

Claremont, California

Participants

The City of Claremont has a population of 34,500 residents.

Claremont Unified School District serves 6,300 students in K-12. The district operates seven elementary schools, a school for the orthopedically handicapped, an intermediate school, a comprehensive high school, and a continuation school. The school District boundaries include the City of Claremont, and portions of the cities of LaVerne and Pomona.

For more than a decade, the City of Claremont and the Claremont Unified School District have participated in a series of joint partnerships. The partnerships have included joint agreements related to cost efficiencies, student safety, and a variety of programs and services to benefit students.

Background

The relationship between the City of Claremont and the Claremont Unified School District has historically been positive. Over the past 14 years, there have been several formalized efforts to implement an ongoing partnership, which is often referred to as the “Joint Partnership.”

In the early 1990s, as the State and national economy went into recession, both the City and the School District began to cut programs and services. During this time, members of the City Council, the Board of Education, the City Manager, and the School Superintendent engaged in discussions about the impact of these reductions. The implementation of the educational revenue augmentation funds (ERAF) shift by the state in 1992, further aggravated the financial condition of the City and School District, and both agencies laid off staff and cut programs and services. After school programs were cut, parks closed, and school intramural and cultural arts programs were cut or reduced. Following a public process where residents expressed support for additional cooperative programs with the School District and expanded programs to benefit youth, the City Council approved \$250,000 in support to the School District for the 1993-94 and 1994-1995 fiscal years. The agreement with the District stipulated that the funds were to be utilized in a manner that benefited youth in the Claremont community. This agreement was completed in 1995 as the City began increasing funding for youth programs.

Youth Master Plan

In September 1993, the City Council and Board of Education jointly appointed a 17-member community task force to research the needs of youth and the resources available to meet those needs, and to develop a strategic plan for improving programs and services for Claremont youth and their families. It was agreed that the City would provide \$25,000 in funding to develop the Youth Master Plan (YMP). The District did not have financial resources at the time to contribute funding, but did provide in-kind resources such as meeting space, copying, and staff support. The task force included City Council and School Board members, community leaders, parents, youth, key City and School District staff, youth leaders, health professionals, the faith community and college representatives. This effort, the Claremont Youth Master Plan, took seventeen months to complete.

The task force researched the School District demographics. For purposes of the Youth Master Plan, all children in the School District were considered to be “children of Claremont”. This information proved to be useful because there was a public perception that Claremont did not have “Those kinds of issues”. The data supported the impressions of the City and School District that the demographic changes in the community had resulted in a more ethnically diverse population, more working parents, and more latch-key kids consistent with the changes occurring in the larger Los Angeles metropolitan area. When this information was shared with the public during the community forums, the development of the Youth Master Plan gained greater importance. An inventory of the available services and providers identified duplicate programs and areas in which assistance was not available. This enabled the community to develop a priority listing of programs needed for youth over both the short and long term, which in turn, provided a guide for how financial resources should be allocated.

Community involvement was instrumental in the development of the Youth Master Plan. Over 150 community members served on subcommittees and over 3,000 people participated in community forums and surveys. Youth participation was solicited from all age groups, from creating posters and drawings at the elementary schools to participation in the youth attitudes and behavior survey at the high schools. The community was kept informed of the master planning process through existing City and School District publications. *This widespread involvement helped create a community-wide focus on the importance of youth and their families. It raised awareness of the issues, and developed community support by encouraging ownership early in the process. As a result of this early community participation, the Plan influenced the actions of many even before it was adopted.*

Adoption of the Youth Master Plan

Key Lessons

Understand the perspective of the different organizations and how each thinks

Add meaning to commitments by making them in public forums

Establish relationships and systems to support on-going collaborations

Seek community input and involvement early in the process

The Claremont Youth Master Plan was formally presented to the City Council, the Board of Education and the community on January 26, 1995 and the YMP was later adopted by the Board and Council as public policy. The Plan included a vision and guiding principles for the Claremont community and an action plan to:

- Mobilize the community. Get everyone involved; include and recognize youth; value diversity; and give everyone good information.
- Create a unified system of supports and activities. Be sure young people have something constructive to do when they are not in school; be sure everyone has physical and mental health care; help everyone feel safe and secure; support families; and educate parents.
- Coordinate, support and monitor these goals

Both the District and the City have continued to actively partner in implementing specific YMP recommendations since 1995. This has included jointly funding the Search Institute survey of student attitudes and behaviors in 1995, 1996, 1999, and 2001, and jointly providing financial support to community initiatives such as the Youth Wellness Center, Sunday hours at the Claremont Library, and counseling and other support services for students.

Growth of the Joint Partnership

The YMP provided the impetus for further growth of the Joint Partnership between the City and the School District. The following is a summary of several elements of this Partnership:

- ***Campus Security & Student Safety Agreement:*** The City and District have developed policies and procedures for reporting crimes on campus and dealing with youth, who are truant, bring weapons to school, or who are under the influence and/or possessing alcohol/drugs on campus or at school sponsored activities. The protocol for arresting students on campus was also developed. The City adopted a Daytime Loitering Ordinance as a part of this effort. Additionally, emergency responses and training for potential incidents of school violence have been developed. A Joint Campus Security and Student Safety Operating Committee meets on an ongoing basis to coordinate this effort and to address specific issues that arise.
- ***Joint Use Agreement:*** The City and District have entered into an agreement whereby each agency may use the other's buildings and

facilities free of charge. The agreement includes priorities for scheduling the use of buildings and facilities. Currently, the District uses City facilities for a variety of student intramural activities, junior varsity and varsity sports, Adult School classes, meetings, and staff trainings. The City utilizes the Claremont High School and El Roble Intermediate School swimming pools for community aquatics programs and the Claremont High School gymnasium for adult recreational basketball. The City is currently working with the District to coordinate use of the new El Roble gymnasium for community recreational use.

- ***Vehicle & Equipment Maintenance Agreement:*** This agreement provides that the City provide fuel as well as maintain and repair the School District vehicle fleet. Additionally, the two entities have agreed to share all equipment and vehicles when necessary (i.e. – emergency response).
- ***School Site Purchase for Community Center:*** The City and the School District entered into an agreement for the City to purchase the former Danbury School site for development as a community center and park. This project resulted in a 32,000 square foot community center and 9.6 acres of open space being added to Lewis Park. The Alexander Hughes Community Center (AHCC) opened in July 2001.
- ***Joint Recreation/Adult School Brochure:*** For several years, the City’s quarterly Human Services Department activity/class brochure and the District’s quarterly Adult School publication were combined in an effort to reduce costs and to have a one-stop information piece for residents.
- ***Joint Council/Board Meetings:*** The Mayor, Mayor Pro Tem, Board President, Board Vice-President, City Manager, and School Superintendent meet two to four times yearly to discuss joint issues of concern and to monitor the status of joint projects. The City Manager and School Superintendent both meet and talk by phone regularly. The full City Council and Board of Education meet in joint session twice each year.
- ***Communication Between Senior Staff:*** The City Manager and School Superintendent meet monthly to discuss issues of mutual concern and frequently communicate by phone or email on a number of issues. The City’s Director of Human Services and the School District’s Director of Federal, State, & Community Education Programs meet monthly to address ongoing coordination and joint programming issues. Other City and School District staff meet regularly to ensure the implementation of joint programs and projects. On some levels (YAC, TRACKS, Kids Club, etc.) City and District staff interact daily.

