

**Berkeley Global Campus
Community Working Group
Appendix**

Berkeley Global Campus
Community Working Group
Appendix A

Appendix A-1

*Text in **Bold** indicates recommendations made by the Charter Working Group.*

*Text **highlighted in yellow** indicates items that are still to be determined by either the Charter Working Group or the Conveners.*

Berkeley Global Campus Working Group Proposed Charter

Mission and Vision

UC Berkeley and Lawrence Berkeley National Laboratory share the City of Richmond's vision of the Berkeley Global Campus as an economic engine for long-term economic revitalization, job creation and business development for the City and the region.

Two of the goals of the Long Range Development Plan for the Berkeley Global Campus are to create a premiere research campus as a base for building partnerships on a physically attractive and open site supporting and complementing the teaching, research and public service programs of UC Berkeley and LBNL, and, to catalyze new discoveries, by facilitating inspiration along the full spectrum of the scientific research and development enterprise and fostering connectivity with the surrounding community.

Purpose and Community Benefits

In April 2014, the Chancellor of UC Berkeley (UCB) and the Director of Lawrence Berkeley National Lab (LBNL) issued a Joint Statement of Commitment delineating their institutional commitments to the Richmond community in four areas education, local hire, procurement & workforce training. The Joint Statement provides for the creation of a Working Group - to be co-convened and staffed by UCB and LBNL. The Joint Statement states that the purpose of the Working Group is:

"... to develop recommendations and proposals for implementation plans with benchmarks, and when appropriate, recommendations for legally binding memoranda of understanding."

The Charter Committee proposes that the purpose of the Working Group is:

To develop recommendations and proposals that will lead to binding, legally enforceable commitments to the Richmond community regarding benefits from the BGC in education, local employment, procurement, workforce training, and affordable housing/preservation/development.

1. Composition and Roles of the Working Group

The Joint Statement provides that members of the Working Group (WG) will be representative of the Richmond community and organizations actively engaged in four areas defined as priorities by the Richmond community: Education, Local Employment, Procurement and Workforce Training. WG members must work or volunteer in Richmond in at least one of the four issue areas identified above. The Working Group shall have representatives from the City of Richmond, nonprofit, faith based business, labor, business, neighborhood, school district, Contra Costa College, youth, philanthropy, and staff from education programs at LBNL and UCB.

The Working Group's term is two years starting October 2014 ending September 31, 2016.

Responsibilities of WG members

- Serve for two year terms.
- Be available for regular meetings, monthly or as necessary, for the length of their two-year terms.
- Honor the principles and comply with WG rules as spelled out in this Charter.
- Seek to nurture shared understanding and effective collaboration with other WG members.
- Share the WG's proposals with their respective constituencies and ensure any advice given is accounted for in the WG's recommendations.
- Build on existing assets and prioritize the needs of the Richmond community in RBC projects and initiatives that are proposed and developed.
- Make recommendations to Richmond-based public, community, and civic institutions to encourage adoption of enabling policies and/or investments.

2. Composition and Roles of Co-Chairs

The Working Group will be staffed and co-chaired by one representative of UCB and one representative of LBNL (hereinafter “the Conveners”).

In addition, the WG Charter Committee proposes that a “Community Co-Chair” be selected whose role would be to facilitate the communication of all partners at the meetings. The Community Co-Chair would work with the conveners to ensure WG process is constructive and effective. The Community Co-Chair would be accountable to the Working Group as a whole.

The process of nomination of the “Community Co-Chair,” whether the “Community Co-Chair” would have a vote, need to be determined. Selection of the “Community Co-Chair” would be determined by UCB & LBNL.

The roles of the Conveners are to:

- **Prepare for regular WG meetings through the development of agendas and relevant supporting materials, and manage meeting and process logistics that support WG participation and decision-making**
- **Facilitate and organize technical assistance for meetings, as needed**
- **Advise & provide guidance, background, and context to the WG**
- **Facilitate the timely, constructive, and effective engagement of UCB and LBNL administrators and program leaders as needed to ensure the success of the WG.**
- **Ensure that protocols and expectations around participation are appropriately followed.**
- **Serve as timekeepers, ensuring that agenda items are covered**
- **Ensure equal participation of all WG members**

3. Communication

WG meetings will be open to all and will be facilitated by the Co-Chairs. The Code of Conduct will ensure that all members who wish to have an opportunity to speak are afforded a chance to do so and speakers are not interrupted.

Accessible and transparent communication is critical for the success of the Working Group. The Conveners are responsible for record keeping and for setting up a communication system that meets the needs of the WG. **The specific methods of communication will be further defined by the Conveners in consultation with the WG.**

4. Meeting Attendance, Use of Alternates and Replacement of Working Group members

WG members must attend all regularly scheduled meetings. A member who cannot attend must notify the Conveners in advance. If a member misses more than two regularly scheduled meetings in a calendar year, without being represented by an alternate, their seat will be deemed vacant, a replacement WG member will be selected from that constituency with the Chancellor and the Lab Director making the selection.

A WG member may name one individual to serve as an alternate to attend occasional meetings in the event that the WG member is unable to attend a meeting. The proposed alternate's name must be submitted in advance and in writing to the Conveners and must be approved by the Conveners. It is the responsibility of the WG member to ensure that the alternate is fully up to date and able to represent their constituency at the WG meetings.

In the event that an appointed WG member cannot complete his/her term, then the entity that that individual represents will be asked to recommend to UCB/LBNL one candidate to replace the member. The WG will be asked to submit two additional candidates from that constituency. In order to be considered, each candidate must submit an application to signify interest in serving. The Chancellor and the Lab Director will make the selection.

5. Voting, Decision Making and Conflict Resolution

The WG is advisory to UCB and LBNL. The WG will work toward consensus recommendations and proposals whenever possible. If consensus is not possible, majority vote will prevail. Where consensus cannot be reached, minority opinions will be transmitted to decision makers in writing. WG recommendations and proposals will be directed to the appropriate leadership body at UCB and LBNL for final decision.

The voting mechanism shall be a quorum of at least two thirds of currently seated members, *and in no case fewer than eleven*. Alternates have voting privileges. Co-Chairs do not have voting privileges. **(Note: Community Co-Chair voting is to be determined.)**

For content conflicts, for example, in the case where the majority of the WG is in favor of making a recommendation to UCB/LBNL, dissenting members may submit a minority position recommendation to UCB/LBNL (see above).

For process conflicts, the WG may hire a consultant who is skilled in consensus-building and group facilitation to work with the full WG or adhoc committees to provide process facilitation technical assistance.

Implementation of handling process conflicts and hiring consultants is to be determined.

6. Code of Conduct & Conflict of Interest

UCB, LBNL & Working Group Members agree to honor transparency, maintain a respectful stance towards all participants and to the public, and listen to other points of view with the goal of understanding others' perspectives.

The Charter Committee also proposes that a Code of Ethics and Conflict of Interest Statements be developed. To this end, we are proposing that UCB/LBNL provide a draft of these documents to the Charter committee to review and then make recommendations to the whole WG.

7. Ad Hoc Committees

Adhoc committees will be established by the WG as needed. Their role is: to review best practices, enlist advice/expertise, and develop options/recommendations for the full working group to consider.

WG members are encouraged to develop, participate, and enlist resources in ad hoc committees to develop and refine WG recommendations.

8. Working Group Timelines

Updated and realistic timelines for the WG, subgroups, and the overall GBC development are critical for the success of the WG and will be maintained by the Conveners with input from the Working Group.

Appendix A-2

Education Subcommittee Roster: CWG and Richmond Community Members	
Name	Organization
Diane Aranda	The California Endowment
Gabino Arredondo	City of Richmond
Teresa Barnett	Community Resource for Science
Rebecca Cheung	UC Berkeley
Roberto	Richmond Leadership Public School
Joshua Genser	Genser and Watkins
Tammeil Gilkerson	Contra Costa College
Yuritz Gomez	Contra Costa Interfaith Supporting Community Organization
Lou Hexter	MIG, Facilitator
Donnell Jones	Contra Costa Interfaith Supporting Community Organization
Stanley A. Klein	UC Berkeley
Norma LaBat	Community Member
Lee Helena Lawrence	UUAA/CCISCO
Bill Lindsay	City of Richmond
Jen Loy	UC Berkeley, Staff
Joel Mackey	West Contra Costa Public Education Fund
Kate Spohr	UC Berkeley
Tamisha Walker	Safe Return Project
Marcus Walton	West Contra Costa Unified School District
Emerald A. Young	UC Berkeley
Enlisted Partners	
Sandra Bass	UC Berkeley
Liz Block	District Board Trustee
Susan Brady Wells	Lawrence Berkeley National Laboratory
Jessica Charles	UC Berkeley
Val Cuevas	District Board Trustee
Shasa Curl	City of Richmond
Carrie Donovan	UC Berkeley
Randy Enos	District Board Trustee
Alan Fong	Community Member
Abigail Garcia	UC Berkeley
Sumi Godrey	UC Berkeley
Todd Groves	District Board Trustee
Bruce Harder	West Contra Costa County Unified School District
Marsha Jaeger	Center for Educational Partnerships
Amy Jarich	UC Berkeley
Quincy Jones	UC Berkeley
Madeline Kronenberg	District Board Trustee

Mara Lockowandt	East Bay Center for the Performing Arts
Enendina Mendoza	Community Member
Jenny Mulholland-Beahrs	UC Berkeley
Laura Peticolas	UC Berkeley
Katherine Reid	UC Berkeley
Jose Rivas	UC Berkeley
Don Woodrow	Richmond Neighborhood Coordinating Council
Dan Zevin	UC Berkeley

**Housing and Displacement Subcommittee Roster:
CWG and Richmond Community Members**

Name	Organization
Diane Aranda	The California Endowment
Theresa Carr	California Apartment Association
Shasa Curl	City of Richmond
Josh Genser	Genser and Watkins
Peggy Jen	Bay Area LISC
Donnell Jones	Contra Costa Interfaith Supporting Communities Organizing
Jamillah Jordan	MIG, Facilitator
Alex Knox	City of Richmond
Norma LaBat	Community member
Bill Lindsay	City of Richmond
Ruben Lizardo	UC Berkeley
Jen Loy	Staff, UC Berkeley
Joel Mackey	West Contra Costa Public Education Fund
Mashael Majid	Urban Habitat
Emily Marthinsen	UC Berkeley
Edith Pastrano	Alliance for Californians for Community Empowerment
David Sharples	Alliance for Californians for Community Empowerment
La Marla Stevens	HUD
Lina Velasco	City of Richmond
Tamisha Walker	Safe Return Team
Melvin Willis	Alliance for Californians for Community Empowerment
Jeff Wright	Business Owner

Local Hire and Work Force Subcommittee Roster: CWG and Richmond Community Members	
Name	Organization
Jim Becker	Richmond Community Foundation
Jane Fischberg	Rubin
Tammeil Gilkerson	Contra Costa College
Margaret Hanlon-Gradie	Contra Costa Central Labor Counsel
Aram Hodess	Plumbers 159
Donnell Jones	CCISO
Ruben Lizardo	UC Berkeley, Staff
Noe Noyola	MIG, Facilitator
Sal Vaca	Richmond Works
Armando Viramontes	Lawrence Berkeley National Laboratory, Facilitator
Tamisha Walker	Safe Return
Kyra Worthy	4 Richmond
Enlisted Partners	
Kelly Dugan	
Own Li	AFSCME 3299
Eli Moore	Haas Institute for a Fair and Inclusive Society
Jeff Oxendine	UC Berkeley
Charlotte Yu-Ting Chang	UC Berkeley

Procurement Subcommittee Roster: CWG and Richmond Community Members	
Name	Organization
Ofelia Alvarez	City of Richmond
Nadia Barhoum	UC Berkeley
Tracy Bartlett	NCE
Roxanne Carrillo Garza	Healthy Richmond
Oscar Dominguez	Contra Costa Small Business Development Center
Steve Dubb	
Roesia Gerstein	UC Berkeley
Jim Hammack	CCISCO & Nerd Crossings
Hanh Kent	Lawrence Berkeley National Laboratory
Ruben Lizardo	UC Berkeley, Staff
Eli Moore	
Vernita Naylor	Jabez Enterprise Group
Noe Noyola	MIG, Facilitator
Alexandra Rudzinski	
Sal Vaca	Richmond Works
Kyra Worhty	4 Richmond
Dave Zuckerman	The Democracy Collaborative
Enlisted Partners	
Sharon Cornu	Opportunity Partners
Darlene Drapkin	Urban Transformation
Tara Marchant	Emerald Cities Collaborative
Bernida Reagan	Merriwether & Williams

Berkeley Global Campus
Community Working Group
Appendix B
Local Hire and Workforce

Appendix B

Local Hire and Workforce

Local Hire and Workforce Subcommittee Draft Recommendations

1. UCB and LBNL will sign a legally binding agreement to ensure a minimum number of local and disadvantaged workers are able to work on the construction of the BGC

		Strategies/Programs	Partners	Beneficiaries	Expected Results	Performance Measures	
Recommendation		UCB/LBNL will:	In Partnership with:	For the Benefit of:	For these Results:	Measured by:	Notes:
UCB and LBNL sign a legally binding agreement to ensure that construction employment opportunities for local and disadvantaged workers	A.	Residents of Richmond and North Richmond (Including unincorporated areas of North Richmond) will be given priority for jobs at the BGC. The second priority if the local goal cannot be met will be residents of San Pablo.	Building Trades Richmond BUILD City of Richmond	Local Residents Workers with barriers to employment	Increased employment of local residents on construction jobs at the BGC	Monthly reports based on payroll records showing total hours worked on a craft-by-craft-basis	
	B.	Local hire goal for construction jobs is 30% of total hours worked on a craft-by-craft basis.	Employment Development Department For Richmond UCB/LBNL West Contra Costa Unified School District	Local Merchants Local Economy	Increased participation of local residents in the local building trades unions		
	C.	30% of apprentice hours for construction job on a craft-by-craft basis will be from local disadvantaged workers.	Richmond Chamber of Commerce Contra Costa College	City of Richmond	Increased employment of disadvantaged workers on construction jobs at the BGC	Monthly reports based on payroll records showing total hours worked on a craft-by-craft-basis	
	D.	Definition of disadvantaged are local residents as defined in Strategy A above who are Unemployed Veterans, Previously Incarcerated, Emancipated Foster youth, Homeless, those on extended unemployment, chronically unemployed.			Increased participation of disadvantaged workers in the local building trades unions	Determination of status to be provided by the City of Richmond	

2. UCB and LBNL will enter into a legally binding agreement with the community obligating them to the following goals and conditions to ensure construction career pathways and employment

Sub Recommendation		Strategies/Programs	Partners	Beneficiaries	Expected Results	Performance Measures	
Recommendation		UCB/LBNL will:	In Partnership with:	For the Benefit of:	For these Results:	Measured by:	Notes:
To strengthen pathways between local construction training programs and pathways and construction jobs at the BGC	A.	Designate a project manager to coordinate contractors, unions, city, community-based organizations, and educational partners to ensure construction career pathways.	contractors, unions, city, and community-based organizations West Contra Costa Unified School District Contra Costa College	Local Residents Contractors City of Richmond Local economy	enrollment into apprenticeship programs	Employment data	

	B.	Fund workforce training needs for construction and non-construction jobs related to the BGC by paying at minimum \$1 million annually indexed to inflation into a job training fund.	RichmondBUILD The Contra Costa Building and Construction Trades Council 4 Richmond Contra Costa College And other programs with a good track record of placing graduates and clients into construction jobs.	Richmond residents that have completed union apprenticeship or union recognized training programs e.g. RichmondBUILD Richmond residents that meet the BGC disadvantaged worker criteria.	An increase in numbers of Richmond residents that earn family sustaining wages. An increase in the numbers of disadvantaged women and men that are prepared for careers in the construction industry, including the opportunities associated with the BGC.	The number Richmond residents that are employed as apprentices or sponsored workers on BGC Construction projects. The numbers of disadvantaged women and men that are prepared for, and secure work on BGC construction projects.	
	C.	Fund supportive services for low-income and disadvantaged local workers, and residents seeking construction and non-construction employment at BGC by paying at minimum \$1 million annually indexed to inflation into a supportive services fund.	Training and services organizations serving local residents	low income workers disadvantaged local workers residents seeking employment at BGC	Increased capacity for supportive services Increased number of local low income and disadvantaged residents entering the workforce at BGC		
	D.	Enter into Project Stabilization Agreement covering the construction of the BGC with the Contra Costa Building Trades Council	Contra Costa Building Trades Council Employers	Local residents entering the workforce	Prevailing wages, employer provided health care and pensions, and skill training for local workers	Projects completed on time, on budget, with significant employment of local residents	

3. UCB and LBNL should ensure BGC operations and maintenance employment opportunities to local and disadvantaged workers, and labor standards that support families.

		Strategies/Programs	Partners	Beneficiaries	Expected Results	Performance Measures	
Recommendation		UCB/LBNL will:	In Partnership with:	For the Benefit of:	For these Results:	Measured by:	Notes:
Ensure BGC operations and maintenance employment opportunities to local and disadvantaged workers, and labor standards that support families	A.	Ensure that 50% of new hires in operations will be local residents	Richmond organizations providing job training and job referral services Unions representing current UC workers	Richmond residents and any other individuals who are hired to work at the Berkeley Global Campus.	Increased employment of local residents on non-construction jobs at the BGC	employment data	
	B.	Ensure that 30% of new hires in operations jobs will be disadvantaged workers				employment data, including passing of probation Determination of disadvantaged status by the City of Richmond	

	C.	Workers at the new campus will be covered under the same collective bargaining agreements as workers doing comparable work at the main Berkeley campus. UCB/LBNL will not contract or subcontract for any service that is customarily performed by employees of the University at its Berkeley campus. These services will be performed exclusively by employees who are directly employed by the UC who hold positions in the same title codes that perform such work at the Berkeley campus. These positions shall be placed in the same collective bargaining units that contain those respective title codes at the Berkeley campus. Any contract, subcontract, lease, purchase order, public private partnership or other agreement regarding development or operation of any building or service at the Berkeley Global Campus will specify that University employees shall perform these services.	Contra Costa Labor Council		To ensure that workers at the Berkeley Global Campus enjoy the same protections, benefits, and working conditions as other UC workers performing the same work.	Coverage of new workers under existing collective bargaining agreements.	These services include building maintenance, cleaning or custodial services, dining services, groundskeeping services, laborer services (non construction trade), mailroom services, parking or transportation services, security services
	D.	Workers at BGC doing work comparable to work at UCB/LBNL at buildings that are owned by private entities will be directly employed by UCB or LBNL.					
	E.	Workers at the new Global Campus will earn the same wages and benefits as UC workers performing comparable work at the main Berkeley campus. UCB/LBNL shall compensate its non-construction employees with a total compensation package, including fringe benefits, valued on a per-employee basis, the value of which is not less than the average per-employee value of total compensation, including fringe benefits, for employees of the University of California who perform comparable work at the main Berkeley campus.	Richmond organizations providing job training and job referral services Unions representing current UC workers Contra Costa Labor Council	Richmond residents and any other individuals who are hired to work at the Berkeley Global Campus.	To ensure that workers at the Berkeley Global Campus enjoy the same protections, benefits, and working conditions as other UC workers performing the same work.	Total compensation (including fringe benefits) received by workers at the Berkeley Global Campus compared to workers at the Berkeley campus.	
	F.	Wages at the new campus must be higher than both the Richmond Living Wage and the UC minimum wage. Non-construction employees at the BGC shall be compensated at no less than the amount that would be required for a "Contractor" under the City of Richmond Living Wage Ordinance (Municipal Code, Chapter 2.60), or wage required of contractors with the University of California, whichever is higher.	City of Richmond UC Office of the President	Richmond residents and any other individuals who are hired to work at the Berkeley Global Campus.	To create a wage floor for workers at the Berkeley Global Campus.	Wages received by workers at the Berkeley Global Campus.	

