</td>
</tr>
<tr>
<td>2016</td>
<td>279,236</td>
</tr>
<tr>
<td>2017</td>
<td>218,261</td>
</tr>
<tr>
<td>2018</td>
<td>187,692</td>
</tr>
<tr>
<td>2019</td>
<td>139,120</td>
</tr>
<tr>
<td>2020</td>
<td>113,210</td>
</tr>
<tr>
<td>2021</td>
<td>102,900</td>
</tr>
<tr>
<td>2022</td>
<td>98,250</td>
</tr>
<tr>
<td>2023</td>
<td>90,860</td>
</tr>
<tr>
<td>2024</td>
<td>84,460</td>
</tr>
<tr>
<td>2025</td>
<td>79,240</td>
</tr>
<tr>
<td>2026</td>
<td>74,320</td>
</tr>
<tr>
<td>2027</td>
<td>69,560</td>
</tr>
<tr>
<td>2028</td>
<td>65,000</td>
</tr>
<tr>
<td>2029</td>
<td>60,640</td>
</tr>
<tr>
<td>2030</td>
<td>56,440</td>
</tr>
<tr>
<td>2031</td>
<td>52,450</td>
</tr>
<tr>
<td>2032</td>
<td>48,670</td>
</tr>
<tr>
<td>2033</td>
<td>45,120</td>
</tr>
</tbody>
</table>

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

| Year | Community Benefits Fund | Education Improvement Fund | Education Scholarship Fund | Workforce Development Fund | Campaign for HOPE SF | Community Benefits Fund & Education Scholarship Fund | Legacy Foundation (Forming) |
|------|--------------------------|-----------------------------|---------------------------|---------------------------|----------------------|------------------------------------------------------|
| 2013 | $407,680                 | $13,821,000                 | $1,239,500                | $2,307,000                | $1,455,000           | Tiffany Bohoe                                         |
| 2014 | $737,600                 | $10,584,500                 | $2,125,000                | $2,307,000                | $1,520,000           | Veronica Hunicutt & Pastor Jossah Bell               |
| 2015 | $371,000                 | $2,018,500                  | $2,282,000                | $2,307,000                | $178,000             | Ted Hunt & Dennis Jackson                            |
| 2016 | $1,021,000               | $2,915,000                  | $2,307,000                | $2,307,000                | $1,307,000           | Carmen Kelley                                         |
| 2017 | $1,455,000               | $3,500,000                  | $2,307,000                | $2,307,000                | $1,680,000           | Citizens Advisory Committee                          |
| 2018 | $1,150,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,790,000           | Richard Hopsan - Alliance of California for Community |
| 2019 | $1,307,000               | $2,915,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Education Empowerment                                |
| 2020 | $1,680,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,860,000           | Conny Ford - San Francisco Labor Council             |
| 2021 | $2,490,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Erika Katske - San Francisco Organizing Project      |
| 2022 | $2,915,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Angelo King - Project Area Committee                 |
| 2023 | $3,500,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Jacob Moody - Bayview Hunters Point Foundation       |
| 2024 | $4,471,500               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Cheryl Smith - Lennar Urban                          |
| 2025 | $4,471,500               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Lennar Urban                                         |
| 2026 | $5,117,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Lennar Urban                                         |
| 2027 | $5,117,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Lennar Urban                                         |
| 2028 | $5,117,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Lennar Urban                                         |
| 2029 | $5,117,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Lennar Urban                                         |
| 2030 | $5,117,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Lennar Urban                                         |
| 2031 | $5,117,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Lennar Urban                                         |
| 2032 | $5,117,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Lennar Urban                                         |
| 2033 | $5,117,000               | $2,307,000                  | $2,307,000                | $2,307,000                | $2,307,000           | Lennar Urban                                         |

Total estimated funds between 2013 and 2033

- $21,517,500
- $10,000,000
- $3,500,000
- $5,499,999
- $3,600,000
- $1,550,000
- $45,667,499

* SFUSD funds to be determined

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 Bohoe
  - Former Redevelopment Agency
- Veronica Hunicutt & Pastor Jossah Bell
  - Citizens Advisory Committee
- Carmen Kelley
  - Appointee of District 10 Supervisor
- Ted Hunt & Dennis 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
  - 4x at large members

WORKFORCE DEVELOPMENT FUND
IMPLEMENTATION COMMITTEE

- Vanita Vanugopal
  - (Facilitator)
- San Francisco Foundation
- Konnie Patel
  - Citizens Advisory Committee
- Conny Ford
  - San Francisco Labor Council
- Erika Katske
  - San Francisco Organizing Project
- Angelo King
  - Project Area Committee
- Cheryl Smith
  - Lennar Urban

CAMPAIGN FOR HOPE SF

- Ellie Rosster
  - San Francisco Foundation

CHOICE NEIGHBORHOOD INITIATIVES

- Isaac Dozier
  - Urban Strategies

SE PUBLIC UTILITIES COMMISSION

- Key Fernandez
- Laura Page
- Jessica Bumbria

SFUSD currently has working structures with these initiatives
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.
# 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

---

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

<table>
<thead>
<tr>
<th>Teacher Characteristics 2009-10</th>
<th>Location</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average percent of 1st and 2nd year teachers in Bay Area public schools</td>
<td>16%</td>
<td>13%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Average percent of fully credentialed teachers in Bay Area public schools</td>
<td>90%</td>
<td>94%</td>
<td>96%</td>
<td></td>
</tr>
</tbody>
</table>

---

http://www.bayareavision.org

---
Maximize Access to Opportunity through Affordable Transportation Options

1. Make areas surrounding schools pedestrian/bicycle safe.
2. Align transit options to support school choice and extracurricular opportunities.
3. Create incentives for multimodal transportation choices by students.
4. Site schools to maximize multimodal transportation access.
FAMILIES AND TRANSIT-ORIENTED DEVELOPMENT

Creating Complete Communities For All

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

School Commute Modes (2013)

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 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?

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

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.

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.

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.

CLARENDON ALTERNATIVE SCHOOL
BESSIE CARMICHAEL K-8
COMMODORE SLOAT ELEMENTARY SCHOOL
VISITATION VALLEY ELEMENTARY SCHOOL

SFUSD Commute Modes (2013)
**ALIGNING + LEVERAGING RESOURCES**

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

Elizabeth Schmid • PLUS Fellow, 2014  
Mark Shorette • 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
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
“Fresh Perspective + Powerful Research = Y-PLAN”
- Richmond City Manager, Bill Lindsay
Y-PLAN Digital Toolkit
& Resources

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.

Y-PLAN Partner Portal
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.
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
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 created prototype public art to reflect diversity of Anacostia + Navy Yard Communities
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