- ***Joint Funding for Support Services:*** The City and District have jointly identified and funded specific services supporting youth. Over the years these have included anger management, suicide intervention, human relations training, alcohol/drug counseling, and parent-teen communication classes. The City has, for many years, provided funding to supplement on-site counseling for students at Claremont High School, San Antonio Continuation High School, and El Roble Intermediate School. Additionally, the City and District have contributed funds to purchase additional hours of service at the Claremont Library.
- ***Support for Youth Programs:*** The City and District have cooperatively worked to implement additional youth programs for the community. This has included opening the Youth Activity Center (YAC) for high school age students, implementing the TRACKS Program for intermediate school age students, providing additional after school program sites for elementary school age students and supporting (financially and otherwise) the development of community-based after school tutoring programs at three sites. The City has implemented a mobile recreation program to expand after school services to at-risk youth and has opened two community computer labs (AHCC and Wheeler Park) and two youth-focused computer labs (YAC & TRACKS Activity Center) so youth in the community have access to computers.
- ***School & Community Policing Grant:*** The School District and City jointly applied for and received a School & Community Policing Grant in 2001 that placed a School Resource Officer on the secondary school campuses. The officer offers educational support and campus safety.
- ***TRACKS Activity Center & El Roble Gym Complex:*** The School District and City partnered in the application for state matching funds to enhance the new gymnasium at El Roble Intermediate School. The funding allowed for the construction of a greatly enhanced facility that included a fitness center and a second teen center (the TRACKS Activity Center) as part of the building. This new facility opened in spring 2004.
- ***Live Scan Services:*** The City and District use a Live Scan computerized fingerprint check system that provides required background screenings for District and City employees and volunteers.
- ***DARE Program:*** the City and School District collaboratively offer this educational program to all fifth grade students to prevent or reduce drug abuse and violence among youth using trained Police officers and educators.

- ***La Puerta Sports Park:*** The City uses District owned land at La Puerta Sports Park for youth sports activities and general recreation.

Challenges

Currently, the Joint Partnership faces several challenges. Both the City and the School District face economic challenges similar to what they faced in the early 1990's. The School District has dealt with significant budget cuts for the current and the 2004-05 fiscal years, and the Governor has proposed a funding shift that will reduce revenues to Claremont and other local governments. This fiscal year has seen funding cuts to some of the significant jointly funded programs offered through the Partnership (TRACKS, on-site school counseling, and Youth Wellness Center.) The City has backfilled funding in these areas, so that services could be maintained. The Youth Master Plan is approaching its tenth year and needs to be revisited. There is also a sense that with changing members among the Board, Council and staff at the City and District, the commitment to the Partnership needs to be revisited.

*The Partnership has included not only the **specific programs and services** mentioned above, but also the development of a **strong cooperative relationship** between policy makers and staff from the two entities, who have been committed to building and sustaining this collaboration. It has been a goal to **institutionalize the commitment** to collaboration in the organizational culture of the City and the District.*

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Roseville and Placer County, California

A long history of cooperation has helped Roseville and its schools build a better community.

Participants

The City of Roseville has a population of 66,900 residents. There are approximately 14,000 children attending public schools in grades K-12 living in Roseville.

Dry Creek Elementary School District serves 5,600 students in Roseville and Antelope. The district operates eight schools grades K-8..

Eureka Union School District is located in the East Roseville area and covers a portion of Granite Bay. The district serves 3,800 students in eight schools, grades K-8.

Roseville City School District serves 19 schools in the City of Roseville, with approximately 5,800 students, grades K-8.

Roseville Joint Union High School District serves 6,000 students in Roseville, Granite Bay, Antelope and communities in west Placer County. There are four high schools in the District.

Placer County has a population of 209,700 residents.

The School Districts and the City have a history of cooperative projects dating back more than 30 years. The organizational culture to cooperate is very strong; non-cooperative behavior is not accepted by any of the governments.

Featured Case Study Joint—Use of Facilities

The City of Roseville and Placer County require, as part of their General Plans, interagency coordination to co-locate schools with park and recreation facilities and the joint-use of school and public facilities. Through the years, joint-use planning has funded several efforts including the development of Mahany Park and the Roseville Aquatics Complex next to Woodcreek High School, basketball courts and a track at Placer Elementary School, baseball diamond at the future Douglas Ranch School, and childcare programs at all ten elementary schools in Roseville.

Established Culture of Cooperation

Partnerships between the City of Roseville, Placer County and the four school districts serving the city have evolved over time. The partnerships have matured through direct communication between the jurisdictions.

“The process of joint-use agreement involves a great deal of personal trust. If trust isn’t established, it’s much more difficult to establish a joint use environment. There has to be a good level of communication and a capacity to work with one another.”

*--Kelvin Lee,
Superintendent, Dry
Creek Elementary
District.*

Two by two meetings, with the superintendent and two board members of each School District and the Roseville City Manager and two Council members, are held each quarter. School District superintendents meet monthly to discuss issues important to all four districts. Twice a year, the Roseville Parks and Recreation Department meets with the School Districts. In addition, there is an understanding between the School Districts and the City that when something needs immediate attention, staff of one agency can call the other without hesitation.

Partnerships are a priority of the Roseville City Manager and City Council. The Roseville General Plan includes joint-use and interagency cooperation policies in the Public Facilities and Parks and Recreation elements: “The City and the School Districts enjoy a mutually beneficial arrangement in the joint-use of school and public facilities. Joint-use facilities shall be encouraged in all cases, unless there are overriding circumstances which make it impossible or detrimental to either the School District or the City’s park and recreation facilities/programs.” (Goal #2, City of Roseville General Plan, Public Facilities Element)

The General Plan also includes a policy that; “the City and the School District will prepare a joint-use study for each school facility to determine the feasibility of joint-use facilities. If determined to be feasible, a joint-use agreement will be pursued to maximize public use of facilities, minimize duplication of services provided and facilitate shared financial and operational responsibilities.” (Policy 6, City of Roseville General Plan, Public Facilities Element.)

Both concepts are repeated in the Parks and Recreation element of the General Plan and in the Parks Vision 2010 Plan. To implement the General Plan policies, the City of Roseville, Roseville City School District and Dry Creek Elementary School District in 1983 entered into a long range planning effort to identify potential joint-use park and school sites. Through this process, the City and School Districts created a comprehensive master plan for school and community facility needs. Since 1983, the City and the Dry Creek Elementary School District have developed a master agreement for

joint-use facilities that covers all ballfields, gymnasiums, playgrounds, parks, school grounds, school buildings and other recreational areas owned by the City and the District.