4. UCB and LBNL will enter into a legally binding agreement with the community obligating them to the following goals and conditions to ensure non-construction career pathways and employment

		Strategies/Programs	Partners	Beneficiaries	Expected Results	Performance Measures	
Recommendation		UCB/LBNL will:	In Partnership with:	For the Benefit of:	For these Results:	Measured by:	Notes:
To strengthen pathways between local	A.	Designate a project manager to coordinate unions, city, community-based organizations, and educational partners to ensure non-construction career pathways.	unions, city, and community-based organizations	Local residents	An increase in numbers of Richmond residents that earn family sustaining wages.	The number of local residents that are employed at	

NON construction training programs and pathways and NON construction jobs at the BGC	B.	Fund workforce training needs for construction and non-construction jobs related to the BGC by paying at minimum \$1 million annually indexed to inflation into a job training fund.	City of Richmond Employment and Training Dept. 4 Richmond Contra Costa College UC unions And other programs with a good track record of placing graduates and clients into non-construction jobs.	Local disadvantaged residents	An increase in the numbers of disadvantaged women and men that are prepared for careers at the BGC.	the BGC. The numbers of local disadvantaged women and men that are prepared for, and secure work at the BGC.	
	C.	Fund supportive services for low-income and disadvantaged local workers, and residents seeking construction and non-construction employment at BGC by paying at minimum \$1 million annually indexed to inflation into a supportive services fund.	Training and services organizations serving local residents	low income workers disadvantaged local workers residents seeking employment at BGC	Increased capacity for supportive services Increased number of local low income and disadvantaged residents entering the workforce at BGC		
	D.	Identify non-construction job-related needs at the BGC and partner with unions, city, community-based organizations, educational partners and other stakeholders if appropriate to develop curriculum and hands-on experience that supports training programs and pathways to employment.	unions, city, community-based organizations, educational partners and other stakeholders if appropriate		Increased number of local low income and disadvantaged residents entering the workforce at BGC		

5. UCB and LBNL will Ensure Fair Chance Employment policies for both Construction and Non-Construction such that no applicant can be denied a job simply because of prior criminal conviction

Sub Recommendation		Strategies/Programs	Partners	Beneficiaries	Expected Results	Performance Measures	
Recommendation		UCB/LBNL will:	In Partnership with:	For the Benefit of:	For these Results:	Measured by:	Notes:
To ensure employers, including contractors, at the BGC comply with policies ensuring fair chance employment such that no applicant denied a job simply because an applicant has a	A.	Removal of any questions regarding prior criminal convictions from employment application forms, including options to self-report prior criminal convictions.	City of Richmond Unions Community organizations and agencies working with people with criminal records	People with criminal records	Reduced barriers to employment Increased employment of local disadvantaged residents A policy where E-verify is not used for employment at the BGC	Numbers of disadvantaged workers employed at the BGC, especially those with criminal records, to be reviewed every six months e-verify is not required	
	B.	No inquiry into an applicant's conviction history, unless required by state or federal law.	UCB/LBNL				

prior criminal conviction.	C.	If a criminal background investigation is required by state or federal law, the background screening shall be conducted after the employer has determined that the applicant is otherwise qualified, and the employer has made a conditional offer of employment.					
	D.	The employer's consideration of a conviction record will be limited to a substantially job-related conviction and the employer must consider time elapsed since the offense and any evidence of rehabilitation or other mitigating circumstances.					
	E.	Prior to a potential adverse hiring decision because of substantially job-related conviction, the applicant must be provided with a written notice of potential rejection including how the conviction may be related to the job, and given the opportunity to correct any inaccuracies in the conviction record information and to offer any other evidence of rehabilitation or other mitigating circumstances prior to final employment decision.					
	F.	There will be no inquiry about or consideration of arrests that have not led to a conviction; participation in or completion of a diversion or deferral of judgement program; convictions that have been judicially dismissed, expunged, voided, invalidated or					

		otherwise rendered inoperative; convictions or any other determination or adjudication in the juvenile justice system; convictions that are more than seven years old from sentencing date; misdemeanor convictions; or information pertaining to an offense other than a felony or misdemeanor, such as an infraction.					
	G.	An applicant denied employment due to a prior criminal conviction will be informed of the opportunity to apply for a different job.					
	H.	The BGC will not participate in the E-verify program or similar employment verification system.					
	I.	Job applicants shall be provided notice of all fair chance hiring policies, including job applicant right and employer obligations, at the time of initial application.					
	J.	Employers shall provide data to the City and a complaints process to applicants, to facilitate enforcement of fair chance policies.					
	K.	The complaints process will be administered by the UCB/LBNL Review Committee and include a seat reserved for representatives of the community.					

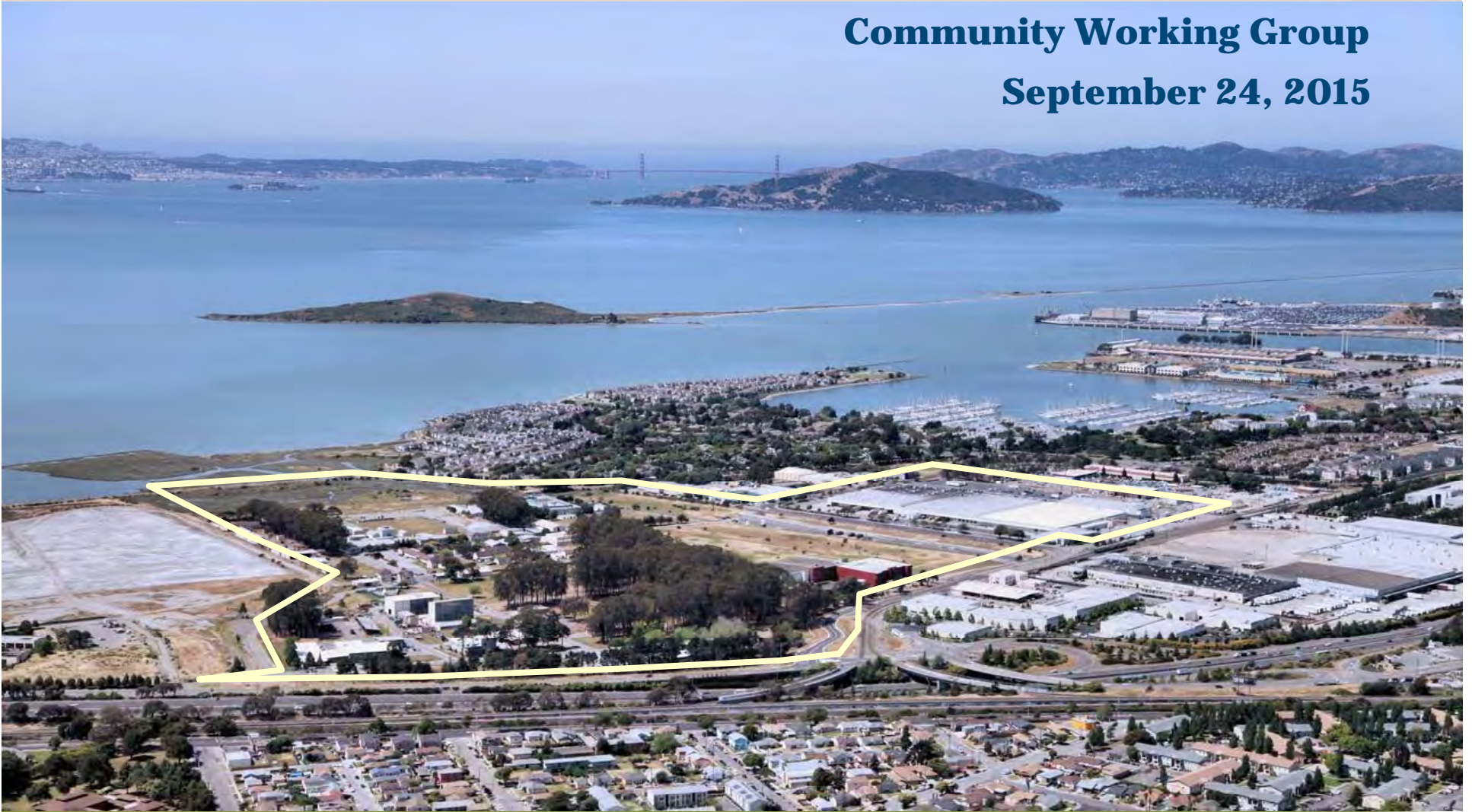
Berkeley Global Campus
Community Working Group
Appendix C
Housing and Displacement Subcommittee

Appendix C-1

Housing and Displacement Subcommittee

Housing/ Displacement Subcommittee Presentation

Community Working Group
September 24, 2015



Berkeley Global Campus

AT RICHMOND BAY

City of Richmond Affordable Housing Policies

Bill Lindsay, City Manager

Existing Partnerships - UC Berkeley Studio: Affordable Housing Competition (CP 238/ARCH 100C)

Project: Richmond, California

Interdisciplinary Studio that engages students from architecture, city and regional planning and landscape architecture as well as other real estate disciplines, to consider all aspects of the development and design of a comprehensive affordable housing project.

As a means to address deep affordable housing needs in this community, student teams will assist the City of Richmond by assessing several city-owned and privately held lands. Through thoughtful community analysis, project design and an understanding of their development's overall social and financial feasibility, it is hoped that teams will demonstrate viable affordable housing opportunities in the City of Richmond through their work on this competition.



Increasing Housing Supply: In-Progress

- [Richmond Bay Specific Plan](#) (formerly known as the [South Shoreline Specific Plan](#)) may accommodate:
 - 4,080 housing units
 - 5.6 million SF of business/Service/R&D
 - 720K SF retail
 - ~140 acres of open space
- [Richmond Livable Corridors Form-Based Code \(FBC\)](#)



Richmond Bay Specific Plan Study Area



Richmond Livable Corridors FBC Sustainability Guidelines

Funding Studies: In-Progress

- *Preparation of a Nexus Study to support establishment of an affordable housing linkage fee for rental housing and non-residential development*
- *Fees collected will be used for the provision of new or rehabilitation of affordable housing units*



Miraflores Senior Apartments



Harbour View Senior Apartments

Housing Element Goals (Adopted May 19, 2015)

A Balanced Supply of Housing

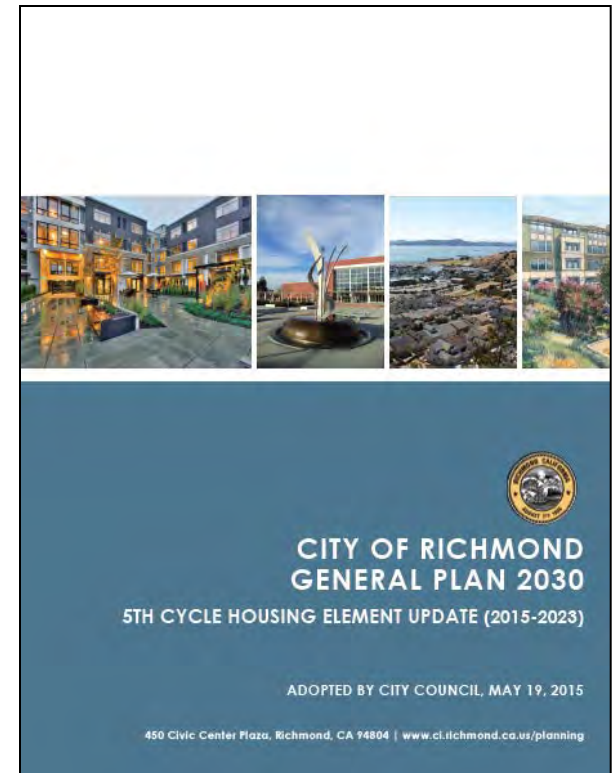
Better Neighborhood and Quality of Life

Expanded Housing Opportunities for Special Needs Groups

Equal Housing Access for All

Richmond Housing Element Programs

- *H-1.2.3: Residential Site inventory*
- *H-1.2.4: Residential Sites Marketing*
- *H-1.3.1: Inclusionary Housing Ordinance*
- *H-1.3.2: Inclusionary Housing Ordinance Study*
- *H-1.3.3: Inclusionary Housing Ordinance Performance*
- *H-1.3.4: Community Land Trust Study*
- *H-1.3.5: Affordable Housing Incentives*



Richmond Housing Element Programs Cont'd

- *H-1.4.1: Variety of Housing Types*
- *H-1.4.2: Single-Room Occupancy Unit Inventory*
- *H-1.4.3: Second Dwelling Unit Production*
- *H-1.4.4: Garage Conversions*
- *H-1.4.5: Alternate Housing Types*
- *H-1.6.1: Low Moderate Income Housing Assets Fund*
- *H-1.6.2: State and Federal Housing Funds*
- *H-1.6.3: Shared Equity Program Study*
- *H-2.5.8: Home Improvement Loan Program*



Richmond Housing Element Programs Cont'd

- *H-2.5.11: Rental Rehabilitation Loan Program*
- *H-2.5.12: Richmond Housing Rehabilitation Loan Program (Social Impact Bonds)*
- *H-4.2.1: Enforcement of Just Cause for Eviction Ordinance*
- *H-4.2.2: Expansion of Just Cause for Eviction Ordinance*
- *H-4.2.3: Rent Control Ordinance Study*
- *H-4.2.4: Counseling Service Referral for Foreclosures, Landlord-Tenant Disputes, Unlawful Evictions, and Housing Discrimination*
- *H-4.3.1: Housing Access and Discrimination Study*

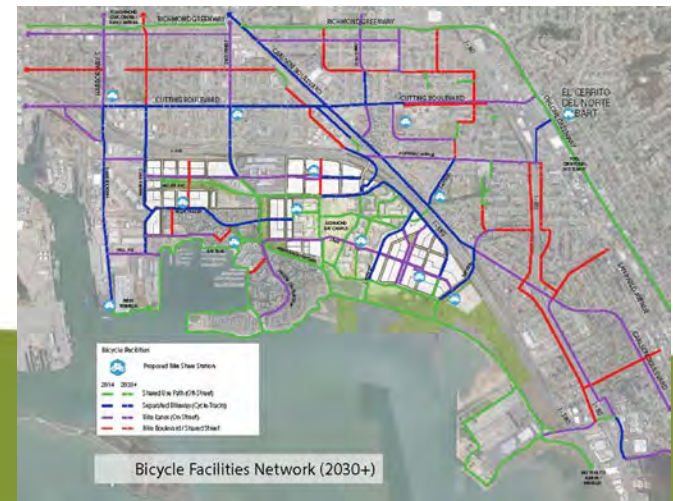
Rent Control and Just Cause for Eviction Update

- *Rent Control and Just Cause for Eviction Ordinance was adopted on August 5, 2015.*
- *The effective date of the Ordinance was originally September 4, 2015; however, proponents of a referendum on the Ordinance timely submitted to the City Clerk enough signatures to suspend the effective date of the Ordinance (see Elections Code 9237).*
- *The petitions were delivered to the County Elections Office for verification of the signatures. The County has 30 working days to complete the verification and certify the results. If certified, the matter will go to the City Council to either repeal the ordinance or place it on the ballot.*

Download the Rent Control and Just Cause for Eviction fact sheet at www.ci.richmond.ca.us/housingupdate

Richmond Comprehensive Zoning Update

- *Housing Element Implementation Community Workshop as part of Zoning Ordinance Update*
- *Assists in Implementing Housing Element Programs*
 - *Encourage Second Dwelling Unit construction*
 - *Reduce motor vehicle trips with development of a Parking and Transportation Demand Management Standards*



Next Steps and Key Dates

- *Richmond Bay Specific Plan Planning Commission Study Session – **October 15, 2015***
- *Richmond Bay Specific Plan City Council Study Session – **October 27, 2015***
- *City Council Hearings for Livable Corridors Form-Based Code – **October/November 2015***
- *Community Meeting for Nexus Study – **October/November 2015***

Office of Mayor Tom Butt – Affordable Housing

- Mayor's Affordable Housing Task Force
 - Research/review path forward on increasing Affordable Housing in Richmond
 - Non-profit Developers, Housing, Planning and Policy experts
 - September 29th City Council Study Session
 - Challenges, opportunities and policies to consider
- National Resource Network - (Strong Cities Strong Communities)
 - Direct assistance: Budget modeling & HUD compliance
- Contact: Alex Knox - Dir. Community Relations, (510) 621-1302



Maintaining Housing Affordability In Richmond

- The University will address concerns about the affordability of housing in Richmond with binding commitments and with action.
- When the City has determined its priorities and overall strategy UC Berkeley expects to make appropriate legally binding commitments to the City.
- University is specifically prepared to consider, for example:
 - the ideas of private developer contributions to a City-operated Housing Trust Fund;
 - support for City- planned inclusionary housing, and;
 - development of workforce housing to specifically serve the Global Campus.

Source: Open letter to the Richmond community from UC Berkeley Chancellor Nicholas Dirks: An update on the Berkeley Global Campus May 28, 2015

Recommendations to UCB (Received to Date)

Richmond City Council

- Invest in an Anti-Displacement Fund to subsidize the development of affordable housing units and protect low income tenants. This should be equivalent to a Housing Mitigation Fee, comparable to the median of other housing mitigation fees in the region. (City Council Resolution adopted 11/18/2015)

Raise Up Richmond Coalition:

- Invest in an Anti-Displacement Fund that guarantees affordable housing and protects longtime residents from eviction as a result of project development.

Recommendations to UCB (Received to Date)

Raise Up Richmond Coalition (cont'd):

- The University of California shall pay to the City of Richmond an amount equivalent to the amount that would be required under the City of San Francisco's Jobs-Housing Linkage Program, or under any program adopted by the Richmond City Council prior to execution of the CBA and requiring payment of impact fees to the City to be used for affordable housing based on construction of non-residential space in the City. The City shall hold such funds in trust, and expend such funds only for development of affordable housing units within the City, for housing assistance programs provided to City residents, and for establishment of a local-nonprofit-owned land trust to advance these purposes. The target population for these funds will be households defined as "very low income" pursuant to City law. The City shall explore the potential to create a local-nonprofit-owned land trust with these funds. **(submitted by David Sharples for Raise Up Richmond Coalition on 9/22/2015)**
- Fund a rental assistance program for low-income housing cost burdened renters (Haas Institute).
- Support local rent control and renter protections (Haas Institute).
- Invest in the creation of a Community Land Trust, a strategy that can ensure a long-term stock of affordable housing. (Haas Institute)
- Expand participation in the Homeownership Voucher Program to facilitate Section 8 tenants reallocating their payments toward homeownership (Haas Institute)

Appendix C-2
Housing and Displacement Subcommittee

HOUSING/ DISPLACEMENT SUBCOMMITTEE DRAFT RECOMMENDATIONS

1) Pay Housing Linkage Fee to City of Richmond

	Strategies/Programs	Lead Entity	Partners	Beneficiaries	Expected Results	Performance Measures	Source	Notes:
Recommendation:	UCB/LBNL will:	Lead Entity:	In Partnership with:	For the Benefit of:	For these Results:	Measured by:	Source of Recommendation:	Notes:
<p>Pay impact fees to the City of Richmond to establish an Anti-Displacement Fund to be used to build and preserve affordable housing and to prevent displacement</p>	<p>A 1) Agree to pay impact fees to the City to establish an Anti-Displacement Fund to be used to build and preserve affordable housing and to prevent displacement. Impact fees are based on the construction of residential and non-residential space (office and commercial) in the City. 2) The Anti-Displacement Fund will be used to support a wide range of priority programs and initiatives, including renter/ homeowner assistance and protection programs, low interest loan programs, pre and post home ownership and foreclosure counseling, temporary/ short-term housing programs, first-time homebuyer programs and alternative housing models (e.g., CLTs, cooperatives, etc).</p>	<p>UCB/LBNL (paying the fee), City of Richmond (administering the programs)</p>	<p>Community partners and housing development organizations (e.g., CHDC, ACCE, Bay Area Legal Aid, Catholic Charities of the East Bay, SparkPoint)</p>	<p>Households that meet the affordable housing category requirements, with an emphasis on low and very low-income households and special needs populations. "Special needs' populations include large families, single-parent households, individuals with disabilities, developmentally disabled, homeless persons and families, re-entry populations" (from Housing Element)</p>	<p>1) Increase in # of new affordable housing units; 2) x # of affordable housing units preserved; (specific targets can be developed based on needs and establish priorities for how the funds should be used)</p>	<p>1) % increase in new affordable housing units (including multi-family units); 2) % increase in affordable housing units preserved; 3) % reduction in households paying more than 30% of income on housing (broken down by race and owner/ renter status) 4) enhanced neighborhood stability as evidenced by key indicators (to be determined by subcommittee)</p>	<p>Consensus rec.</p>	<p>The impact fee amounts UCB/LBNL will voluntarily agree to pay to the City will be determined by a city-wide ordinance that establishes fees for the Richmond context and will evolve over the 30-40 live of BGC development. These fees will be informed by the results of the Nexus study and research on median linkage fees of Bay Area cities. If the City does not adopt a commercial linkage fee, there will be a number generated by the Nexus Study and other economic factors that will determine the amount paid based on the the Richmond/regional context. Research on the median linkage fee charged by all comparable Bay Area cities will also inform the recommended amount. The SF Jobs-Housing Linkage is a model to examine for regarding formula.</p>

	B	Minority Opinion: 1) Until Richmond passes a housing linkage fee for non-residential development, UC will pay the Bay Area median of \$15 per square foot for the linkage fee.	UCB/LBNL (paying the fee), City of Richmond (administering the programs)	Community partners and housing development organizations (e.g., CHDC, ACCE, Bay Area Legal Aid, Catholic Charities of the East Bay, SparkPoint)	Households that meet the affordable housing category requirements, with an emphasis on low and very low-income households and special needs populations. "Special needs' populations include large families, single-parent households, individuals with disabilities, developmentally disabled, homeless persons and families, re-entry populations" (from Housing Element)	1) Increase in # of new affordable housing units; 2) x # of affordable housing units preserved; (specific targets can be developed based on needs and establish priorities for how the funds should be used)	1) % increase in new affordable housing units (including multi-family units); 2) % increase in affordable housing units preserved; 3) % reduction in households paying more than 30% of income on housing (broken down by race and owner/ renter status) 4) enhanced neighborhood stability as evidenced by key indicators (to be determined by subcommittee)	Minority opinion	At the November 30th Community Briefing and Open House, many community members indicated their support for establishing a linkage fee of \$15 per square foot (which is considered by some as the Bay Area median). Until the citywide ordinance that establishes impact fees based on the Nexus Study and other economic conditions is determined, some community members expressed that they would like to use the \$15 per sq. ft Bay Area median for Richmond.
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2) Build Housing on BGC Site

		Strategies/Programs	Lead Entity	Partners	Beneficiaries	Expected Results	Performance Measures	Source	Notes:
Recommendation		UCB/LBNL will:	Lead Entity:	In Partnership with:	For the Benefit of:	For these Results:	Measured by:	Source of Recommendation:	Notes:
Build housing on BGC site	A	Build housing on BGC site for unique needs for workforce (including faculty) and students to avoid negative impact on existing and future residents and neighborhoods.	UCB/ LBNL	UCB Real Estate Division; private or non-profit affordable housing developers	BGC workforce employees, faculty and staff as well as students who live on site; Richmond residents who are at risk of displacement	Housing for UCB staff, faculty and students to avoid displacing existing residents	x # of workers/ students /faculty housed in UCB owned housing at BGC site; - x # of new housing units	Consensus rec.	At the November 30th Community Briefing and Open House, some community members indicated their concern that housing on the BGC site may isolate BGC workers, staff and faculty from the broader Richmond community. If housing is built on the BGC site, UCB and LBNL should use successful best practices and town/gown models to be sure that the BGC site is well-integrated into the broader Richmond community. UCB residential housing will be subject to the impact fee (unless it's considered affordable); students and faculty who choose to live in surrounding neighborhoods may place a greater strain on the community by driving rents up; consider building housing on City land versus UCB land.

3) Provide Affordable Housing Research and Data Support to Richmond Community

	Strategies/Programs	Lead Entity	Partners	Beneficiaries	Expected Results	Performance Measures	Source	Notes:	
Recommendation	UCB/LBNL will:	Lead Entity:	In Partnership with:	For the Benefit of:	For these Results:	Measured by:	Source of Recommendation:	Notes:	
<p>Provide research and data support related to affordable housing and displacement mitigation by offering expertise of relevant UCB departments, institutes, faculty and student engagement. This support can happen apart from and ahead of any BGC development.</p>	A	<p>1) Collaborate with the City to study the feasibility of non-traditional forms of affordable housing (like Community Land Trusts [CLTs], coops, tiny houses, etc); 2) identify preferred models to implement in Richmond; this study is independent of the impact fee and the Anti-Displacement Fund; 3) Identify relevant promising practices to preserve/develop affordable housing, as well as anti-displacement initiatives that have worked in the past 10 years in cities similar to Richmond.</p>	UCB/LBNL; City of Richmond	Community Development Finance Institutions; non-profit developers, Local CLTs support organizations; community partners; UCB departments, institutes and faculty; Richmond community-based organizations	Households that meet the affordable housing category requirements, with an emphasis on low and very low-income households and special needs populations. "Special needs' populations include large families, single-parent households, individuals with disabilities, developmentally disabled, homeless persons and families, re-entry populations" (from Housing Element)	UCB-COR results: A program document that identifies the preferred alternative model for Richmond to develop permanently affordable housing units and that identifies funding opportunities; UCB-COR: Literature and analytic review of policies that have been successful in the last 10 years; COR results: Long term/permanent affordable housing;	The identification (UCB-COR) and implementation (COR) of a preferred alternative/ non-traditional housing model for Richmond to develop permanently affordable housing; COR: x # of public land parcels and property transferred for non-traditional housing program; Long-term affordable housing solutions	Consensus rec	At the November 30th Community Briefing and Open House, many community members noted that Community Land Trusts create permanent affordable housing and help prevent displacement. What is ideal form of governance for Richmond? Coop? City managed? Private entity? (Housing Element: H: 1.3.4.) Community Land Trust Study: to study existing land trusts in Calif, to establish if feasible to create long-term housing; Extensive research needs to be done. Community Briefing input: the CLT was lifted up by community members as a permanent solution to affordable housing.
	B	Identify, adopt and apply a consistent set of criteria to evaluate and measure a project's potential to displace residents using demographic/economic data, and other sources.	UCB/ LBNL	City, UCB, community partners	Current residents vulnerable to displacement	Set of defined criteria; A clear understanding of any displacement patterns	Successful identification of displacement potential	Consensus rec	We need models -- a number of affordable housing experts have reported that it is impossible to attribute displacement to any one development; as well, simply measuring displacement beyond anecdotal evidence can be challenging.
	C	Consider approaches for the University and the City to establish place-based Initiatives to improve neighborhood amenities and services in low-income and very low-income areas (e.g., partnership research projects)	UCB/LBNL, City of Richmond	Community partners and nonprofits	Households that meet the affordable housing category requirements, with an emphasis on low and very low-income households and special needs populations.	Targeted, place based community revitalization		Consensus rec	

THIS IS A DRAFT DOCUMENT The Richmond Community Working Group (CWG) is developing a set of draft recommendations for the Berkeley Global Campus to be submitted to UC Berkeley and Lawrence Berkeley National Laboratory (LBNL) in December 2015. Inclusion of draft recommendations in this document does not imply an agreement by UC Berkeley or LBNL. Upon receipt of the final CWG recommendations, UC Berkeley and LBNL will develop a draft Richmond Compact (agreement) that specifies the commitments and benefits the University and the Lab are prepared to provide to the Richmond community.

Berkeley Global Campus
Community Working Group
Appendix D
Education Subcommittee

Appendix D-1 Education Subcommittee

Richmond Community Working Group

Education Presentation & Discussion March 26, 2015



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Overview of Presentation

- Baseline data & assets to leverage (what is, what can we build on)
- Stakeholder voice: students, parents, community organizations (who is doing the work)
- UCB and LBNL overview (where we are now)
- Group discussion
- Next steps

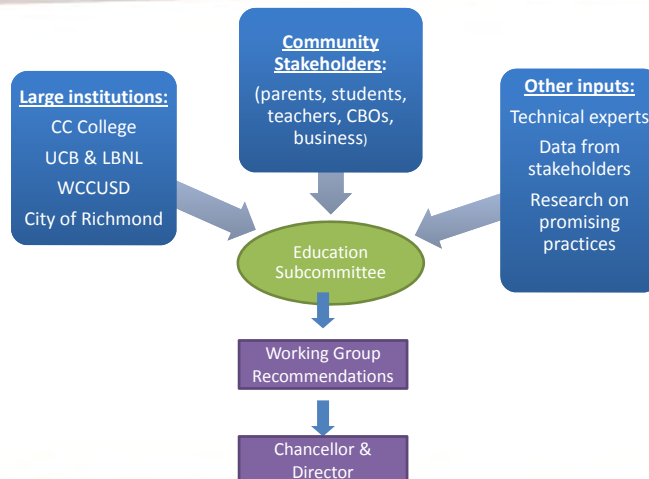
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Objectives

1. In response to Working Group (WG) request, provide overview and highlight assets to be leveraged
2. Discussion
3. Launch work of education ad hoc subcommittee

Education Subcommittee: Process Inputs



April 2014 Joint Statement of Commitment to Strengthen Community Partnerships Between UC Berkeley, Lawrence Berkeley National Laboratory and the Richmond Community

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

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

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

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Sampling of Education Recommendations

- Invest annually in **career awareness & exploration, providing K-14 curriculum support & faculty training, field trips, & mentoring interactions** for high school academy students
- Invest annually to support teachers **with training, curricula planning, & equipment**
- Invest annually to provide **internships & experiential learning** opportunities for 100 high school & community college students to help **build career pathways** in relevant fields
- Build & maintain an BGCRB **educational lab** for use by students & job training participants
- Invest in a **Youth Opportunity & Education Fund** for Pre K-12 & community college students to help build career pathways
- Improve **alignment**, more targeted **outreach**; diversify **access**; share **successes**

Sources: Anchor Richmond Report, MoveOn.org petition, UCB/LBNL Community Forum

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Framework Definitions

- **Pipeline:** Bolstering institutional and student success *at key transitions* from elementary school to middle school to high school; from high school into college; and from college admission to completion of a degree.
- **Pathways:** Providing *clear connections* from middle school to college and career opportunities for all students. Ensuring ongoing support throughout.
- **Partnerships:** *Leveraging and coordinating efforts* of educational providers across the community to address gaps, improve accessibility, and avoid duplication.

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West Contra Costa
Unified School District

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West Contra Costa Unified School District

Mission

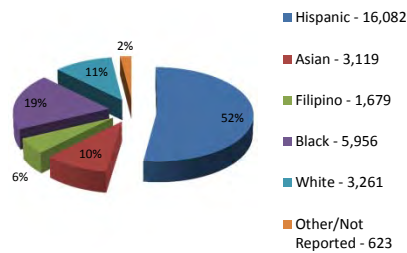
We provide the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society.

We provide excellent learning and teaching experiences; safe, student-centered learning environments; and support for all students and employees. We develop and maintain productive community partnerships and individual and collective accountability.

Equity Statement

The belief that all students can achieve at high levels of proficiency and that the effects of institutionalized racism can be mitigated is central to how equity is viewed in West Contra Costa Unified School District (WCCUSD).

WCCUSD Demographics

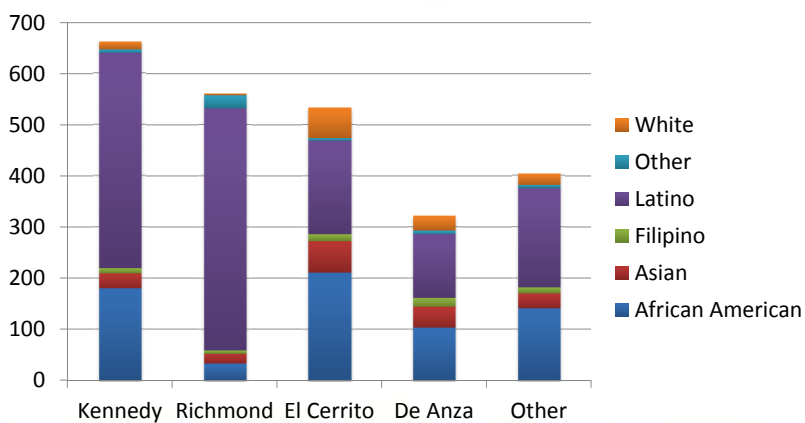


- 30,277 students served from Pre K thru 12th grade
- 54 schools: 37 Elementary; 6 Middle; 7 High and 4 Alternative
- 75% of all students are Low-Income, English Language Learners and/or Foster Youth

High School Students

- The District's 9 high schools(6 comprehensive and three alternative) have 7,665 students.
- There are approximately 2,491 freshman, sophomores and juniors with Richmond addresses attending high school in WCCUSD.
- 83.5% attend either Kennedy (663), Richmond (562), El Cerrito (534), or De Anza (322) high schools

Class of 2016, 2017, 2018 with Richmond Addresses by Race-Ethnicity



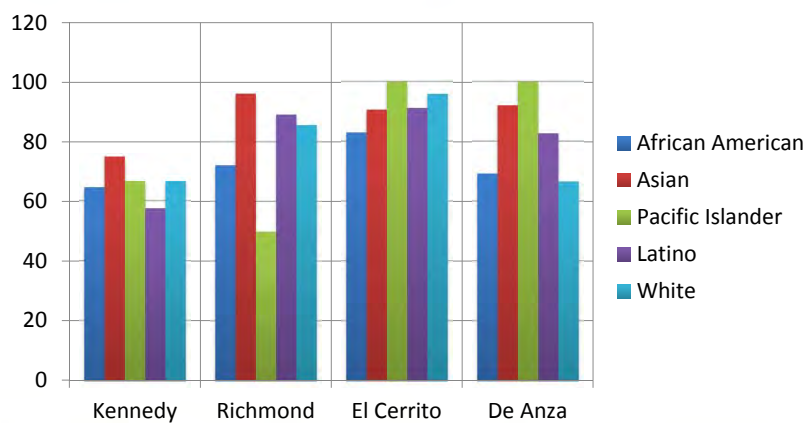
2012-2013 Graduation Rates

Overall cohort graduation rate for the class of 2013 was 79.9% (n=1584), an increase of 4.2% from the class of 2012

• Rates by school:

- Kennedy - 62.9% (n=124)
- De Anza - 77.3% (n=153)
- Richmond - 88.7% (n=307)
- El Cerrito - 89.8% (n=274)

2012-2013 Graduation Rate by Race-Ethnicity



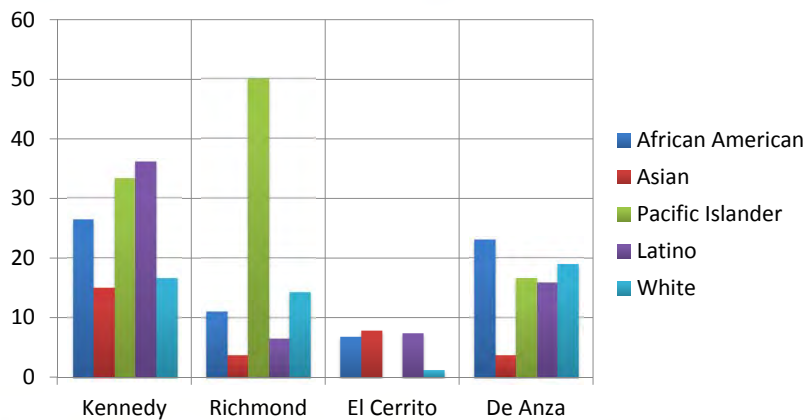
2012-2013 Dropout Rates

Overall cohort dropout rate for the class of 2013 was 13.3% (n=263)

- Rates by school:

- Kennedy - 29.4% (n=58)
- De Anza - 17.2% (n=34)
- Richmond - 6.9% (n=24)
- El Cerrito - 5.9% (n=18)

2012-2013 Dropout Rate by Race-Ethnicity



2012-2013 Graduates with UC/CSU Required Coursework

- 45.4% of graduates from El Cerrito HS also completed the required coursework for UC/CSU, compared with approximately 31% at both Richmond and Kennedy
- In a 2014 survey of seniors with Richmond addresses, 55% indicated plans to continue their education at a community college, 21% at a CSU and 11% at a UC campus
- Nearly half of students planning to continue at a community college had not completed an application for admission prior to the end of senior survey administered in May 2014

College and Career Readiness

WCCUSD's vision is to ensure that all graduates of WCCUSD are college and career ready through teacher collaboration, professional development, systems support, and leadership, as well as through the creation of *partnerships* with *industry professionals and the community*.