Making Cooperative Projects Successful

The City and School Districts work closely to develop successful joint use projects. For the agencies involved, the success of the project is the sense of community that joint facilities provide. Developers have long recognized that having a school or park in the neighborhood increases the values of the homes. The City's Parks and Recreation Master Plan offers an additional benefit for developers to work with the City and School District to co-locate parks and schools. Under the park standards, the City requires less park land for neighborhood parks if it is located with a school. A new subdivision typically requiring 10 acres for the school and 10 acres for a neighborhood park can designate 17 acres for a joint school and park facility and develop the other three acres as residential units. This provides additional housing for the developer and the community.

The joint-use of parks and school facilities results in more community activities at those sites, making them even more important to the community as a whole. For example, rather than have park land unused during the day, the Eureka Union School District entered a joint-use agreement with Placer County for the Douglas Ranch School and Park, enabling the school to have exclusive use of the 4.5 acre county park (excluding the children's play area and rest rooms) during the school day, when school is in session. The park site will include a baseball diamond, which provides the additional benefit of reducing costs for the School District to build its own baseball diamond. The Eureka Union School District also has a similar arrangement with the City of Roseville for a portion of Maidu Park, located adjacent to Maidu Elementary School. This arrangement allows the City use of the 7 acre school site for community recreation purposes when the school is not needed for school purposes. Similar agreements exist between the City of Roseville and the Dry Creek Elementary District. The additional use of facilities has decreased the amount of vandalism and has increased the community's sense of ownership.

“Joint-use is about mutual benefit that's greater than individual effort. The win on joint-use is that both agencies will receive more benefit than if they tried to do this independently.”

*--Kelvin Lee,
Superintendent, Dry
Creek Elementary
School District*

The public is not always initially receptive to joint-use park and school sites because of safety concerns. In the Dry Creek Elementary District, the community had concerns that people not affiliated with the school would use the park during school hours and put students at risk. To address this concern, the Dry Creek

Elementary District Superintendent worked with the Roseville City Police Department and the City Community Services Officer to talk to the parents and calm fears, and to assist with the site design to create a more secure site. The master joint-use agreement also provides mechanisms to notify the individual schools of scheduled events that occur during the school day on the park facilities.

Placer County has many cases in which the county provides funds for the construction of new facilities or improvements to existing facilities in exchange for the School District providing ongoing operation, maintenance and repair of facilities and joint-use of the facility.

The City or County and the School District typically do not maintain the property following property lines, but rather based on what is the most appropriate and efficient area to be maintained by each agency. For example, at the Heritage Oaks School and James W. Wanish Park in the Dry Creek Elementary District, the School District maintains the hard surfaces while the City maintains the fields for both the park and school.

Characteristics of Joint - Use Agreements

The City of Roseville, Placer County and the School Districts located within the jurisdictions have numerous joint-use agreements. The following are key characteristics of joint-use agreements. Not all the characteristics are found in all agreements, depending on the level of detail and specific purposes or needs.

- *Exchange of construction funds for ongoing operation, maintenance and repair of facilities and joint-use of the facility.* The agreements specify the purpose for which the funds can be used. The agreements all state that additional staff requirements, beyond that typically provided, are the responsibility of the party using the facility and are not considered routine operating expenses.
- *Responsible entity for facility construction.* The entity responsible for construction is typically not the entity responsible for ongoing operation and maintenance. In some cases, the City led the construction effort, while in others, the District did. The agency providing the funds, but not responsible for construction, was included in the process of developing the site.

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- *Hours of use.* The agreements usually provide for exclusive school use of the facility by the School District during school hours of the regular school year and for school purposes outside the regular school year, and community use during other hours. Some agreements have a minimum number of nights/days that a facility can be used by the City. Others include the priority for use of each facility (i.e., School District has first priority of a school facility, City/County has second priority and general public has third priority).
 - *Schedule for public use of the facilities.* Some agreements just identify the need to establish a schedule. Others identify who should be in charge of keeping the schedule and how often and when the City and School District should meet to establish specific facility use schedules. Some of the agreements state that the schedule for each facility will be kept by the school principal. Some agreements include a limited “bumping right” that allows a city/school to bump the school/city if the facility is needed for the owner’s activity.
 - *Specifies ownership of the site improvements.*
 - *Community uses consistent with the use of school buildings or grounds.*
 - *Cost to use the facility.* Use of a facility by either party is without cost, except in the case of additional costs due to clean up, utility expense and additional staff if required. Costs can also be charged to entities not associated with the City or School District, or for events at which the City/school charge admission.
 - *Terms of the agreement and the right to terminate the agreement.* The agreements include a clause that requires the reimbursement of the county funds by the School District if the School District terminates the agreement and vice versa. The amount of reimbursement is reduced consistent with the number of years the agreement has been in place.
 - *For future sites, allows the ability to develop the other agency’s parcel in exchange for future reimbursement.* This allows a City/School District to develop an area that both

entities have agreed will be a joint-use area and for which a site plan exists. There are certain limitations to the site development, such as development must occur within the owner's plans and specifications and be approved by the owner.

- *For future sites, allows the mutual design of the joint-use area.*
- *Liability and indemnification clauses.* The agreements also require a facility user to notify the owner of defect or dangerous condition within 24 hours of discovery.

Over the years, minor issues between the partners have emerged, but have been resolved as they occurred. For example, problems with access to gymnasiums and multi-purpose rooms on weekends was addressed by installing special alarm keypads to allow only those buildings to be disarmed for access while the remainder of the school stayed alarmed and secure.

Sharing facilities can create a strain on the facilities. Often, multipurpose rooms are used through the evening and during the summer which allows very little time for maintenance. Schools' recreational facilities are constantly booked for use by Parks and Recreation Departments. This increased use results in more frequent maintenance requirements. Not only is the time often not available, the funds to provide the additional maintenance may also be lacking. Although some joint-use agreements, such as the agreement for the joint-use of Douglas Ranch School Park, require the facility to be left in usable condition for the school day, more significant maintenance and site repair either closes the facility to outside groups or must be worked around the building's use. This is particularly difficult for year round schools where time for significant building repair is limited.

Other Cooperative Projects

Facilities

- **Athletic Field and Maintenance Improvements.** Placer County provided \$28,000 to the Newcastle Elementary School District for improvements at Newcastle Elementary School in 1992. Improvements included the addition of new backstops, resurfacing of basketball courts, a new basketball court retaining wall,

fencing between the baseball field and basketball courts, protective mast for placement under the backboards in the gymnasium, and equipment boxes. Funding was provided on a project by project basis, with specific amounts allocated to each project. The School District provided \$12,310 toward the improvements and the community/school also contributed 167 person hours to the projects. In addition, Placer County provided Loomis Union School District \$58,900 for improvements at Placer Elementary School athletic fields, including rebuilding the existing track, adding turf to a softball diamond and a small child's soccer field, adding a basket for basketball, installing bleachers, adding three shot-put circles, building a climbing ladder, relocating the fitness course and softball backstop, and purchasing soccer goals and a storage container for maintenance and sports equipment in 1995. The County also provided \$8,000 to the Ophir Elementary School District for improvements to Ophir Elementary School in 1996. Improvements included soil preparation, sod placement and installation of irrigation. County funds were obtained through park dedication fees and covered a portion of the total improvements.