- WCC is one of 9 districts in the Irvine Foundation's CA Linked Learning District Initiative, which launched in 2009.
- Linked Learning transforms students' high school experience by bringing together strong academics, demanding technical education, and real world experience to help students gain an advantage in high school, postsecondary education, and careers.
- 17 career academy pathways in place at all six comprehensive high schools

Linked Learning Pathways

De Anza High School

- Health Sports Medicine
- Information Technology & Communications
- Law

El Cerrito High School

- Information Technology
- Media

Hercules High School

- Academy of Hospitality & International Tourism

Kennedy High School

- Information and Technology

Pinole Valley High School

- Environmental Studies
- Health
- Law and Justice
- Visual and Performing Arts

Richmond High School

- Creative and Performing Arts
- Engineering Partnership Academy
- Health Science
- Law
- Multimedia Communications

College Partnerships

- College Access Initiative: Ed Fund and the West County College Access Network
- UC Berkeley Upward Bound
- UC Berkeley TRIO Talent Search
- UC Berkeley EAOP/Destination College
- Rising Scholars Program:
- Writer Coach Connection
- The RYSE Center
- Mills College Upward Bound
- Young Scholars Program
- Gooden College Connection
- College is Real
- PACT, Inc.
- Academy of Art Pre-College Summer Program
- Contra Costa College

West County Full Service Community Schools

A community school is a place and a set of partnerships connecting a school, the families of students, and the surrounding community. A community school is distinguished by an integrated focus on academics, youth development, family support, health and social services, and community development.

(Center for American Progress)

- A multi-year collaborative effort between WCCUSD and the larger community, which includes the county, local cities, community-based organizations, and local residents to develop integrated, comprehensive, coordinated services and supports for students, families and communities.

Community Engagement on District Priorities

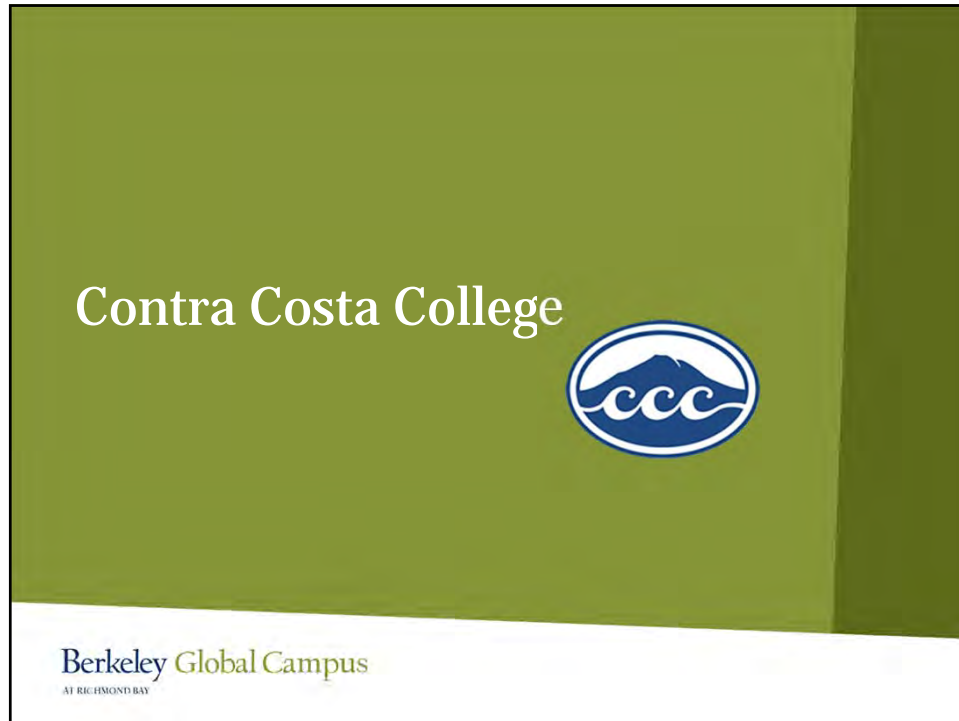
Strategic Plan: Whole Child, Whole Community

- 50 one-on-one interviews
- 31 focus groups
- 11 town hall meetings
- Paper, online surveys
- Input from 2,500 stakeholders

Local Control Accountability Plan

- Six community meetings
- Five District committees
- Two public hearings
- 1,300 comments, questions

All input and information located at www.wccusd.net/LCAP



Mission & Values

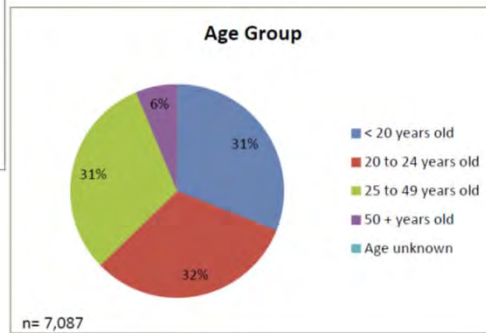
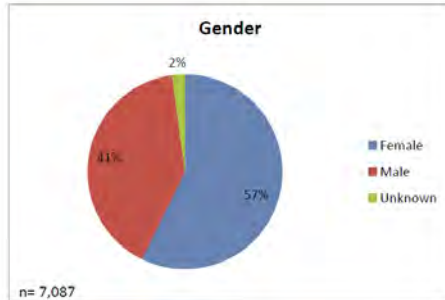
Mission

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education. The college equitably commits its resources using inclusive and integrated decision-making processes to foster a transformative educational experience and responsive student services that ensure institutional excellence and effective student learning

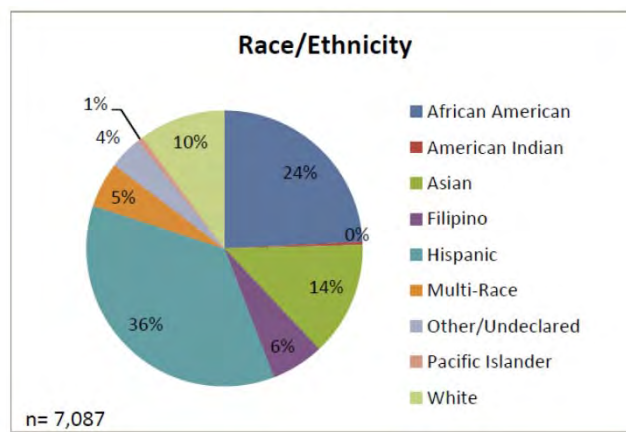
Values

- **COMMITMENT** to helping students learn and to improving the economic and social vitality of communities through education;
- **RESPONSIVENESS** to the varied and changing learning needs of those we serve;
- **DIVERSITY** of opinions, ideas and peoples;
- **FREEDOM** to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike; and
- **INTEGRITY** in all facets of our college interactions and operations.

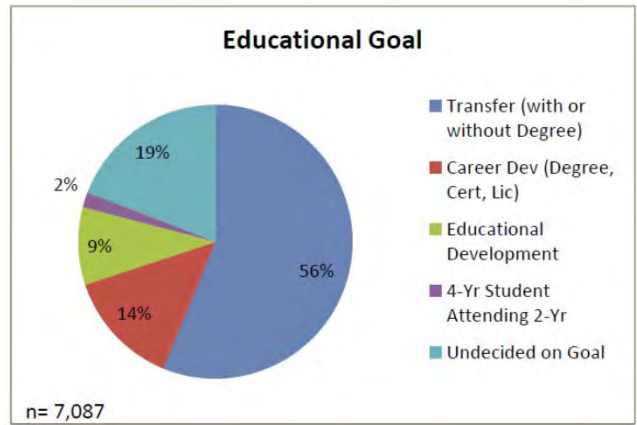
Demographics: Gender & Age



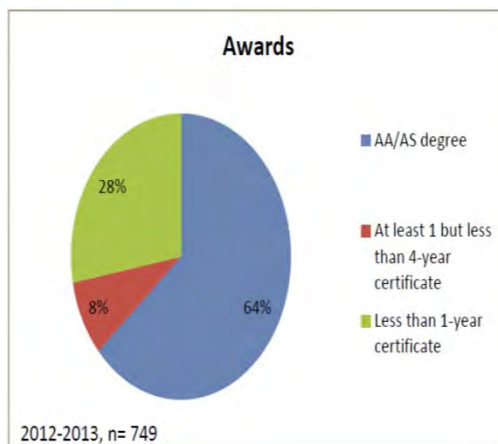
Demographics: Race/Ethnicity



Demographics: Educational Goal



Degree/Certificate Completion



Race/Ethnicity	#	%
African American	181	24%
Asian	156	21%
Latino	206	28%
White	104	14%
Other/Undeclared	102	14%

Transfer to 4-Year Public Institutions

	2012-2013	2013-2014
University of California	77	70
California State University	209	231
Total	286	301

Transfer Agreements

- CSU East Bay
- UC Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz

Richmond Residents @ Contra Costa College

	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall
Number of Students	2,288	2,591	2,586	2,516	2,277	2,359
% Receiving Financial Aid	46%	51%	56%	58%	57%	57%
Success Rate	67%	65%	66%	64%	66%	64%
Retention Rate	85%	84%	85%	82%	84%	83%
Fall-to-Spring Persistence	70%	68%	71%	67%	69%	66%
Fall-to-Fall Persistence	55%	52%	49%	49%	50%	--

In Fall 2013 Richmond Residents made up 33% of all students enrolled

Richmond Residents at Contra Costa College

Race/Ethnicity	Head Count	Course Success Rate
African American	673	54%
Asian	336	76%
Latino	1056	67%
White	122	74%
Other/Undecided	172	60%
Total	2359	64%

College Overall Course Success Rate: 66%

Feeder High School Graduate Capture Summary

Top Feeder High Schools	High School Graduates 2012-13 Cohort	Number from 2012-13 Enrolled at CCC 2013-14	Percent of 2012-13 Cohort Enrolled at CCC 2013-14
De Anza Senior High	151	53	35%
El Cerrito High	280	22	8%
Hercules High	225	34	15%
Kennedy High	129	25	19%
Pinole Valley High	274	47	17%
Richmond High	310	67	22%
Total West County	1,844	273	15%

Feeder High School Assessment & Placement

Top Feeder High Schools	2013-14	English Assessed	Basic Skills	1 Level Below	College	Math Assessed	Basic Skills	1 Level Below	College
De Anza Senior High	53	12	75%	8%	17%	12	92%	0%	8%
El Cerrito High	22	10	60%	20%	20%	8	100%	0%	0%
Hercules High	34	11	9%	36%	55%	13	62%	23%	15%
Kennedy High	25	12	50%	17%	33%	14	93%	0%	7%
Pinole Valley High	47	13	46%	15%	38%	13	100%	0%	0%
Richmond High	67	12	50%	17%	33%	14	93%	0%	7%

Feeder High School Assessment & Placement

Top Feeder High Schools	2013-14	Annual Successful Course Completion	All CCC Students 69%	Fall to Spring Persistence	All CCC Students 63%
De Anza Senior High	53	67%		84%	
El Cerrito High	22	59%		94%	
Hercules High	34	82%		91%	
Kennedy High	25	65%		85%	
Pinole Valley High	47	65%		75%	
Richmond High	67	65%		75%	

Concurrent Enrollment & Course Success Rates

Concurrent/Dual Enrollment

Provides high school students with an early college experience and allows them to earn college credit while still in high school. In some instances, students can also receive high school credit if approved by the school.

Top Feeder High Schools	2013-14	Success Rate
De Anza Senior High	76	62%
El Cerrito High	87	70%
Hercules High	51	68%
Kennedy High	15	62%
Pinole Valley High	148	77%
Richmond High	92	56%

Middle College High School & Gateway to College

- Started in 1989
- Targeted for students identified as having high ability but were not reaching their potential
- Students grades 9-12 achieve HS diploma and meet university entrance requirements
- Internship opportunities on and off campus
- Approximately 300 students with 25% Richmond residents
- Started in
- Designed for young adults 16-20 who have dropped out of HS or are significantly behind in credits and unlikely to graduate
- Enables students to complete their HS diploma while earning college credit toward a certificate or degree
- Small learning communities and one-on-one advising, support services and mentors are provided
- Approximately 109 students with 12% Richmond residents

Linked Learning & Career Pathways with WCCUSD

- Working directly with high school academies to provide pathway programs and concurrent enrollment in biotechnology, health (CNA/EMED), Administration of Justice/Law
- Providing career exploration courses in middle schools, career exploration days, and parent/student presentations
- Joint partners in regional and local work around building career pathways with a focus on:
 - K-14 curricular alignment
 - work-based learning & engaging employer partners
 - creating more seamless transitions from K-12 to college and then to employment
 - Four high-wage, high-demand industry sectors: Information Communication Technology (ICT) and Digital Media; Health and Biosciences; Advanced Manufacturing and Engineering; Public Services & Law

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City of Richmond

Educational Initiatives, Partnerships, & Resources



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Richmond Background

- 103,700 Residents
- Majority community of color
- 32 miles of shoreline
- 292.6 acres of parkland
- 17 miles of the SF bay trail
- Most solar watts installed per capita for large Bay Area cities
- Mayor Tom Butt
- Seven member City Council
- City Manager Bill Lindsay



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General Plan

Education and Human Services Element



Community Vision Richmond, California in 2030

Richmond nurtures a culture of lifelong learning. The City collaborates with public, private and nonprofit sectors to increase educational opportunities. Services are affordable and conveniently located.

Richmond's elementary, middle and high schools are regionally competitive and offer comprehensive, diverse and high-caliber programs. Daycare and preschool opportunities are numerous, accessible and affordable. The City is known for its numerous and intimate neighborhood schools.

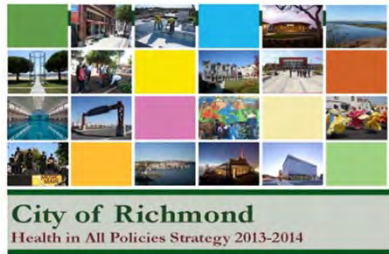
Richmond partners with local and regional employers to offer relevant classes, programs and internships that are aligned with local and regional employment trends.

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Health in All Policies (HiAP) Strategy & Ordinance

- Education has broad impacts on standards of living and social interactions, with consequences for the health of individuals and communities



Examples

Accessible built environments that promote health and safety, including improved pedestrian, bicycle, and automobile safety, parks and green space, and healthy school siting

- **Action 2D:** Support WCCUSD integration of Full Service Community Schools (FSCS) by supporting parent & community involvement
- **Action 2I:** Expand current literacy and GED programs provided at the City of Richmond to after hours classes at local schools and include computer literacy classes.

Adopted Policy Synergies



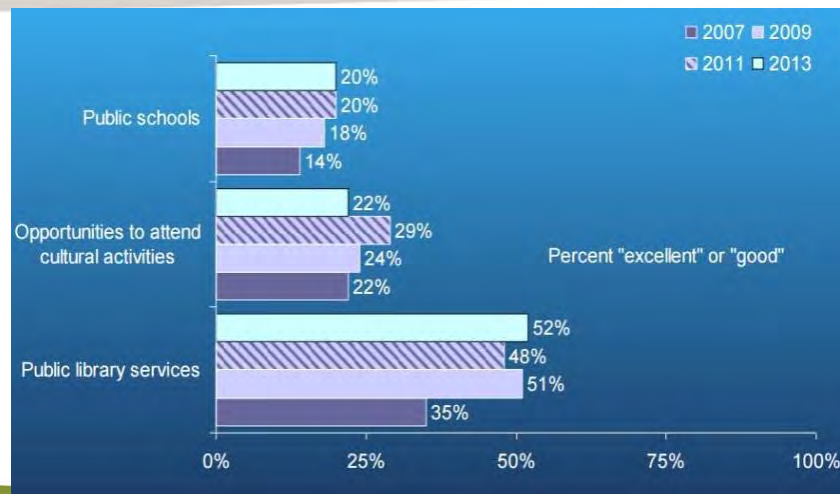
- City Council Education Ad Hoc committee
- Full Service Community Schools (FSCS)
- Joint Use Agreements
- Nystrom United Revitalization Effort (NURVE)
- Health Food Access at School Sites
- Prevent School Closures
- School Facility Upgrades in Richmond

Data Resources

- Richmond Community Survey Results
- Program Specific by City Departments (LEAP, ONS, Library, Recreation, Police – SRO’s, YouthWorks)
- CCHS – Health Equity Data Report

Service	% of respondents that rated the following services as poor			% that rated the service as excellent or good		
	2009	2011	2013	2009	2011	2013
Street repair	61%	54%	60%	14%	16%	14%
Public schools	54%	47%	40%	18%	20%	14%
Code enforcement (weeds, abandoned buildings, etc.)	58%	44%	38%	11%	18%	12%
Sidewalk maintenance	33%	37%	30%	24%	18%	29%

Richmond Community Survey



UC Berkeley Center for Cities and Schools Y-PLAN and PLUS



Y-PLAN at Richmond High School informing the development of the Richmond Climate Action Plan



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Employment and Training



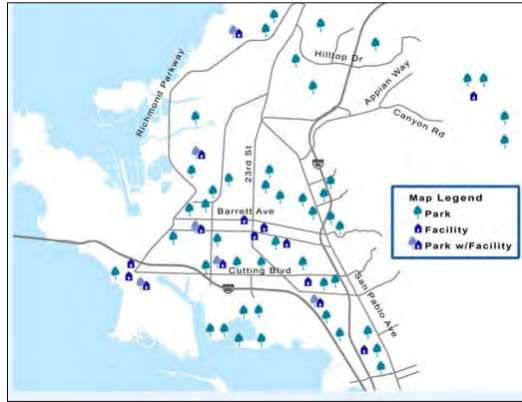
Youth works:

- Summer Employment
- Richmond Build
- One Stop
- Health Career Pathways
- Youth Council

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Community Services



51 Public Parks & Facilities
10 Community Centers

- Office of Neighborhood Safety
- Recreation Fitness Programs
- Summer ACHIEVE Program
- Access to WCCUSD Food Program
- Office of Neighborhood Safety
- Cultural Events
- Aquatics
- Youth Sports & Activities
- Partnerships

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Built Environment Improvements



Improvements Around School Sites

- Be Smarter Drink Water
- Park Rebuild Projects
- Safe Routes to School –Road Diets
- Community Gardens
- Access to direct information from City Staff
- LED Street Lights
- Solar installations at Adjacent Homes
- Love Your Block

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Community Stakeholders

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Educational Focused Community Based Organizations (CBOs)

CBOs Focused on Education in the Following Categories

- Extended Learning
- College Access, Persistence, Mentoring, etc.
- Collaborative Builder
- Early Childhood
- Advocacy and Policy
- Funding

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Extended Learning Focused CBOs

- Bay Area Community Resources
- Bloom Educational Enrichment
- Boys & Girls Club of El Sobrante
- Building Educated Leaders for Life (BELL)
- Contra Costa Housing Authority
- Destiny Arts
- Earth Team
- East Bay Parks
- Kensington After School
- Latina Center
- Leading 2 Play
- Lego Robotics
- Love Learn Success
- Making Waves
- Mindful Life Project
- Oakland Youth Chorus
- Richmond Art Center
- Richmond Police Activities League (RPAL)
- RYSE Center
- Tech Futures
- The A Games
- The Berkeley Chess School
- The Ed Fund
- The Rock Lighthouse
- Toolbox Project
- YMCA
- Youth Enrichment Strategies (YES)
- Watershed Project
- zSharp

College Access Focused CBOs

- 10,000 Degrees
- Bay Area Community Resources
- Be a Mentor
- Boys & Girls Club of El Sobrante
- College Bound Brotherhood
- College is Real
- Girl's Inc.
- Ivy League Connection
- Nia Imani Academy
- RWR Scholarship Foundation
- Students Rising Above
- Summer Search
- Study Smart Tutors
- The A Games
- The College Place
- The Ed Fund
- Whittier Education Fund

Collaborative Building Focused CBOs	Early Childhood Focused CBOs
<ul style="list-style-type: none">• Building Blocks for Kids (BBK)• The Ed Fund• Healthy Richmond Schools and Neighborhood Action Team	<ul style="list-style-type: none">• First Five• Early Childhood Mental Health

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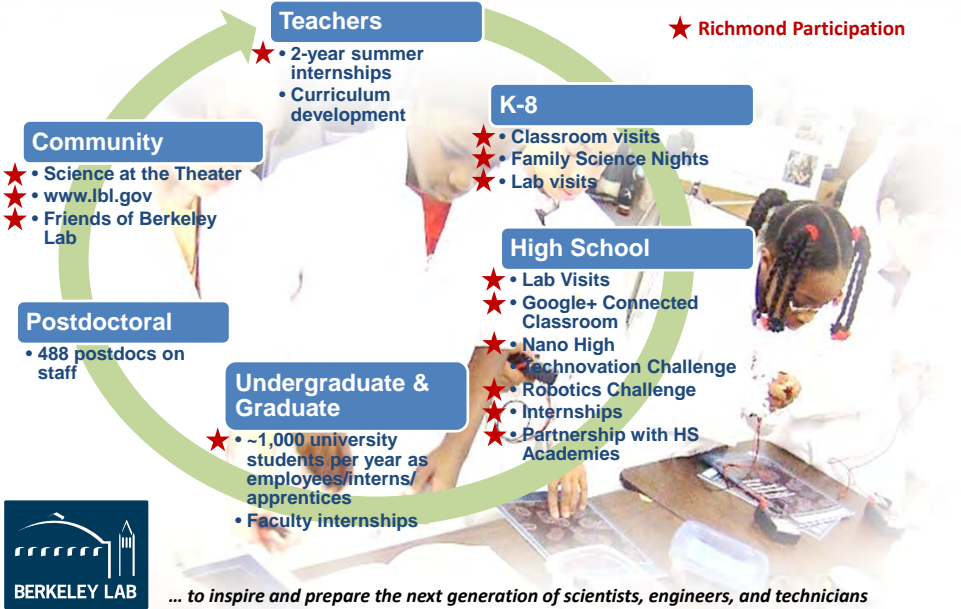
53

Advocacy and Policy Focused CBOs	Fundors
<ul style="list-style-type: none">• California School Based Health Alliance• Contra Costa Interfaith Supporting Community (CCISCO)• Healthy Richmond Schools and Neighborhood Action Team• Richmond Chamber of Commerce<ul style="list-style-type: none">• Education Committee• Youth Together	<ul style="list-style-type: none">• Chevron Foundation• Ed Fund• Irene Scully Foundation• J.T. Long's Foundation• Leshner Foundation• Richmond Community Foundation

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LBNL Workforce Development Pipeline



LBNL and Richmond

Current

- Partnership with Richmond HS and Kennedy HS
- Serve over 1200 K-12 Richmond students and families annually
- Demographics reflect Richmond population
- Partnership with Contra Costa College for 10 summer internships
- Partnership with East Bay Career Pathways Trust, Richmond OST

Proposed

- Expand 5th grade program to all Richmond students
- Faculty from Contra Costa College for summer Visiting Faculty Program
- DOL Ready to Work grant for apprenticeships for technical workforce
- DOE semester internship program for Contra Costa College students



... to inspire and prepare the next generation of scientists, engineers, and technicians

Berkeley UNIVERSITY OF CALIFORNIA UC Berkeley's fundamental missions:
teaching, research, & public service



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Berkeley UNIVERSITY OF CALIFORNIA The Community Speaks—
Laying the Groundwork*

- Coordinated approach/strategy (aligned with WCCUSD, CCC, COR);
- Streamlined communication/coordination;
- Reduced barriers to access;
- Commitment to serving all, including youth who are at-risk and underserved;
- The ability to track results.

**Online survey, Haas Institute Education Report, Community meetings.*

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UNIVERSITY OF CALIFORNIA

Pipelines, Pathways, Partnerships

CEP Center for Educational Partnerships

CRS
COMMUNITY RESOURCES FOR SCIENCE
practical support for great science teaching.

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Berkeley Graduate School of Education
UNIVERSITY OF CALIFORNIA



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Mission of UC Berkeley's Center for Educational Partnerships (CEP)



CEP is the primary campus unit that collaborates with schools, districts, families and communities to increase college access and success for students facing significant barriers to post-secondary education.

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Principles Guiding Long-Standing Partnership with WCCUSD

COLLEGE

- Students prepared for college AND career
- Students and families receive the support they need to succeed in the college going and career awareness process
- Work in partnership with WCCUSD and Contra Costa Community College, as well as other college access programs
- Encourage students to look at all post-secondary options
- Facilitate resources directed to WCCUSD towards meeting these goals

CAREER

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CEP's Powerful Programs Work in Middle and High Schools

Three programs in six comprehensive high schools:

- DCAC-Destination College Advising Corps (new expanded partnership with WCCUSD)
- EAOP-Early Academic Outreach Program (part of new expanded partnership)
- TES-Transcript Evaluation Service

Pre College TRIO

- Talent Search: 3 HS & 3 MS
- Upward Bound: 3 HS



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College Readiness Has Increased in WCCUSD

Transcript Evaluation Service: Data from De Anza and Richmond HS

Graduates completing the “a-g” curriculum with a grade of “C” or better, making them eligible for California public colleges and universities:

School	2009-10	2013-14
De Anza	21%	32%
Richmond	16%	34%

Although there have been increases, there is much work to do to ensure that all students are able to have the option of a four-year public college education.

CEP negotiated for WCCUSD to have TES available for the next three years, without cost to the district or schools

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Increasing College Information and Access

2013-14		
K-12 students CEP served at WCCUSD (prior to expanded partnership)	800	18% African American 24% Asian 40% Latino
2014-15		
K-12 students CEP served at WCCUSD	1100 (for first six months under expanded partnership)	In process of recruiting, expect to serve a approximately 1,500 students in this first year of our new partnership
College acceptance : 2013-14		
Number seniors served by CEP	Four-year College	Four- & Two-year College
288	174 (60%)	274 (95%)

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Transfer Preparation Programs serving Contra Costa College

Community College Transfer Center (CCTC)

Offers transfer assistance and workshops for all potential UC transfer students.

Transfer Alliance Project (TAP)

Enrolls a cohort of low-income, first generation students who receive intensive and on-going one-on-one advising. Over the past three years, a total of 65 TAP students applied to UC Berkeley, and 55 (85%) were admitted and 54 enrolled.

Puente Project

Provides a program of rigorous instruction, focused academic counseling, and mentoring by community members to prepare students for transfer and success in completing a four-year college degree. Over half (53%) of Puente students who entered CCCC in 2008-9 transferred by 2013-14 compared with 28% of all CCCC students.

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Much More Work To Do: Expanding and Strengthening our Partnership

Destination College Advising Corps (DCAC)

Expansion of trained recent college grads working full time at each of the six comprehensive high schools

Transcript Evaluation Service (TES)

All six WCC comprehensive high schools awarded free TES sponsorship for the next three year by UC Office of the President


Pre-College Academy (PCA)

Academic growth shown by students participating in EAOP's PCA summer courses on UCB campus leads to a new WCCUSD and CEP partnership increasing number of district students participating in PCA (from 33 to 120 students)

CAL Prep

Charter school founded in 2005 by UCB and Aspire Public Schools is moving to Hilltop Mall with oversight from WCCUSD

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**THE LAWRENCE
HALL OF SCIENCE**
UNIVERSITY OF CALIFORNIA, BERKELEY

EBAYS - East Bay Academy for Young Scientists

- 2013 to the Present - Over 400 Students Served in Richmond and other West Contra Costa County Cities
- School day, after school and summer programming in numerous elementary, middle and high schools
- After school programs at community centers (e.g., the Boys and Girls Clubs)

All EBAYS work includes engaging students in a combination of STEM content learning activities and community-based environmental quality research investigations. Evaluation efforts thus far have yielded credible evidence that supports the broad-scale use of the EBAYS model



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Lawrence Hall of Science - Early Childhood

Brookside & Balboa Head Start centers in Richmond in 2014 and 2015

East Bay Community Foundation funding supported outreach where 220 preschoolers experienced exciting hands-on science workshops delivered by Hall educators in each year.

- Students were introduced to life science concepts.
- Students observed and touched gentle animals from the Hall's Animal Discovery Room.
- Workshops emphasized language and vocabulary development along with science.

Science is an important domain in early childhood, serving not only to build a basis for future scientific understanding, but also to build important skills and attitudes for learning and to develop school readiness skills.



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Lawrence Hall of Science – Community Programs

Provide Access • Promote Awareness • Support Advocacy



Richmond Library•RAC•Lawrence Hall Summer Camp collaboration 2013

Out of School Time Collaborative Support • Professional Development Sessions and AfterSchool KidzScience Kit Lending

Library “Mobile Inventor’s Lab” Engineering– Spring and Summer 2015

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Lawrence Hall of Science connecting with WCCUSD students

WCCUSD students attend an average of 40 Hall programs annually

Including:

Field Trips to the Hall

Van Outreach Programs from the Hall

Science Workshops at the school for a grade level

Science Shows in an Assembly

Festival – The “Mobile Museum” Experience

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ESCAPE

Exploring Science Collaboration at Pinole-Family Elementary Schools



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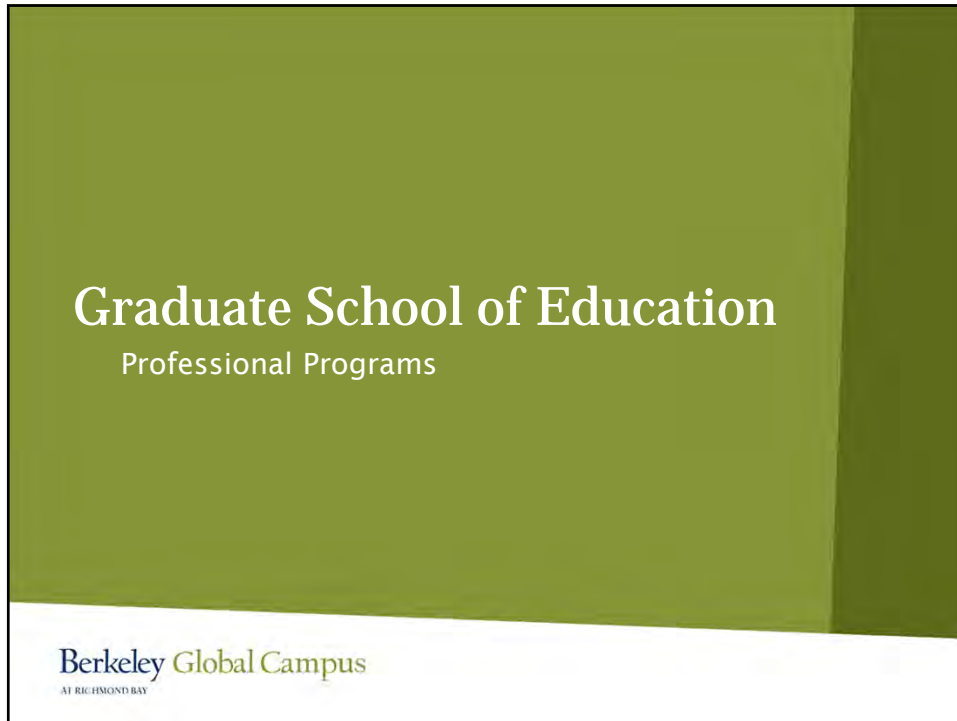
WCCUSD Extended Learning Summer School Summer 2014

- 22 hour Science PD training for 60 WCCUSD teachers
 - FOSS Science Curriculum
 - Embedded ELL/ELA strategies
 - (*speaking & listening, reading and writing*)
- 5000 WCCUSD students participated 1st-8th grade
- All students rotated through 1.5 hrs. of math, science and ELA classes each day for 19 days



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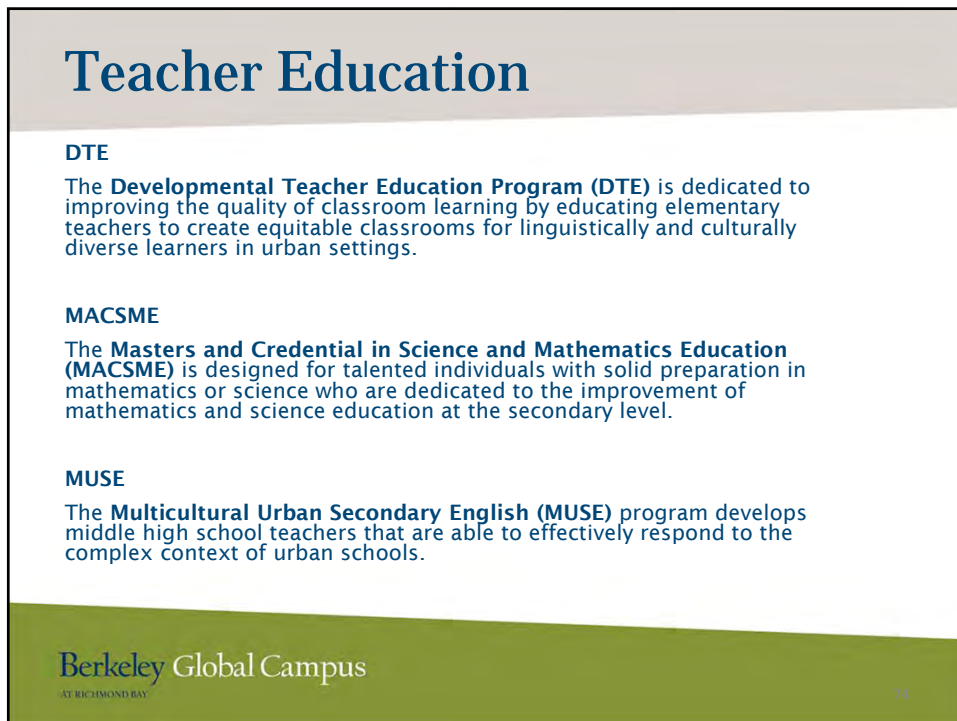
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Graduate School of Education

Professional Programs

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Teacher Education

DTE
The **Developmental Teacher Education Program (DTE)** is dedicated to improving the quality of classroom learning by educating elementary teachers to create equitable classrooms for linguistically and culturally diverse learners in urban settings.

MACSME
The **Masters and Credential in Science and Mathematics Education (MACSME)** is designed for talented individuals with solid preparation in mathematics or science who are dedicated to the improvement of mathematics and science education at the secondary level.

MUSE
The **Multicultural Urban Secondary English (MUSE)** program develops middle high school teachers that are able to effectively respond to the complex context of urban schools.

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Leadership Preparation

PLI

The **Principal Leadership Institute** is a 14-month program that prepares educators for leadership in a K-12 setting. Participants examine real-world challenges and use research to inform practice, enabling school leaders to identify assets in their communities in order to make high-quality learning accessible to all students. Over 40 **PLI** graduates now work in WCCUSD.

LSP

The **Leadership Support Program (LSP)** is a Commission-Approved Professional Preparation Program for the Administrative Services Credential - Clear (Tier II) and Induction program designed to build on the work that candidates complete in the Principal Leadership Institute (PLI).

LEEP

The **Leadership for Educational Equity Program (LEEP)** is a doctoral program that prepares education professionals for leadership roles in school districts and other organizations committed to the success of students in urban environments.

School Psychology and School Social Work

School Psychology

The **School Psychology Program** is a Ph.D. program within the Area of Cognition and Development prepares students for employment in public schools, universities, mental health clinics, and a variety of work settings.

School Social Work

The **School Social Work Program** educates master's level social workers to assist public schools in achieving their educational and developmental missions.

Bay Area Writing Project

The Bay Area Writing Project (BAWP), based at the University of California, Berkeley, is an organization of, by, and for teachers of writing at all grade levels and in all disciplines, dedicated to improving the teaching and uses of writing through a variety of programs—both on the university campus and in the schools of the Bay Area.



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Academic Talent Development Program

- UC Berkeley's Academic Talent Development Program (ATDP) offers challenging summer classes for highly motivated young scholars.
- Elementary courses are held at Washington Elementary in Point Richmond.