- **Basketball Court Improvements.** Placer County provided \$32,000 to the Loomis Union School District for the development of basketball courts and a track at Placer Elementary School in 1993. County funds were obtained through park dedication fees.
- **Playground Improvements.** Placer County provided \$25,124 to the Penryn Elementary School District in 1994 for the removal of 12 pieces of play equipment and the purchase of a new tot lot and related materials for Penryn Elementary School. County funds were obtained through park dedication fees.
- **Swimming Pool Improvements.** In 1996, Placer County provided \$5,000 in park dedication fees to pay for a portion of the cost of two handicap lifts at the Del Oro High School Swimming Pool in Placer Union High School District.
- **Master Joint-Use Agreement.** The City of Roseville and Dry Creek Elementary School District master

agreement for all facilities includes a process for scheduling of facilities, improvements, maintenance of facilities, fees and charges, future planning of joint-use sites, and use of district property for city child care program.

- **Douglas Ranch Project Joint-Use Facility.** The Douglas Ranch Project includes a 4.5-acre county park site and a 5.5-acre school site located adjacent to each other. The agreement between County of Placer and Eureka Union School District is for joint-use of the turf and baseball diamond portion of the park site for play field purposes and a portion of the school site, including the hard court area, multi-purpose rooms and classrooms, for community recreation purposes. Use of facilities is at no cost. Since neither site had yet been built, the agreement allowed the County to build the multi-purpose facility if it is needed before the District can construct the facility, and allows the District to improve the park property if needed before the County can develop it. If this occurs, the agency that builds the facility will be reimbursed by the owner within 10 years of the completion date. If the County chooses, they may convey the park property and improvements to the School District in lieu of reimbursement.
- **Swimming Pool Complex.** The Roseville Joint Union High School District and City of Roseville signed an MOU to work cooperatively to construct, maintain, and operate a swimming pool complex, tennis courts, softball fields, basketball courts and related improvements for 10 acres of Mahany Park adjacent to Woodcreek High School. The School District contributed 38.5% (\$1.865 million) of the total construction cost of the athletic facilities. The City agreed to maintain, operate and repair the facilities and grounds to a standard suitable for the High School to use the facility for interscholastic activities. The agreement provided that, should the swimming pool complex be built for less than the anticipated amount, the District would be reimbursed for a portion of its contribution. The aquatic center, with an Olympic size pool, 25 yard, zero depth recreation pool with a 150' slide and 12 deep children's interactive pool with a play structure, opened in May 1995.

Programs and Services

- **Police Partnerships.** The City of Roseville and Dry Creek Elementary School District have partnerships to provide crossing guards and signalized intersections, police officers to assist with the DARE program, and police officers in the schools.
- **Adventure Clubs.** “Adventure Clubs”, an elementary school-age child care program, provides before and after school care starting at 7 a.m. and ending at 6 p.m. The programs are located at all 10 elementary school sites in the City and serve approximately 75 children each day. The School District supplies the school sites and utilities while the City provides the park and recreation programming and staffing. The cost of the Adventure clubs is approximately \$2.5 to 3 million a year. The program, which began in 1987, was initiated to provide a safe place for children who might otherwise be going home to an empty house. The program was first funded with a \$6,000 start-up grant from the California Department of Education. This program is also being applied by the Sunrise Park and Recreation District in Sacramento County. In recent years, the Clubs have experienced enrollment waiting lists.
- **Student Unions.** Student Unions, the after school program designed for middle school students, are located in the middle schools, but run by city staff. The program was initiated by the City police and parks and recreation departments to provide a place for middle school students to go after school.
- **Business, Educators & Community Organized to Maximize Education (BECOME).** This partnership provides a link between the schools and local public agencies and businesses to: help enhance communication and working relationships between the education and business communities; share expertise, information, resources and facilities; enhance the quality of education for students and educators; and inform students, educators and the community about the needs and demands of the business world.

Key Lessons

Throughout the long years of cooperation and joint projects, Placer County, the City of Roseville and the four school districts have learned some valuable lessons, namely:

- *High-quality, effective, and continuous upper-level management is essential.*
- *The community must be mobilized and actively support joint-use and interagency cooperation.*
- *Developers must embrace a cooperative stance, recognizing schools and educational services as amenities, rather than profit constraints*
- *High levels of trust and commitment amongst agency leaders are critical*

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City of Lincoln, Placer County, CA

Joint facilities planning, development, construction and use.

By Francesca Wright

As one of the fastest growing communities in the State of California for the past several years, the City of Lincoln was faced with the challenge of growing its public buildings and recreational facilities fast enough to keep pace with the needs of the community. The city had grown from a population of 7,800 in 1990 to 27,000 in 2005. With that growth came packed school rooms throughout the Western Placer Unified School District (WPUSD), the need for safe bicycle and pedestrian routes to school, and a lack of recreational opportunities for youth and adults alike.

Participants:

- City of Lincoln
- Western Placer Unified School District
- Sierra Joint Community College District.

The Needs

Library Expansion

Despite the tripling of its population, Lincoln residents have found themselves being served by one Carnegie library located in the downtown. The library is falling far short of the two books per capita which is considered “adequate” to serve a population the size of Lincoln.

Administrative Office Space

With all this growth came the need to expand staffing. Existing city and school district office space was insufficient.

Housing

More affordable housing was needed within the community so that new public servants had the opportunity to live in the same community in which they work.

Beginnings

These expanding needs and too few financial resources prompted the development of the Lincoln/WPUSD Collaborative Program in March of 2003. The goal was to meet the growing demands of the community by pooling scarce financial resources to build and share several necessary public facilities.

The Projects

A joint planning group was formed to discuss and hammer out the details of several joint public projects:

1. **Joint Use Public Library** that included not only the city and school district, but also the local community college, Sierra College. Once the details of the joint-use agreement had been ironed out, the City/College/School District jointly applied for and received a \$10.4 million grant from the California Public Library Construction and Renovation Board to help build the \$16 million new library.
2. **Safe Routes to School.** The City and District jointly applied to Caltrans for a grant to improve the infrastructure in and around the current schools located within the district. Working closely with school officials, city staff developed the grant application and received a Safe Route to School Grant of \$341,000 for much needed sidewalk and safety improvements. This local assistance grant was established in 1999 and is scheduled to sunset in January, 2008.
3. **New Facilities Use Agreement.** The City and District entered into a memorandum of agreement regarding the sharing of all new school buildings and adjoining recreational areas. The School district will pay for the construction of all new school buildings and the city will pay for the construction of all adjoining recreational areas at the new school sites.
4. **City/School District Administrative Building.** The city and district have entered into a joint use agreement to develop a four story shared administrative building. The agreement outlines details on the construction of the building, the use of the building, sharing project costs, ownership of the building and sharing operation and maintenance costs.
5. **Zebra Housing Project.** Community Development Block Grant funds will be used for the construction of three single family residences to be built by students from Lincoln High School. The completed 3 and 4 bedroom units, approximately 1,400 square feet each, will be sold to those meeting the eligibility requirements of the CDBG program for target income. Units will be offered to school district employees and then to City of Lincoln employees. If there are no interested parties, the homes will then be placed on the open market for anyone meeting the income requirements.

Accomplishments & Savings

- ✓ The joint-use library will result in a 67% reduction in administrative overhead for the City, a 30% reduction in overhead costs, and a 50% increase in library hours of operation. The new library will have the capacity to carry 150,000 titles. It will provide expanded service including reference desk, group study rooms, tutoring rooms, media viewing and listening stations, media screening, a young adult area, a homework center and a computer lab.
- ✓ Sidewalk and roadway improvements financed by joint grant from CalTrans.
- ✓ Twelve Bridges Elementary School has been completed under the MOU and there are plans for three more schools resulting in a 20% savings in land costs for schools and parks and a 30% increase in utilization of school buildings and park playfields.
- ✓ The joint administration building will provide citizen access to public service in a central location. Both City and School District will realize a 20% savings in square footage costs and 20% savings in building operation and maintenance costs.
- ✓ Zebra Housing provided students with hands-on skills development and will bring affordable housing to public servants.

Challenges & Lessons Learned

Invest Staff Time

Ironing out the details of a joint use agreement is not simple. The library project involved three partners, each with separate land acquisition, building standards, staffing requirements, and maintenance policies.

Safe Routes to School is Multifaceted

Retrofitting sidewalks and paths into a built environment has its design challenges. Getting families to allow their children to use the finished bicycle and pedestrian paths is another issue. Lincoln is now working with the PTA, hosting “walk to school days” and “walking school busses” to help overcome parental safety concerns.

Coordinate Building Standards

Schools often employ “Design-Build” contracting. This approach qualifies a designer builder who guarantees the construction of a facility by a given point in time at an agreed price. The designer/builder does not provide blueprints

prior to contract. Monitoring for adherence to city codes requires greater planning, onsite inspection, and coordination.

Leadership Matters

A committed City Manager and Superintendent of Schools can overcome staff skepticism and resistance. School Principal buy-in is essential for ease of day-to-day sharing of fields and facilities.

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Jerry Johnson, City Manager, City of Lincoln. Interview, March 1, 2006

Anaheim, California

Anaheim Achieves:

An After School Collaboration that Works

By Paul Andresen, CEO, Anaheim Family YMCA
and Roberta Pantle, Education Consultant, Anaheim Family YMCA

*Once upon a time,
a Magic Kingdom
was built in
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urban challenges.*

Participants:

- City of Anaheim
- Anaheim City School District
- Magnolia School District
- Anaheim Union High School District
- Anaheim Family YMCA
- Anaheim Chamber of Commerce
- Children’s Hospital of Orange County (CHOC)
- Over 30 organizations reflecting many major community stakeholders, including public and private agencies, businesses, the city’s police and fire departments, universities and colleges, private health care providers, service clubs, and other community based organizations.

The Challenge

Once upon a time, a Magic Kingdom was built in Anaheim, California, and ever since, children and families have come to frolic in this land of fantasies and dreams come true. Despite its well-known reference as the “Happiest Place on Earth”, a rapid shift in demographics and rise in low-income service workers over the past several years has created many urban challenges. A lack of affordable housing requires families (many who work the seasonal, minimum-wage jobs of the tourism industry) to share cramped living spaces. The city’s surging immigrant and refugee populations forced schools to adopt a staggered day and/or year-round schedule that leaves 25% of its children on the streets at any one time. Over 78% participate in the Free/Reduced Lunch Program at school, and over half are identified as English Language Learners. 1999 student surveys and testing revealed that over 60% of the children did not have anyone to help them with homework, and that Anaheim students were performing far below the 50th percentile in math, reading, and language on SAT/9 tests. In addition, an overwhelming majority of children did not have access to medical or dental services. Dangerous neighborhoods, overcrowded housing, few opportunities for enrichment and learning support, stressed parents, and a lack of educational

aspirations, merged to form powerful risk factors for Anaheim’s children and the community as a whole. Studies show that 85% of gang activity and crimes occur between the hours of 3:00-6:00 p.m.

But this isn’t another story about the conditions of poverty and how they impact youth and their families. This is a story about how profound community needs drove a vision... about children having a supportive, safe place to go after school. This is a story about a citywide collaboration willing to obscure organizational boundaries in favor of achieving a shared vision, and in the process, raising the norms of an entire community . . .

The collaboration has grown to involve over 30 organizations reflecting many major community stakeholders.

Anaheim Achieves Collaboration Becomes a Reality

The vision driven by these needs was the catalyst to bring together key leaders in Anaheim to address the need for after school programs that would go beyond existing program offerings. Anaheim Achieves was initially started as a pilot project with the Anaheim City School District and the City of Anaheim. About this time (1999) the State of California developed the After School Learning and Safe Neighborhood Partnership Program to spur the development of after school programs. This became the spark needed to bring a collaborative together. The key agencies forming this collaborative were the City of Anaheim, Anaheim City School District, Magnolia School District, the Anaheim Family YMCA, the Anaheim Chamber of Commerce, and Children’s Hospital of Orange County (CHOC). “We realized early on that Return On Involvement (ROI) was the key to making the collaboration work. Every group at the table had to be clear about what their desired outcomes were. These outcomes then became the key elements to measure,” said Todd Ament (YMCA Chief Operating Officer). Through the group’s collective efforts, funding from the State of California was secured, making Anaheim Achieves a reality. Prior to this the YMCA had operated after school programs, and had a track record of successful collaborations with the City, which made the YMCA the logical partner to manage the day- to-day operations of the program. Starting in 1999 with 16 school based sites, the collaboration has grown to involve over 30 organizations reflecting many major community stakeholders, including public and private agencies, businesses, the city’s police and fire departments, universities and colleges, private health care providers, service clubs, and other community based organizations. Currently the program operates in 35 school sites (31 elementary schools and 4 junior highs), serving 4,500 students each school day.

A Shared Vision

“A citywide collaborative initiative aimed at assuring that Anaheim’s children maximize their learning potential, develop healthy lifestyles, practice responsible citizenship, and envision meaningful and productive futures.”

Since its inception in 1999, the collaborators in Anaheim Achieves have each brought distinctive benefits to the table, while operating under a common mission: “a citywide collaborative initiative aimed at assuring that Anaheim’s children maximize their learning potential, develop healthy lifestyles, practice responsible citizenship, and envision meaningful and productive futures.”

With a program of such breadth and depth, the YMCA could not do this alone; therein lies the profound impact an effective collaboration can have. By listening carefully to teachers and principals from the school districts, Anaheim Achieves has been better able to address students’ specific academic needs. The districts have also shared their already crowded facilities.