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Next Steps & Proposed Timeline for Recommendations

- **Spring 2015** Ad hoc committees formed or expanded
- **Feb-June 2015:** Initial presentations to BGCRB Working Group (WG)
- **Summer 2015:** Ad hoc committees undertake additional planning to develop recommendations to full WG
- **Fall 2015:** WG develops recommendations for submission to UCB & LBNL
- **Beginning November 2015:** WG submits recommendations

Appendix D-2 Education Subcommittee



Berkeley Global Campus – Education Committee



September 8, 2015

Creating Futures



That Won't Happen Without Us

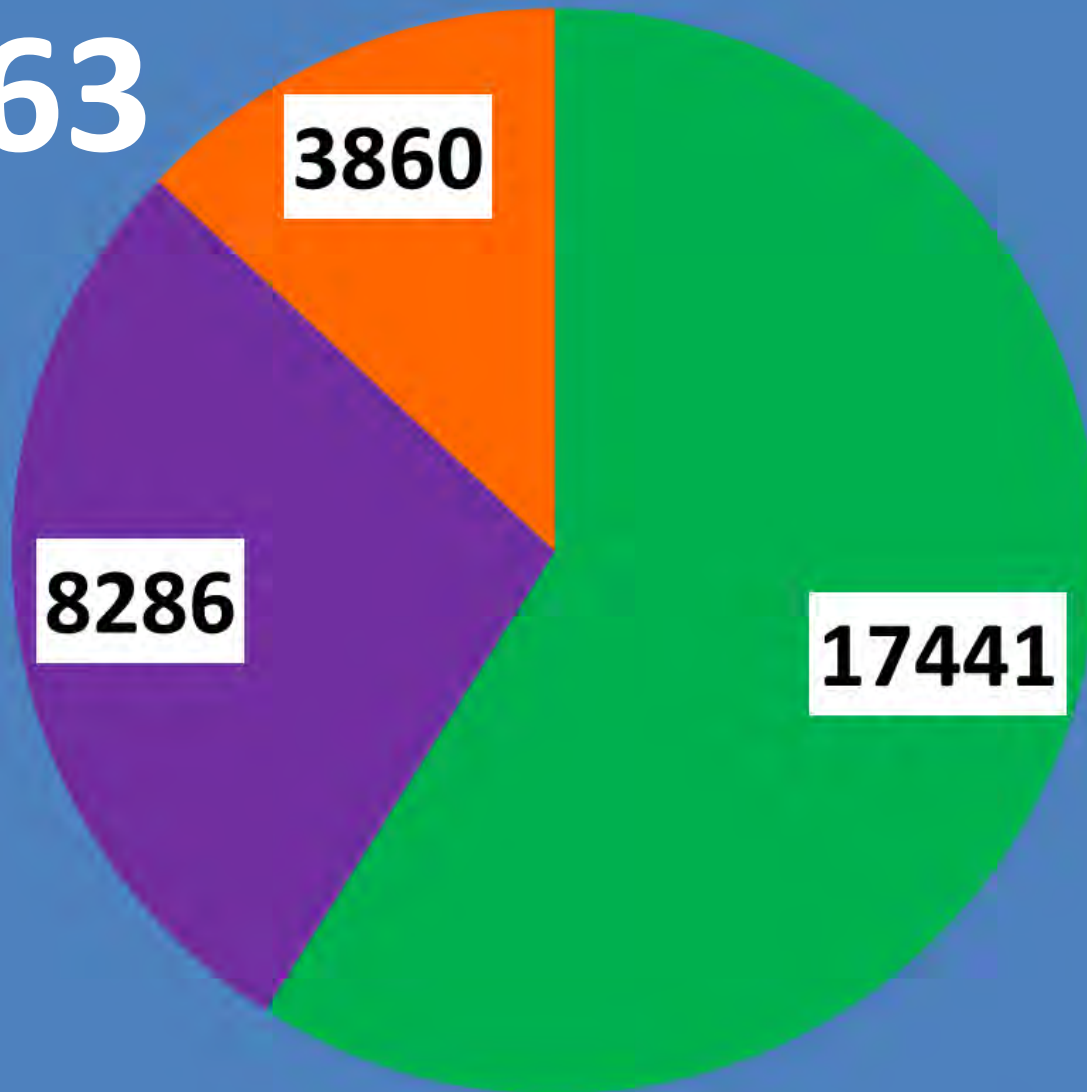


Whole Child

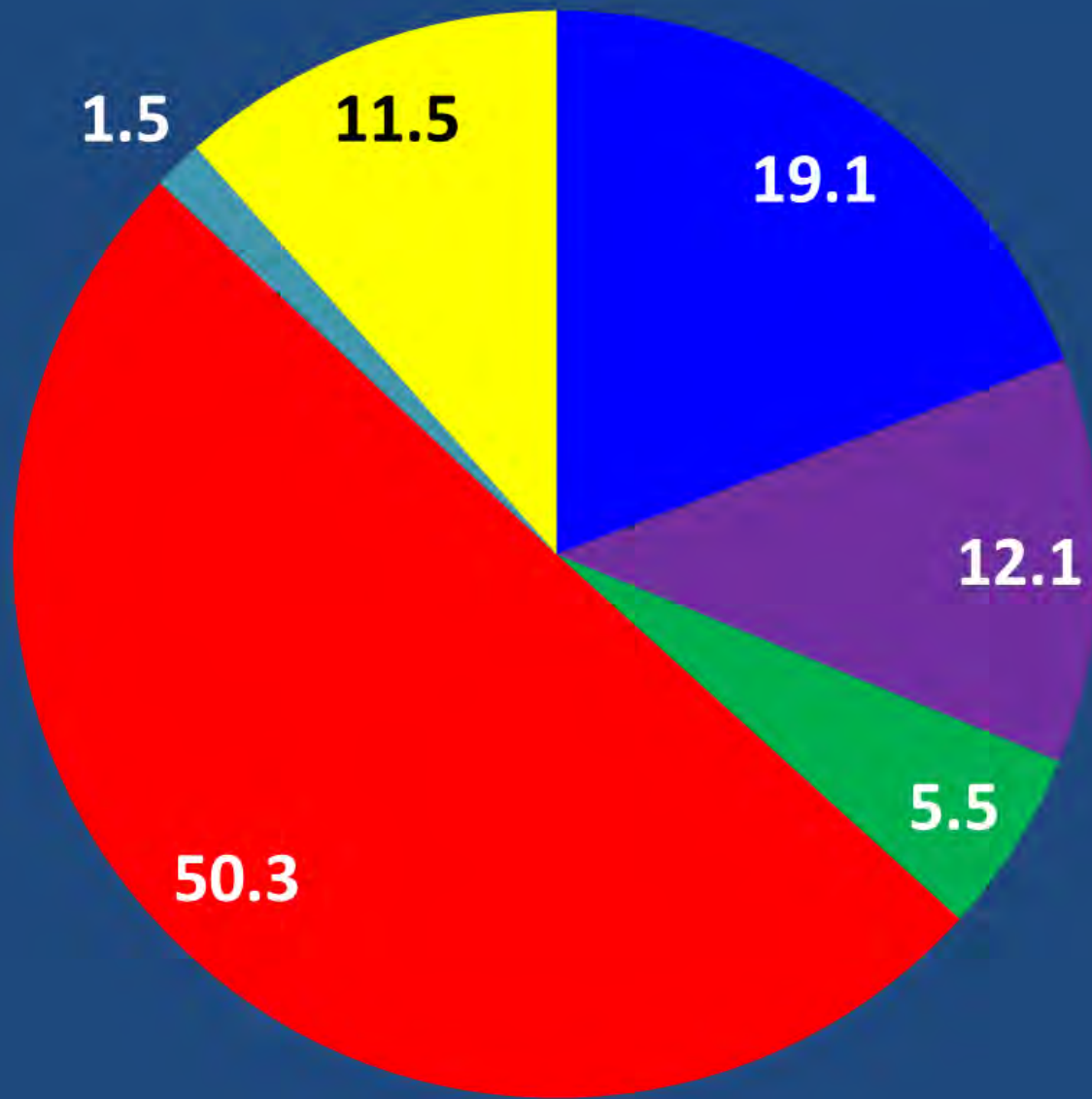


Whole Community

29,663



■ Elem ■ High ■ Middle

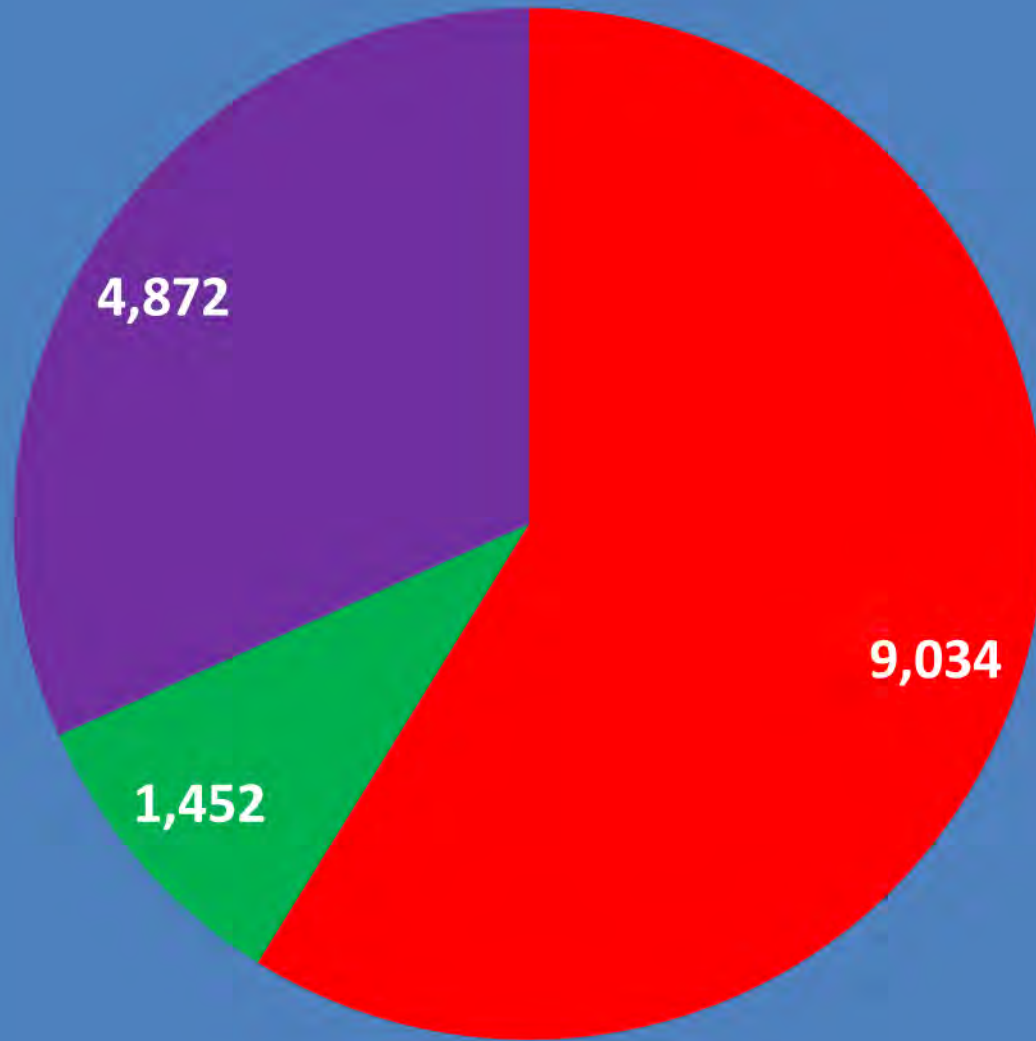


Af Am **Asian** **Filipino** **Latino** **Other** **White**

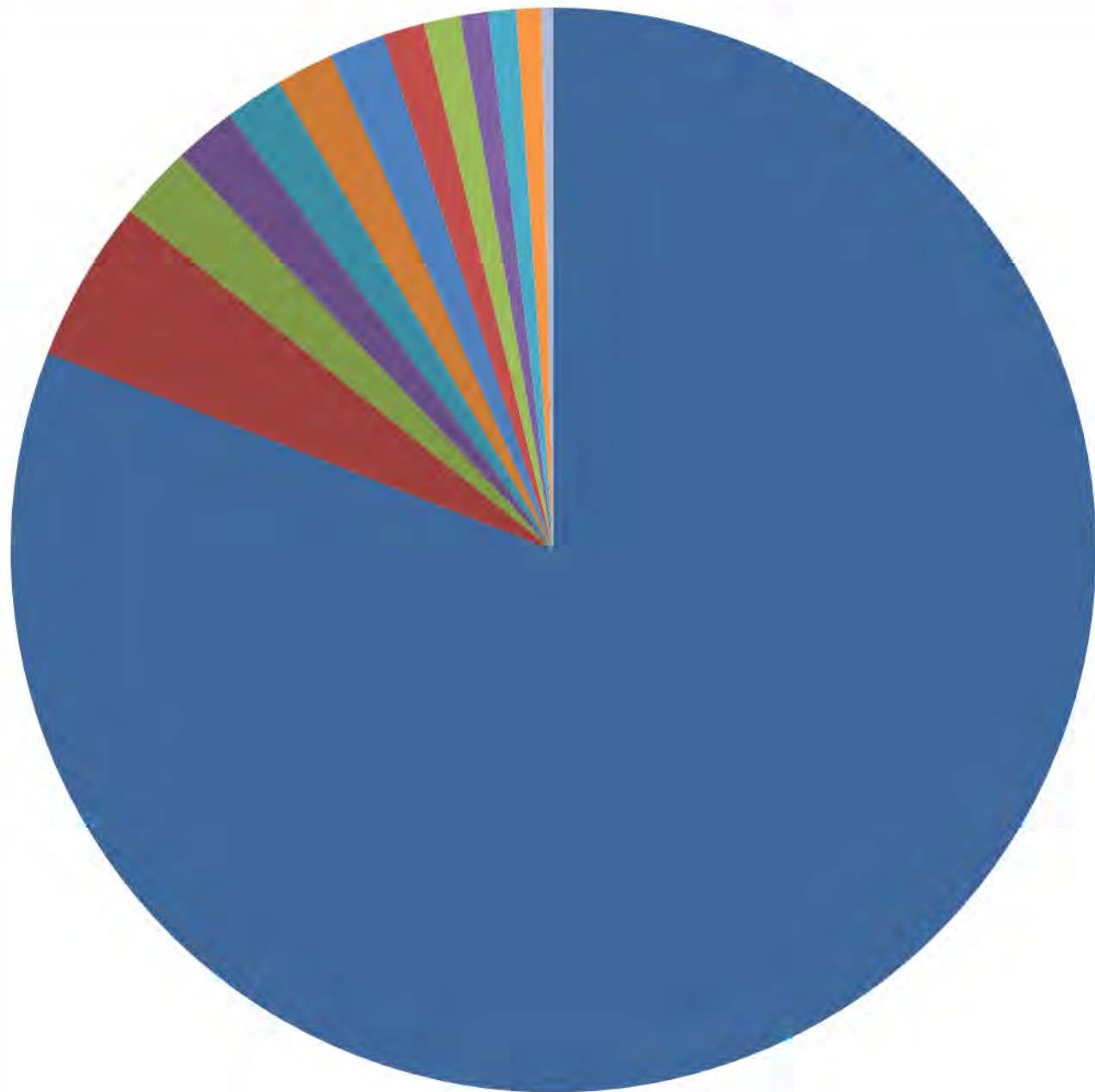
9,034 English Language Learners

80+ Languages





- English Language Learner
- Initially Fully English Proficient
- Reclassified Fully English Proficient



- Spanish
- Filipino
- Vietnamese
- Punjabi
- Mein
- Cantonese
- Arabic
- Urdu
- Lao
- Portugese
- Mandarin
- Hindi



3,884 Special Needs Students



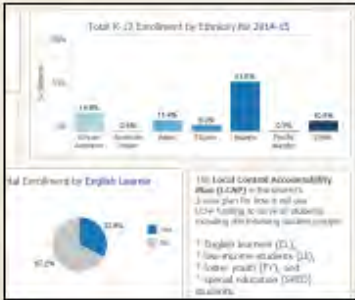
721 Pre-Schoolers

Adult Education



10,000

WCCUSD Dashboards



Demographics

Includes Enrollment by Ethnicity, Student Groups, and City



Student Achievement

Includes the following test results: Advanced Placement (AP), CAHSEE, CELDT and Reclassification, Early Assessment Program (EAP), PSAT, ReadStep, and UC/CSU Completion



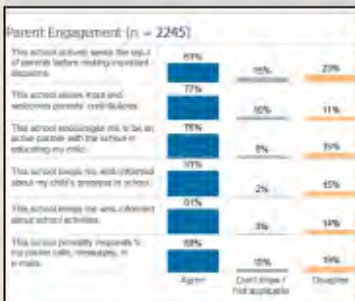
Student Engagement

Includes School Attendance Rates, Graduation Rates, Drop Out Rates, Senior Survey



School Climate

Includes California Healthy Kids Survey (CHKS), Student Survey, School Based Health Centers, and Staff Survey



Parent & Community Engagement

Includes California School Parent Survey (CSPS)



Basic Services

Includes Teacher Retention, Textbook Access, Facility Ratings, Average Teacher Salaries



LCAP

Includes LCAP Measures At-a-Glance and LCAP Town Hall Voting



Other Data

Includes College Enrollment Intention, Financial Aid Completion, CSU Enrollment & Proficiency, and UC Enrollment & Proficiency