The City of Anaheim, as a founding partner of Anaheim Achieves, had helped magnify its services to the community by providing a valuable after school resource. As a result, Anaheim Achieves has helped lower child care costs, strengthen workforce development and ultimately provide a positive path for students to grow into responsible citizens. Through this citywide collaboration, Anaheim has also become a more attractive place for families to settle and businesses to grow.

There is a tremendous opportunity for the YMCA to offer its unique experiences as a collaborator in Anaheim Achieves. As the nation’s leading child care provider, Anaheim Achieves fits perfectly with the Y’s national agenda to provide families with quality, low-cost child care. Families who have toddlers in the Anaheim Family YMCA’s Children’s Station now have additional resources once their kids reach the first grade. There are many opportunities for program integration, which will allow Anaheim Achieves families to learn more about all YMCA programs, while exposing current Y participants to the after school program. The YMCA is also beginning to integrate YMCA Youth Sports and YMCA Parent/Child Clubs in many of the Anaheim Achieves school sites.

The Eight Program Goals

The development of Anaheim Achieves’ eight program goals was also a collaborative process. These goals have become the building blocks of the programs and a constant reminder of “why we do what we do.”

1. Providing safe off-track and after-school environments
2. Helping students meet State and local academic standards
3. Developing positive character traits
4. Providing constructive recreation, enrichment, and community service
5. Promoting parent and family involvement
6. Fostering healthy lifestyle choices and greater access to health care
7. Encouraging volunteerism
8. Comprehensive staff development and training

A Safe Learning Environment

Every school day, Anaheim Achieves kids have a safe, supervised environment to study, to learn and to grow. Careful coordination works behind the scenes to maintain the positive environment for students: sign-in and sign-out procedures; a strict screening process for staff, volunteers, mentors and tutors; staff who are well trained and positive role models. Providing emotional safety is another facet of the program. Mentoring provides students with positive role models; and close communalization among staff, students, teachers and parents is ongoing.

Achieving Academic Excellence

Initially, providing a strong academic focus in the program was challenging. By working closely with school staff from the beginning, the collaboration has been able to address students' specific academic needs and improve their performance in the daytime program as a result. An Education Consultant, a recently-retired school administrator, was brought on board early on to facilitate communication between staff members and educators, and develop standards-based curriculum. Some teachers also serve as Literacy Coaches, who help provide learning services that are aligned with the students' academic needs. Over the first five years, students' test scores in reading and math increased by up to 20%.

Developing Positive Character Traits

Character education is a feature of most YMCA's, so it was natural to include it as one of the eight Anaheim Achieves goals. "Honesty, caring, respect and responsibility," the four pillars of YMCA, mesh well with the Character Counts model used in the local school districts. Developing responsible homework completion habits, for example, is emphasized in both the daytime program and in Anaheim Achieves.

Enrichment Themes Highlighted Monthly

Enrichment is an important program element and is promoted through monthly enrichment themes. Curriculum workshops and instructional materials are geared to the themes, a practice that fosters integration of curriculum and enrichment. Aside from traditional monthly highlights (Valentine's Day, Mother's Day etc.), themes reflect children's interests and have included such topics as College and Careers, Ocean Adventures, the Great American West, and Space Travel. Enrichment activities also include learning opportunities provided by various community partners, such as an Anaheim Achieves garden plot, developed with the help of volunteers from the Cal State Fullerton Arboretum. In addition, an annual Anaheim Achieves Community Showcase conducted at a local park brings together over 2,000 program participants and community partners to showcase many of the enrichment activities. These include art and dance demonstrations, Kid's Challenge (a pentathlon-type event demonstrating academic success), and other related services and activities.

Promoting Parent and Family Involvement

Parents are encouraged to contribute to the program in a variety of ways including regular events for families, volunteer opportunities, and field trips. Parents and families of the program's English learner population have opportunities to attend ESL/Literacy classes at each of the sites. This "in-kind" district contribution provides skills for parents to reinforce the school curriculum in the home. Through a new grant this year, the current youth obesity crisis is being addressed through nutrition education and fitness programs.

Healthy Lifestyles

Early on in the program's development, the Children's Hospital of Orange County (CHOC), was brought into the collaboration to provide program sites with regularly scheduled mobile health van visits. Through CHOC van services, parents access information on low or no cost health insurance for which they qualify, and receive referrals to community physicians. The medical staff addresses minor health problems and provides health instruction. Reduced student absenteeism has been a resulting benefit.

In 2004, Anaheim Achieves introduced the Y Be Healthy program through a grant from the Carol M. White Foundation. Program goals are to expose youth to healthy lifestyles through physical fitness, nutrition education and parent involvement. In line with the Anaheim Achieves mantra, "*The needs direct the vision,*" Y Be Healthy is one of many examples where prevalent community needs drive program growth. With Y Be Healthy, Anaheim Achieves has risen to the challenge to address the staggering rise in youth obesity and diabetes.

Volunteerism

Volunteerism is stressed through extensive outreach efforts, resulting in numerous volunteers—from high school students to senior citizens—participating in Anaheim Achieves. More than 500 volunteers work in the program and provide individual mentoring to more than 600 students. As an AmeriCorps site, the YMCA is also able to offer staff and program volunteers training and community service opportunities through this Federally funded program. Many AmeriCorps members serve Anaheim Achieves as academic mentors and program volunteers. This includes over twenty-five teachers from the two school districts who serve as AmeriCorps volunteers and help tutor Anaheim Achieves students who need additional academic assistance.

Comprehensive Staff Development and Training

Comprehensive staff development is a requirement for program success. Throughout the year, a variety of training opportunities are implemented, from events at the individual site level, to monthly training events conducted for all staff. These include academic topics as well as trainings on items such as recreational leadership, classroom management, CPR, character development, first aid, and a variety of enrichment activities.

Collaborators Involved in Program Development, Implementation, and Evaluation

Regular collaborator input is a factor in continuous program improvement. A Planning Team consisting of representatives from the lead agencies meets monthly. In addition literacy coaches, program staff, principals and other program related task groups meet regularly to plan and communicate as needed. This may sound like a lot of meetings, but the program's experience is that with multiple agencies involved, regular communication is essential to smooth program operations. Meetings are short, to the point, and occasionally not conducted if there is no significant agenda. The City of Anaheim provides community rooms, as well as venues for special activities - part of its "in-kind" contribution to the program.

Program evaluation is both formal and informal. The City of Anaheim has helped organize observation team visits to provide one way to measure the success of the program's eight goals. Principals, teachers, city officials, chamber of commerce personnel, State officials, and university professors are among the observers. These observation walk-throughs supplement formal program evaluations.