Local Control Funding Formula



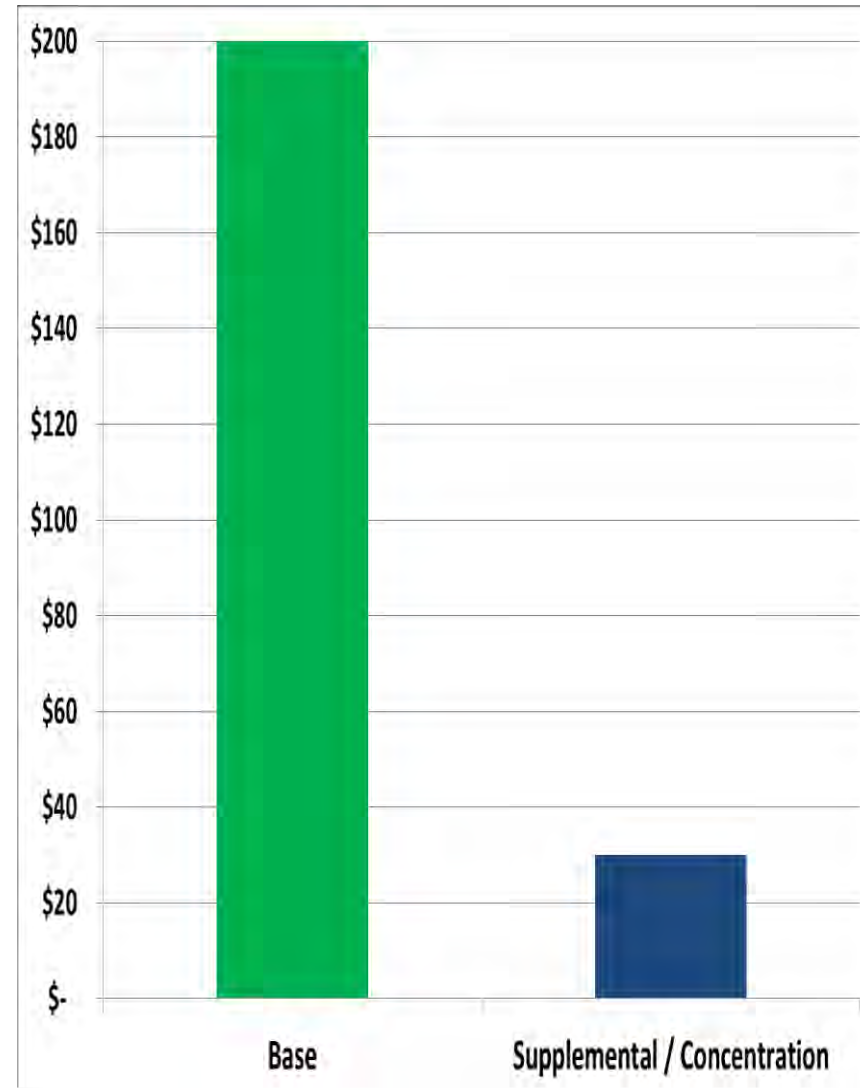
**Costs more to educate some students than others
LCAP funding dedicated to improve outcomes for
English Language Learners (EL), Low Income (LI) and
Foster Youth (FY)**

Local Control Funding Formula

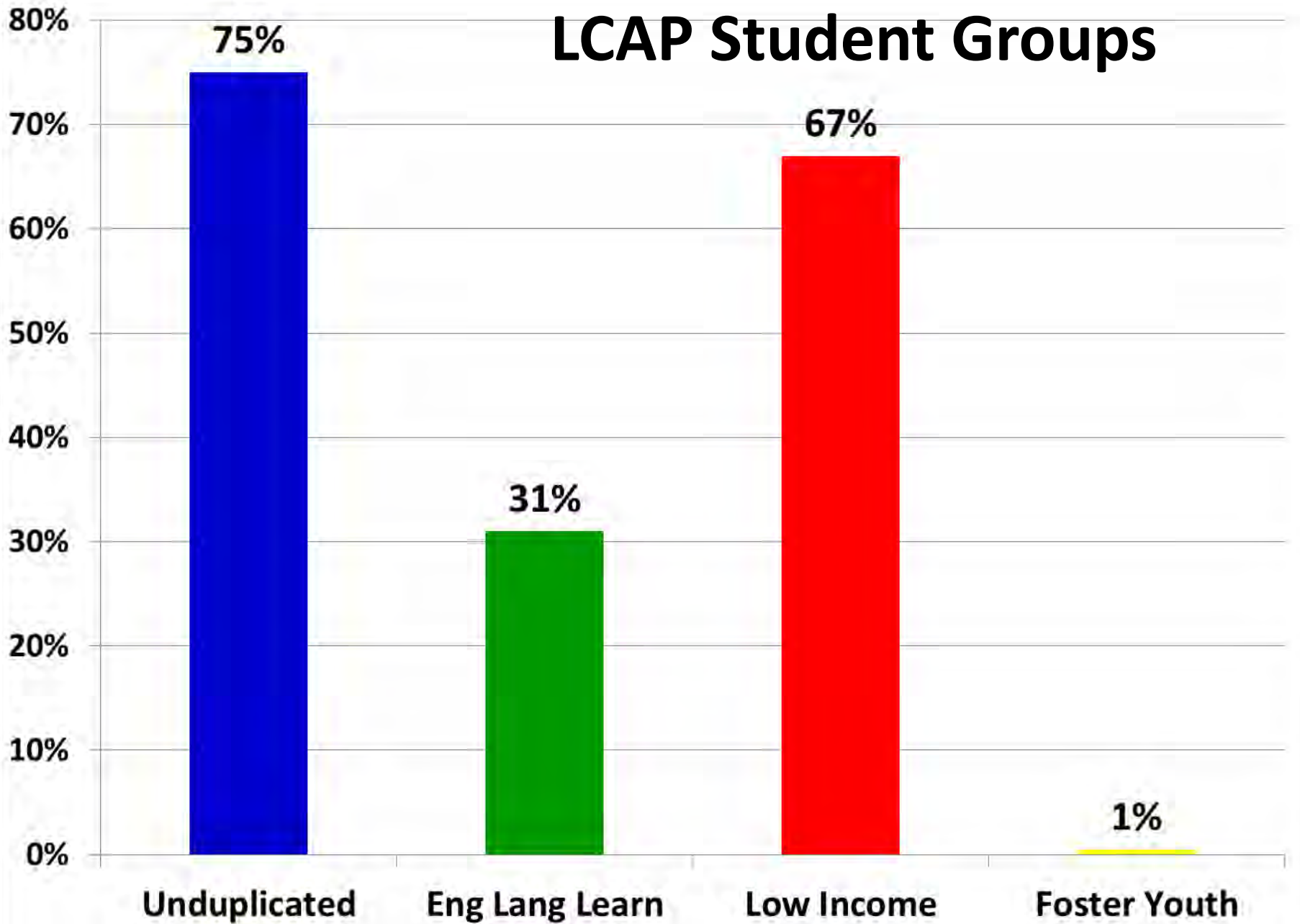
Base – equal per pupil funding

Supplemental – funding on % of EL, LI, & FY

Concentration – per pupil when EL, LI & FY is over 55%



LCAP Student Groups



Local Control Accountability Plan

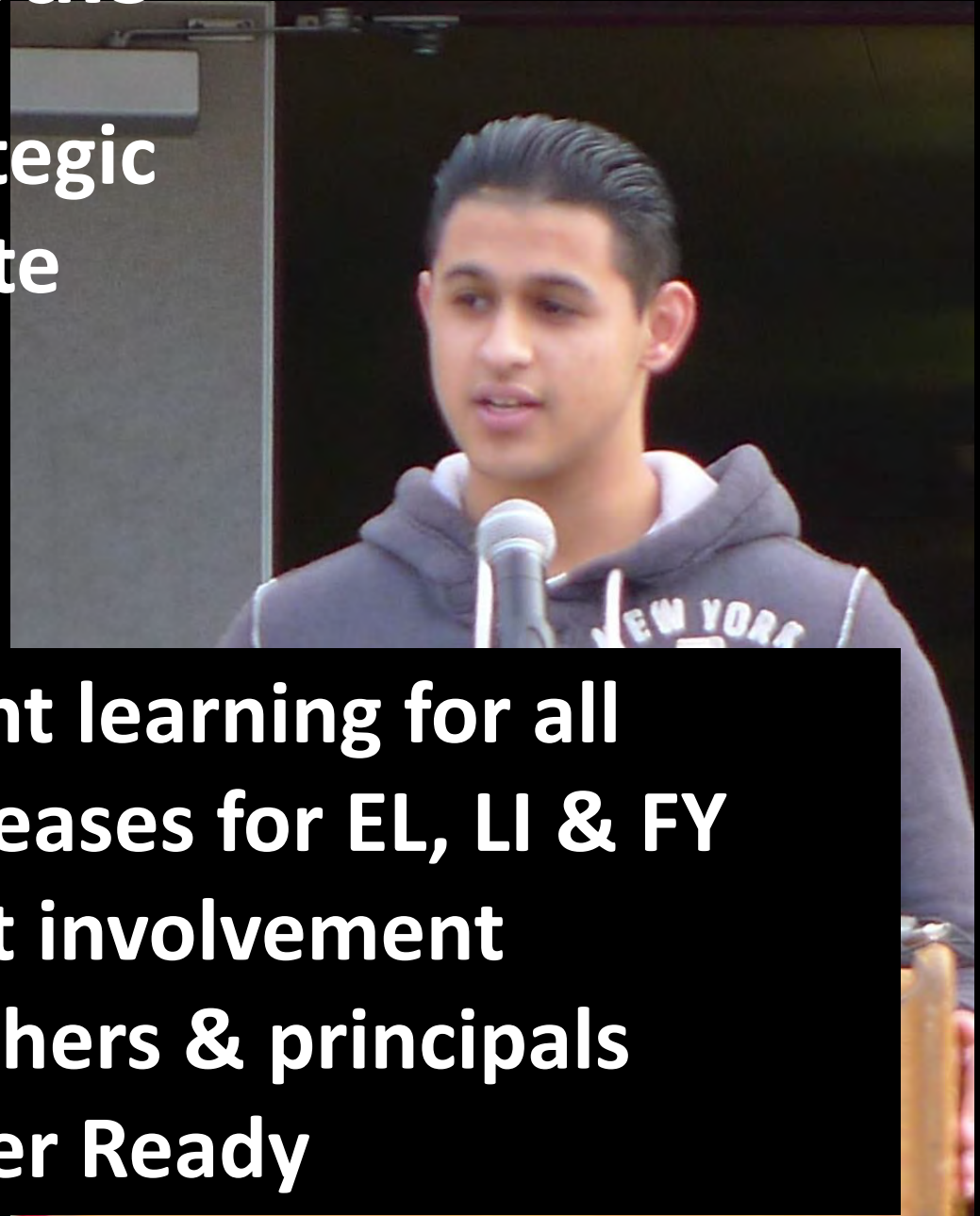


The LCAP is the district's 3-year plan for how it will use state LCFF funding.

- Strategic Plan Development in 2013
- Community Meetings in early 2015
- District LCAP Committee (DLCAP)
- Community Process & Public Hearing

LCAP Goals

5 Goals – from Strategic Plan, aligned to State Priorities



- **Improve student learning for all**
- **Accelerate increases for EL, LI & FY**
- **Increase parent involvement**
- **Retain top teachers & principals**
- **College & Career Ready**

LCAP Actions & Services

A photograph of a classroom where several students are seated at desks, focused on reading books. The students are dressed in casual attire like hoodies. The room features a whiteboard on the left and windows with blinds in the background. The lighting is soft, typical of an indoor classroom setting.

Academics - 31

Social Emotional - 11

Stakeholder Involvement - 5

Key Measures of Success

Reduce achievement gap while improving learning / conditions for all

Graduation Rate
ELL Reclassification
AP Pass Rate
Discipline

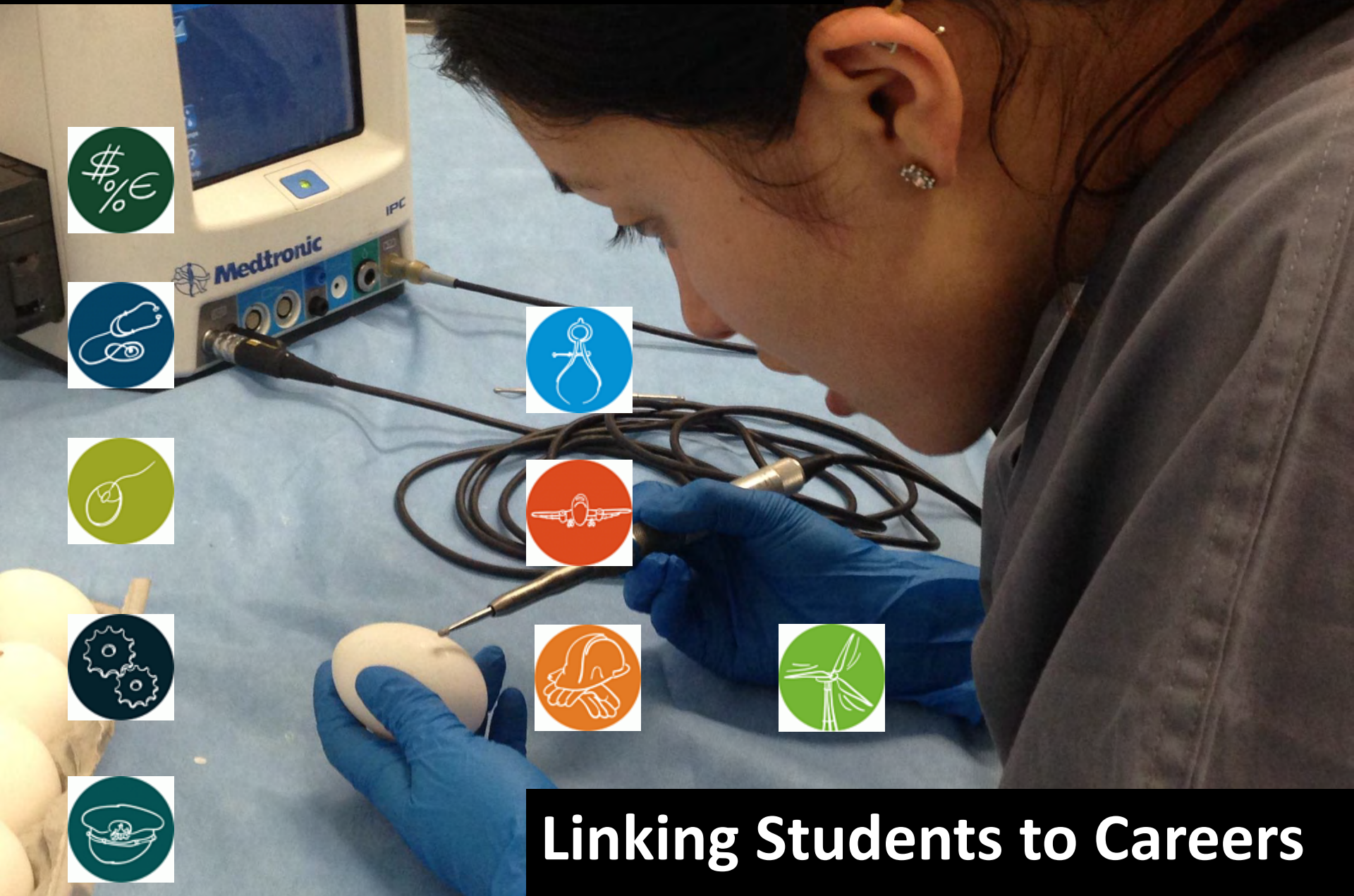
Attendance
New teacher retention
Prep for College
School Climate

Partnership-Global Bay Campus

**Work-based Learning
Teacher Externships
STEM Development**



Work-Based Learning



Linking Students to Careers

Teacher Externships



Real-World Experiences

Science – Technology – Engineering - Math



Real-World Experiences

Umbrella Agreement / MOU



Annual Updates — including specific supports / services



Alignment with Local Control Accountability Plan



Appendix D-3 Education Subcommittee

RESOLUTION OF THE BOARD OF EDUCATION OF WEST CONTRA COSTA UNIFIED
SCHOOL DISTRICT

RESOLUTION NO. 46-1516

RESOLUTION IN SUPPORT OF A PARTNERSHIP WITH UNIVERSITY OF CALIFORNIA,
BERKELEY, LAWRENCE BERKELEY NATIONAL LABORATORY AND THE CITY OF
RICHMOND IN THE DEVELOPMENT OF THE BERKELEY GLOBAL CAMPUS AT
RICHMOND BAY

WHEREAS, West Contra Costa Unified School District is the leading provider of K-12 education in the City of Richmond; and

WHEREAS, WCCUSD underwent a significant community engagement effort around its Strategic Plan and Local Control Accountability Plan, engaging more than 2,500 stakeholders in the development of these guiding documents, and prioritizing the needs and desires of the community in the area of Pre-K to Adult education; and

WHEREAS, University of California, Berkeley and Lawrence Berkeley National Laboratory announced the UC Berkeley Richmond properties as the preferred site to develop the Berkeley Global Campus at Richmond Bay in support of advanced research and development of cutting-edge technology and to accommodate future growth; and

WHEREAS, WCCUSD partnerships with the UC Berkeley and LBNL have brought significant academic enrichment and professional development opportunities to its students and educators; and

WHEREAS, WCCUSD is actively engaged in the Richmond Community Working Group to develop recommendations and proposals for inclusion in a Community Benefits Agreement within the defined scope of education, local employment, procurement, and workforce training to ensure the needs of the local community are met before, during and after the development of the Berkeley Global Campus; and

WHEREAS, UC Berkeley and LBNL have agreed to work with WCCUSD to strengthen partnerships in support of the District's educational goals including, but not limited to, support of early childhood education, the Strategic Plan, Science, Technology, Engineering, and Math (STEM) education programs, engaged scholarship and research, leadership development, public service, college advising, work-based learning, internships, and life-long learning programs; and

WHEREAS, UC Berkeley and LBNL have committed to helping prepare Richmond residents—children, youth and adults—for college and careers by enhancing education and outreach programs with staff, faculty, students, in partnership with the Richmond community; and

WHEREAS, UC Berkeley Chancellor Nicholas Dirks and LBNL Director A. Paul Alivisatos have stated in their Statement of Commitment their commitment to educational partnerships and community engagement; and

WHEREAS, the Berkeley Global Campus can be a hub of educational innovation and opportunity; and

NOW THEREFORE BE IT RESOLVED, the WCCUSD Board of Education calls on UC Berkeley and LBNL to continue its investment in the educational goals prioritized by the Strategic Plan and Local Control Accountability Plan adopted by the WCCUSD Board of Education;

BE IT FURTHER RESOLVED, the WCCUSD Board of Education encourages the Richmond Community Working Group to make education recommendations to any partnership agreement with UC Berkeley and LBNL that are consistent with the priorities outlined in the Strategic Plan and Local Control Accountability Plan adopted by the WCCUSD Board of Education.

BE IT FURTHER RESOLVED, the WCCUSD Board of Education urges the Richmond Community Working Group to recommend that UC Berkeley and LBNL support the following broad program areas:

1. Work-Based Learning
2. Teacher Externships
3. STEM Development

4. Expanded Learning Opportunities for Adults

BE IT FURTHER RESOLVED, the WCCUSD Board of Education encourages the Richmond Community Working Group to develop a Memorandum of Understanding with UC Berkeley and LBNL that will be updated on an annual basis and include specific supports and services that are aligned with the District's Local Control Accountability Plan.

PASSED AND ADOPTED by the Governing Board of Education of the West Contra Costa Unified School District, this 21st day of October, 2015 by the following vote:

AYES:

NOES:

ABSTAINED:

ABSENT:

I HEREBY CERTIFY that the foregoing resolution was duly introduced, passed, and adopted by the Board of Education at a meeting held on October 21, 2015.