The formal evaluation process involves parents, students, teachers, staff, and the community. The data collected and the analyses generated are extensive, and foster continuous program improvement. With both state and federal grants requiring extensive evaluation data and measurable results, Anaheim Achieves has had to be much more deliberate about evaluation, and bring in outside evaluators to help with the process. Sheila Marcus, a former school administrator and leader of the evaluation team says, "Too many times evaluation is seen as a "gotcha" activity . . . rather it should focus on how we can do it better." She adds, "It is also a great tool for validating the work of our staff and gives us the evidence that our work is of value." Evaluation results from the 2004 program year include:

- *High Satisfaction:* 85% of students surveyed reported feeling safe and satisfied with the program. 98% of parents indicated satisfaction with the program.
- *Improved Test Scores:* Students in the program scored higher on standardized tests Reading scores were 17% higher than non-participants. English learner student participants showed reading scores 20% higher than non-participants.

- Attendance: Students averaged 23% higher attendance in the daytime program than non-participants, this generated over \$125,000 in increased ADA funding for the school districts.

Validation of the program was captured by this parent: “As a parent, words cannot begin to say Thank You enough for influencing our kids in such a wholesome, positive way. Our kids are with young adults that are winners – they are out there doing something with their lives. Kids see that and want to be just like them. Telling them to be good and say no to drugs is one thing, but giving them programs that help them grow and learn to be better people is so invaluable.”

*Anaheim Achieves
has united a
community behind
a vision and in
turn is raising the
academic and
citizenship norm.*

Former Anaheim Police Chief Roger Baker has publicly acknowledged the program’s value with these comments: “After school programs play a significant role in lowering the juvenile crime rate in Anaheim. Thanks to the work of the YMCA and the Anaheim Achieves Collaboration, our community is a safer place.”

Funding Challenges

As with most programs in inner city environments, funding can be a challenge. Anaheim Achieves has been fortunate to develop a “blended” funding approach. It is not dependent on just one source.

Funding comes from state and federal grants, (includes 21st Century Funding, AmeriCorps, and other grants), United Way, YMCA fundraising and annual Campaign, program fees, foundation grants, and funding from school and city partners. The total budget for Anaheim Achieves will exceed \$6.2 million for the 2005 year.

Despite rising operational costs and drops in federal grant funding, collaborators have heightened their efforts to provide monetary and in-kind support. This has allowed the program to keep a low participant fee of \$1.50 per day per child and keep program quality at its highest. While the goal is to eventually lessen dependence on government grants, state and federal assistance remains key to the program. 21st Century funding has allowed Anaheim Achieves to expand from 16 to 35 school sites.

What Has Been Learned

The Anaheim Achieves collaboration experience has provided some valuable lessons. It is clear that communication is the key to successful collaborations. Additional “keys” identified at a recent after school conference included:

- Invest in relationships.
- Obscure organizational boundaries.
- Remain focused on the mission/vision.
- Utilize multi-faceted communication.
- Empower all group members to be decision-makers.
- Model continuous improvement management.
- Share success . . . and challenges

Results

By infusing the city with a genuine spirit of collaboration, Anaheim Achieves has united a community behind a vision . . . and in turn is experiencing positive, quantified changes in test scores, homework completion, school absenteeism and in building strong kids, strong families, and strong communities.

Once upon a time . . . and not so long ago . . . Anaheim was a city unaware that dreams could also come true outside the gates of the Magic Kingdom. But a dynamic collaboration was formed that engaged an entire community in creating the kinds of opportunities that will allow its youth and families to pursue active and fulfilling lives in the tradition of the American dream.

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Sources

To learn more about the program, visit the Anaheim Family YMCA web site: www.anaheimymca.org

Shasta County, California

Shasta Schools-Public Health Partnership for Health and Education

By Francesca Wright

Participants:

- Shasta County Public Health Department
- Shasta County Office of Education
- Redding School District
- Gateway Unified District.
- Anderson Unified High School District
- Columbia Elementary School District
- North Cow Creek Elementary School District

Located in the heart of Northern California, Shasta County extends from Butte County to the Oregon border, covering 3,850 square miles, 40% held by federal and state government and a population of 178,300

Background

Shasta County, like the rest of the nation, is facing an epidemic of childhood obesity. The Center for Public Health Advocacy data show that about one out of four children in Shasta County are overweight or obese. “The epidemic points to two of the most serious public health problems facing California today: unhealthy diets and low levels of physical activity among our children. If policymakers ignore this crisis, Californians will face skyrocketing rates of preventable chronic diseases and rapidly escalating costs of medical care, workers’ compensation, and lost productivity.”

When the Shasta Public Health Department (SPHD) considered this epidemic during a regular strategic planning process, they knew it was preventable and they knew their natural partners. When public health wants to reach children and youth, they have a track record with schools.

Partnership for Health and Education

Initially a series of meetings was held with school personnel, administrators, and school board members to bring the obesity epidemic “home” to Shasta County. Presentations highlighted the importance of good nutrition and physical activity and their

contribution to children's health, student behavior, attendance and academic performance. Schools recognized the need to address the obesity issue at the school district level, but they lacked the technical expertise and the funding to initiate changes in the nutrition and physical activity environment.

The largest school district, Redding School District (RSD), had already worked with public health staff to define a commitment to wellness in the district's strategic plan. Superintendent Renae Dreier approached public health with the idea of stationing a health educator in her district. Using existing grant funding, RSD entered into a Memorandum of Understanding with the Health Department which included out-stationing a community education specialist and forming a district-wide school health council. This MOU has been continued to present date with support from new Superintendent Diane Kempley.

The district revitalized its physical education program. After researching various models, they selected a researched based program called SPARK (Sports, Play and Active Recreation for Kids). All elementary school teachers in the district were trained and used the SPARK curriculum during the '04-'05 school year.

Teachers reported that the non-competitive values had the added benefit of improving classroom behavior.

The district-wide school health council initiated additional programs and policy changes: education sessions for teachers; lunchtime intramurals; improved snack bar offerings; and teacher pedometer walking clubs.

Next, the Health Department and the Shasta County Office of Education (SCOE) established a Scope of Work to support the smaller school districts with support from SCOE Superintendent Carol Whitmer. This included hiring staff and forming a governing council, called the Health Education Collaborative. The Collaborative hosts monthly nutrition and physical activity forums and is currently helping districts develop local wellness policies to meet USDA guidelines.

Some schools have established health councils of parents, teachers, facilities maintenance staff and service providers. These councils work on nutrition and activity policy, increased access to healthy food, and physical changes around campus. By working in small groups, with a focus of personal or professional interests and with the support of the school principals and superintendents, progress is happening.

Accomplishments

Success in Shasta County has been broadly demonstrated. Gateway District approved a groundbreaking nutrition policy that sets nutritional standards for all food sold on campus. Anderson High School District removed all junk food and soda a year before legislative requirements. Sequoia Middle School now offers healthy snack bar options at its sporting events. Six districts and SCOE have passed board policies.

Two school districts, Columbia Elementary and North Cow Creek won the State Superintendent Challenge Awards. Innovations include: integrating nutrition, gardening and food service into academic areas such as English, math and science; providing parent-student nutrition workshops; creating cafeteria environments promoting healthy nutrition; limiting fundraisers to nutritionally appropriate foods or utilizing non-food items; enhancing physical education and incorporating it into academic areas; and limiting use of electronic entertainment.

Challenges

The ongoing challenge is sufficient resources.

- Nutritious food has a lower profit margin.
- California cost of living is not currently factored in USDA reimbursement rates.
- Cafeterias are expected to run in the black.

Terri Fields Hosler, Deputy Director for Shasta County Public Health states “School boards should rethink their approach to school nutrition programs and look at cafeterias as centers for nutrition, learning labs to be financially supported like any other academic curriculum or athletic program. Healthier kids are ‘in their classroom seats’ drawing down ADA reimbursement, and perform better on standardized tests. Isn’t it time we support school food service for their impact on the school’s financial and academic bottom line?”

Lessons

- **Co-Locate Staff** - Bring the technical expertise of health educators and nutritionists to the schools. Integrate them into the school district so that they are seen as an insider and so that they can help develop policies that work for the districts.

Make health educators school “insiders”

Adapt to each community, but hold on to the goal.

Use what works.

- **Use Local Expertise** - As the program expanded to more districts, staff was recruited from both education and public health. Employees kept the same employer and benefit package.
- **Focus on the Goal and Customize** - The activities and programs varied in different communities and school districts, but the purpose remained to reduce childhood obesity. School health councils can help assess and define the appropriate focus for their district.
- **Coordinate** - Have staff responsible for overall coordination. Schools need this support from public health. They want to create healthier environments, but often school personnel do not have the time or the resources to make this a reality.
- **Evolve** - If a council is no longer effective, consider a new format. If a policy isn't working, rewrite it. This is new territory. As new models are being developed, it is inevitable that we will need to readjust.
- **Use what works**. In this case, the Public Health Department purchased a research-based curriculum recommended by the Surgeon General.

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National City Transit Hub Adult Education Center

Participants

The City of National City has a population of 55,000 residents. Considered the thirteenth poorest city in the nation, it lies on the coast between San Diego and Chula Vista.

Sweetwater Union High School District, the largest secondary school district in California serves 41,000 students in grades seven through twelve, and 29,000 adult learners. Located between San Diego and the Mexico border, the district covers 154 square miles, encompassing three cities and four unincorporated communities.

Metropolitan Transit Development Board (now Metropolitan Transit System) oversees public transportation throughout the San Diego County region. Its jurisdictional area is about 570 square miles. The 15-member board consists of representatives from the San Diego County Board of Supervisors, the City of San Diego and nine other municipalities.

“This project is unique - no single agency could have met its needs without the active participation of the other two partners.”

--Jerry Rindone,
Assistant
Superintendent,
Sweetwater Union
High School District
and Vice Chair,
Metropolitan Transit
Development Board

Featured Case Study Joint—Joint Facility Planning

In late 1997, a long-held dream came true for thousands of residents of National City. The Sweetwater Union High School District officially opened a state-of-the-art educational facility located at a central public transit hub, to provide academic and employment preparation for adults in the communities between San Diego and Mexico. The \$6.1 million school was the product of a creative partnership among the School District, the National City Redevelopment Commission and San Diego County’s Metropolitan Transit Development Board

Background

Once the home to heavy manufacturing plants, National City has worked hard to change its revenue base to more environmentally friendly uses. In recent years, the City’s Redevelopment Commission has created two regional shopping malls and a “Mile of Cars” – a mile of new and used car dealerships—which have significantly enhanced city revenues. The City

leadership also envisioned developing themed shopping areas celebrating the city's ethnic diversity, waterfront shopping areas, and a distinctive "entrance" to the city. To meet the needs of residents, the City sought to re-develop blighted inner-city areas and expand educational services.

The Sweetwater Union High School District serves a broadly diverse student population from both the most impoverished and the wealthiest communities in the area. One in four students is an English language learner and nearly half of the students qualify for free or reduced priced meals. Academically, the district is a pacesetter for educational reform. Under the *Compact for Success*, Sweetwater has invested millions of dollars into curriculum reform and partnered with San Diego State University to guarantee college admission to all students who meet rigorous academic benchmarks. This award-winning program has received acclaim from throughout the nation as an example of how to raise the academic bar and provide the support so all students can succeed.

In the mid-1990's, the Sweetwater district faced the challenge of accommodating two growing populations of students --high school youth and adult learners— who were served at the District's single high school in National City. The District also recognized that educational programs for adult students needed to be expanded and moved to a central, more accessible location. The District, however, did not have money to purchase land for a new adult school, and only could cover two-thirds of construction costs even if land was available. Moreover, many prospective students did not have adequate transportation to get to the school

Since 1976, the Metropolitan Transit Development Board (now Metropolitan Transit System) has addressed the public transportation needs of San Diego County. Among other projects, MTDB planned, designed and constructed three Light Rail Transit lines in major transportation corridors. The agency receives funding from the California Transportation Development Act and pools these funds with other local, state and federal monies to fund all operations and capital requirements for all area transit operators.

In the mid-1990's, MTDB sought to expand the ways people could use public transportation. They wanted to expand 24th Street trolley stop in National City into a transportation hub (without losing space for parking), but needed development to draw the public into the area.

Developing the Project

The needs of the three agencies converged in one public official who served as both the Vice Chair of MTDB and Assistant Superintendent for Adult and Continuing Education for the Sweetwater Union High School

District. The MTDB started preliminary discussions about creating an educational facility for adults as a “destination location” at the transit hub. They then approached the City with the idea as a potential redevelopment project, and the school district as a possible central and accessible site for a new adult school.

Negotiations among the three agencies were complex, as each agency sought to meet its own needs. To complicate the matter further, toxic substances were discovered in the groundwater at the site, which had to be cleaned up prior to any construction.

Accomplishments

Eventually, a plan was developed which addressed the needs of all three agencies. MTDB was willing to provide property it owned adjacent to the 24th Street trolley stop to the Sweetwater District for a lease of \$1 per year for 55 years. In return, it gained a site with many transit users for its hub. The National City Redevelopment Commission funded toxic clean-up efforts, provided construction funding, and gained a distinctive city entrance. (Additional development has grown up around the school since its opening.) Sweetwater gained both financing and a site for a new school which was accessible to students throughout the district. Cognizant of MTDB’s need to keep an adequate parking for its transportation hub, Sweetwater designed a three-story building—one floor of underground parking and two floors of classrooms. Built in a striking hacienda style with all doors facing a central square, the facility also provides significant security to students, faculty and staff.

Sweetwater Adult School (now National City Adult School), which opened in 1997, serves approximately 15,000 students annually, ages 16 to 96, from throughout the District. It offers basic high school courses, GED preparation, English as a Second Language, adult enrichment courses and career and technical education.

Other Cooperative Agreements

- **Higher Education Center.** A higher education center at the north end of National City has also been completed. Partners included the National City Redevelopment Commission, the County Office of Education and Southwestern College.
- **Health Facility.** In nearby Chula Vista, the MTDB developed a partnership with the City of Chula Vista and San Diego County to build a health facility at another transit hub located at the Palomar Street Station.

Key Lessons

- New leadership often brings new vision.
- Public agencies can accomplish more, and use resources more efficiently when they work together.

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