President of the Board of Education

Appendix D-4 Education Subcommittee

BGC Youth and Education Fund Cost Proposal

Edited by: Yuritzky Gomez (CCISCO), Katherine Reid (Math for America Program at UCB)

Document date: 1/26/16

The BGC Education subcommittee faces unique challenges when compared with the tasks of the other subcommittees. There are many facets and complexities of Pre-K to Post-Secondary education that were impossible to consider in the limited amount of time allotted for the subcommittees. As mentioned during Education Subcommittee meetings, participants are interested in identifying programs and services that are vetted and proven to accomplish the goals identified by multiple community stakeholders. While the subcommittee was able to arrive at four key recommendations, there is a concern that without concrete funding attached to them, these recommendations could easily be watered and scaled down, limiting the number of students served or the quality of programs, amidst a situation of broad need.

Providing vague recommendations with no real benchmarks would be a betrayal of our obligation to the community of Richmond. Moreover, one of the primary goals of the education committee is to expand successful education programs that are already in place. While more detail is needed, given this goal, it is possible and necessary to estimate prospective costs by looking at the budgets of existing programs, and scaling them up.

It was made clear in the recommendations that the Richmond Educational Partnership would be making the final proposal for programs and services to be implemented. Below are examples of well-established programs from UC Berkeley that align with the priorities outlined in the Richmond Educational Partnership:

- College Exposure & Preparation -
 - Linked Learning Health Academy at John F. Kennedy High School
 - Berkeley United in Literacy Development (BUILD)
 - UC Berkeley Destination College Advising Corps
 - Experience Berkeley
 - Summer Math And Science Honors (through Level Playing Field Institute)
 - Sage Mentorship
- Career Exposure & Readiness -
 - The Introductory College Level Experience in Microbiology (iCLEM)
 - Bay Area Scientists in School
- Teacher and Staff Professional Development
 - Berkeley Engineering Research Experience for Teachers Plus Computing
Lawrence Hall of Science - established and customized programs

- Math for America Berkeley

Based on current costs of these programs, we can derive a rough estimate of the cost of scaling them up. Below, we look at the cost of serving the entire target population, one-half of the target population, and 20 percent of the target population.

Program Type	Total demand/need in Richmond	Number of participants annually supported	Cost per participant	Cost annually
1.) College Exposure & Preparation	1,204 Richmond Sophomores and Juniors	1204	\$9,000	\$10,836,000
2.) Career Exposure & Readiness	1,204 Richmond Sophomores and Juniors	1204	\$2,000	\$2,408,000
3.) Teacher Professional Development	701 Teachers	701	\$2,000	\$1,402,000
TOTAL				\$14,646,000

Cost of Programs to Serve ½ of Corresponding Population

Program Type	Total demand/need in Richmond	Number of participants annually supported	Cost per participant	Cost annually
1.) College Exposure & Preparation	1,204 Richmond Sophomores and Juniors	602	\$9,000	\$5,418,000
2.) Career Exposure & Readiness	1,204 Richmond Sophomores and Juniors	602	\$2,000	\$1,204,000
3.) Teacher Professional Development	701 Teachers	351	\$2,000	\$702,000
TOTAL				\$7,324,000

Cost of Programs to Serve 20% of Corresponding Population

Program Type	Total demand/need in Richmond	Number of participants annually supported	Cost per participant	Cost annually
1.) College Exposure & Preparation	1,204 Richmond Sophomores and Juniors	241	\$9,000	\$2,169,000
2.) Career Exposure & Readiness	1,204 Richmond Sophomores and Juniors	241	\$2,000	\$482,000
3.) Teacher Professional	701 Teachers	140	\$2,000	\$280,000

Development	
TOTAL	\$2,931,000

Conclusion

It is clear that the educational needs of the Richmond community are great. It is also clear from our analysis of these small programs that there are proven strategies for addressing these needs, but they are currently only available to a small percentage of teachers and students in our community. While it may not be financially feasible to serve the entire needs of the community, it is clear that a \$3 million annual budget, serving just 20% of the corresponding population, would make a substantive impact. Therefore the education subcommittee recommends the UCB provide the following:

1. \$3 million Youth and Adult Opportunity Fund minimum annually to support:
 - a. College Exposure & Preparation programs for Richmond students;
 - b. Career Exposure & Readiness programs for Richmond students; and
 - c. Professional Development for teachers serving Richmond students;
2. Participate as a partner to help a local foundation (determined by the Richmond Educational Partnership) sustain programs and services beyond the 40-year Long Range Development Plan; and
3. Provide in-kind expertise and support for fundraising.

The details of the foundation and fundraising support should be developed in collaboration with the Richmond Educational Partnership.

**Appendix D-5 Education
Subcommittee**

Community Working Group
Education Subcommittee
Minority Opinion

Email from Lee Lawrence, CCISCO Member and Education Subcommittee attendee. 1 UC Berkeley and 1 Berkeley community member voiced their agreement via email.

Subject: Fw: BGC Education Subcommittee Meeting: recommendations regarding pre-school

On Tue, Jan 12, 2016 at 12:34 PM, Lee Lawrence <leehelenalawrence@yahoo.com> wrote:
I'm hoping we can add a more fleshed out recommendation re pre-school. As we know, children growing up in poverty (75% of Richmond children) arrive at kindergarten one to two years behind. Pre-school dramatically increases the likelihood of high school graduation, significantly less contact with criminal justice, and greater stability in adulthood.

I am hoping we can recommend establishing a preschool and daycare center at the Berkeley Global Campus, both of which would be available to children in the community and to children of employees of BGC. The preschool would be linked to Contra Costa College and to UC Berkeley and provide a model for best practices and evidence based education. UC Prof. Bruce Fuller (currently on sabbatical) has expertise in this area, and Contra Costa College currently has a pre-school. We could also work with First Five Contra Costa. There is a successful model of such collaboration with UCLA, Rand, and Santa Monica College.

I think funding universal preschool is really the responsibility of the state; unfortunately the bill that passed the CA Legislature last year was vetoed by the Governor in October 2015. However having an evidence based best practices pre-school and day care could provide a model in Richmond when universal preschool becomes available in the future.

It would also provide a focus for community-campus collaboration and the development of cooperative relationships among parents.

I look forward to seeing you all this afternoon!

cheers,

Lee Lawrence
board member, CCISCO

**Appendix D-6 Education
Subcommittee**

EDUCATION SUBCOMMITTEE DRAFT RECOMMENDATIONS

College Exposure

UCB and LBNL shall partner with local and regional leaders to strengthen and expand career pathway strategies and programs in the following ways:

Sub Recommendation		Strategies/Programs	Partners	Lead Entity	Beneficiaries	Expected Results	Performance Measures	Outreach	Notes:	Source
Recommendation		UCB/LBNL will:	In Partnership with (include what department/who when possible):	With Leadership From	For the Benefit of:	For these Results:	Measured by:	[target audience? mechanism?]	Notes:	Submitted by
1. College Advising	A.	Expand Destination College Advising Corps (DCAC) by providing permanent funding for X college counselors in all Richmond High Schools.	UC Berkeley's Center for Educational Partnerships		All Richmond high school students	Increase college access and success for Richmond students, especially those facing significant socio-economic barriers.	X% increase in number of Richmond high school seniors who enroll in higher education after graduation.	Need baseline metrics for % of Richmond seniors now enrolling in higher education after graduation		Kate Spohr
	B.	Expand one on one college/cohort advising opportunities at Richmond High Schools (UC Berkeley Upward Bound, UCB Pre-College Trio Talent Search Program, UCB EAOP/DCAC, Bridges Multicultural Resource Center)	UC Berkeley Upward Bound, UCB Pre-College Trio Talent Search Program, UCB EAOP/DCAC, Bridges Multicultural Resource Center				First how many students currently served? and include X% increase in students served Upward Bound UC Berkeley (9th-11th Low-income 1st generation Approx. 15-20 students per site @ DeAnza, El Cerrito, Kennedy Richmond); UCB Pre-College Trio Talent Search Program (9th-11th Low-income 1st generation Approx. 15-20 students per site @ DeAnza, El Cerrito, Kennedy Richmond); UCB Pre-College Trio Talent Search Program (9th-12th Serves approx..150-200 students per site @ DeAnza, El Cerrito & Pinole); UCB EAOP/ DCAC Fellowship Advisors (9th-12 th = Serves approx. 160 students per site @ each comprehensive high school Total= 960);			Gabino
	C.	Make Transcript Evaluation Service (TES) available to sophomores and juniors	UC Berkeley's Center for Educational Partnerships		All Richmond high school sophomores	Increase college access by making students aware of the coursework needed to apply to 2-year and four-year colleges.	X% increase in number of Richmond high school seniors who enroll in higher education after graduation.	Need baseline metrics for % of Richmond seniors now enrolling in higher education after graduation		Kate Spohr
	D.	Provide SAT/ACT preparation courses to juniors and seniors	UC Berkeley's Center for Educational Partnerships		All Richmond high school juniors and seniors	Increase college access by preparing students and giving them the tools they need to score higher on the SAT/ACT.	X% increase in number of Richmond high school seniors who enroll in higher education after graduation, with a focus on enrolling at a college of their choice.	Need baseline metrics for % of Richmond seniors now enrolling in higher education after graduation		Sumi Godfrey

	E.	Actively participate and provide support and expertise to local Richmond high schools (De Anza, Kennedy, and Richmond) College and Career Centers	UC Berkeley Upward Bound, UCB Pre-College Trio Talent Search Program, UCB EAOP/DCAC, Bridges Multicultural Resource Center		All Richmond high school students					Gabino	
2. Experiential Learning/Academic Preparation	A.	Facilitate partnerships that provide experiential learning opportunities for high school, community college, adult ed and afterschool students, to help build career pathways in STEAM fields	WCCUSD, CCC, local businesses [what department, which person/title?]		HS, CC, adult and afterschool ed students as well as local businesses.	Increase exposure of Richmond youth to STEAM fields; increase exposure of STEAM professionals to Richmond youth.	Number of exposures to: work-based learning opportunities, career pathway opps; internships and field trips.		This broad recommendation also fits other subjects in Career Exposure.		
	B.	School to Lab pipeline: Middle school-->internship-->job at Lab.			MS, HS students; lab employees	Increase exposure of Richmond youth to STEAM fields; increase exposure of STEAM professionals to Richmond youth; Increase employment of Richmond youth in STEAM fields	Number of MS students who enter pipeline; get internships; get job offers at LBNL or other STEAM employers.		(can we add UCB labs to this?)		
	C.	Support academic and research opportunities for Richmond students and teachers with UC Berkeley (i.e. Y-PLAN)	Center for Cities and Schools					Y-PLAN has been active at Richmond High School in Collaboration with the City of Richmond. They are planning to expand to other WCCUSD school sites			
	D.	Concurrent/dual enrollment opportunities (WCCUSD Academies)									
	E.	Provide Scholarships and/or low cost Summer Learning opportunities to Richmond students from UC Berkeley's Academic Talent Development Program (ATDP Secondary, ATDP Elementary) or similar programs.	UC Berkeley School of Education					Elementary Program was held in Richmond at Washington Elementary School			Gabino
3. College Going Culture	A.	Partner with organizations to provide summer internships, youth camps and youth activities (school to lab pipeline)	WCCUSD, CCC, local youth organizations		Students, and in the case of internships, hiring organizations	More students will be exposed to activities during the summer	Number of students who participate in summer activities; demographics of participants		What grade levels? Pre-k to 14? Where are these internships? Where are the summer camps?		

	B.	Provide multiple opportunities for campus visits/field trips for students, parents and teachers (guided tours, conferences, Cal Day, Athletics, Museums, Kinder Caminata, etc.).	UC Berkely Visitor Services, UC Berkeley Student Organizations, City of Richmond (Community Services, Library-LEAP), Bridges Multicultural Resource Center							
	C	Outreach to Students at early ages								
	D.	UC Berkeley departments alignment with WCCUSD Academies (curriculum support, internships, mentoring, etc.)								
	E.	Provide multiple opportunities for the UC Berkeley Community to collaborate on research opportunities and data analysis with Richmond schools, CBO's, and City departments	School of Public Health, Institute of Urban and Regional Development, City and Regional Planning, Center for Cities and Schools, Division of Equity & Inclusion							
	F.	Provide multiple opportunities for the UC Berkeley Community to volunteer with Richmond schools, CBO's, and City departments (service learning).	Student Affairs, City of Richmond ESC, WCCUSD							
4. Financial Aid Support	A.	Provide college Financial Aid workshops throughout the year at schools and community sites, and highlight opportunities for low-income, first generation, and students of color at UC Berkeley.	UC Berkeley Financial Aid Office, WCCUSD, Ed Fund, City of Richmond							
	B.	UC Berkeley develops a formal partnership with the Richmond Promise program. Work towards providing matching funding opportunities for Richmond students.	UC Berkeley Financial Aid Office, City of Richmond							Gabino
	C.	Provide Richmond Scholars program in which students from Richmond are identified and supported with opportunities including tutoring, work study, research opportunities, and grants.								Gabino
Career Exposure										
UCB and LBNL shall partner with local and regional leaders to strengthen and expand career pathway strategies and programs in the following ways::										
Sub Recommendation		Strategies/Programs	Partners	Lead Entity	Beneficiaries	Expected Results	Performance Measures	Outreach	Notes:	Source:

Recommendation		UCB/LBNL will:	In Partnership with (include what department/who when possible):	With Leadership From	For the Benefit of:	For these Results:	Measured by:	[target audience? mechanism?]	Notes:	Submitted by:
1. Multi-partner Coordination	A.	Invest in the coordination of work-based learning partnerships across UC, LBNL, school and community partners that lead to new and expanded STEAM learning experiences for K-12 and adult education students.	WCCUSD, CCC, community-based WBL partners, STEAM employers		K-12, CC, adult and afterschool ed students, employers, providers of WBL programs	Strengthen pathways; improve experience of students on pathways; improved leveraging of public and private resources;	# of students participating; # of students and educators who report their experience was enriched by exposure to work-based learning experiences; # of college admits and job offers related to pathway experience;		Look into CEP programs	
	B.	Develop a strategic plan that aligns UCB and LBNL resources with K-14 work-based learning strategies to identify specific opportunities to start, scale and/or sustain career learning experiences across multiple pathways. These experiences may include, but are not limited to the following: internships, job shadows, cross-industry/school integrated projects, workplace tours, simulation labs, afterschool programs, and career fairs/showcases. The plan will articulate specific goals for reaching students across grade levels and pathways and will be updated and reported on at least annually.	WCCUSD, CCC, East Bay Career Pathway Partnership		K-14+ students within and outside of pathways	a comprehensive, coordinated system that leverages resources of multiple partners to maximize exposure and improve experiences that inspire academic success for K-14 students and adults	an annual strategic plan that is endorsed by multiple partners			
	C.	Ensure implementation of above referenced strategic plan through the commitment of necessary resources and partnerships.								
	D.	Invest in research, design and evaluation of WBL partnership programs for K-14 and adult education students to improve understanding of what's working, for whom, and ways to continually improve existing strategies.	LBNL, WCCUSD STEAM teachers; academies; afterschool programs; local STEAM programs		MS, HS students; lab employees	Increase exposure of Richmond youth to STEAM fields; increase exposure of STEAM professionals to Richmond youth; Increase employment of Richmond youth in STEAM fields	Number of MS students who enter pipeline; get internships; get job offers at LBNL or other STEAM employers.		(can we add UCB labs to this?)	

	E.	Leverage partnerships to bring regional and local employers to the table to continually build out and strengthen K-14 career pathways through a focus on curricular alignment, work-based learning experiences, student and teacher mentorships				<i>increase number of internships; # of students who finish internships; # of paid internships; number of students who report that these internships positively affected their academic/prof development; # of internships that result in post HS or CC job offers</i>				
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Teacher and Staff Professional Development

UCB and LBNL should invest in and/or partner with Richmond strategies, programs and partnerships that address:

Sub Recommendation		Strategies/Programs	Partners	Lead Entity	Beneficiaries	Expected Results	Performance Measures	Outreach	Notes:	Source
Recommendation		UCB/LBNL will:	In Partnership with (include what department/who when possible):	With Leadership From	For the Benefit of:	For these Results:	Measured by:	[target audience? mechanism?]	Notes:	Submitted by
1.Externships	A.	Facilitate partnerships that provide opportunities for K-14 teachers to serve externships in businesses, STEM labs, and other professional workplaces, to better understand the skills their students need to develop.	UC departments, units; Community partner organizations; businesses		WCCUSD teachers; community college faculty; adult education teachers	Quantifiable targets across a range of businesses and STEM research labs and companies. Build up to a sustainable number of opportunities per year, across K-14 span.	# of students participating; # of students and educators who report their experience was enriched by exposure to work-based learning experiences; # of college admits and job offers related to pathway experience;			
2. Curriculum Development K-12	A.	Facilitate partnerships to support K-12 curriculum development and implementation; facilitate development and implementation of innovative STEM curriculum and learning opportunities	UC Berkeley departments and units, WCCUSD, CCC, local businesses, community partner organizations, local youth organizations		WCCUSD TK-12 educators (with students as ultimate beneficiaries)	Addressing priorities established by WCCUSD, Richmond promise, other initiatives aimed at improving K-12 education opportunities in Richmond	# of teachers participating; measures of change in teaching practice (such as implementation of new /improved curriculum); increased student outcomes (could include test scores, portfolios, participation in STEM events/competitions, enrollment in further courses, etc.)			

3. Teacher professional development K12	A.	Facilitate partnerships to support K-12 teacher professional development, including: STEM; subject area content support; pedagogy training and ongoing support; literacy pedagogy across disciplines	UC Berkeley departments and units, WCCUSD, CCC, local businesses, community partner organizations, local youth organizations		WCCUSD TK-12 educators, students at all levels; colleges and employers who benefit from Richmond students;	Strengthen existing K-12 professional learning opportunities; Provide teachers opportunities to learn in various formats including peer learning at site, summer intensives, research experience for educators, and more. Addressing priorities established by WCCSD, Richmond promise, other initiatives aimed at improving K-12 education.	# teachers participating; measures of change in teaching practice (time spent on STEM and/or other content covered in PD; increased teacher confidence; increase in teacher retention)		PLI, and School of Ed programs	
	B.	Provide resources for teacher development/training, curriculum and equipment	UC Berkeley, LBNL, WCCUSD, community colleges, local universities, businesses, community partner organizations		WCCUSD TK-12 educators, students at all levels; colleges and employers who benefit from Richmond students;	Increase K-12 professional learning opportunities for educators. Addressing priorities established by WCCSD, Richmond promise, other initiatives aimed at improving K-12 education.				
	C.	Program Evaluation	UC Berkeley, LBNL, WCCUSD, community colleges, local universities, businesses, community partner organizations		WCCUSD TK-12 educators (with students as ultimate beneficiaries); researchers	Data useful for evaluating the effectiveness of professional development programs				
	D.	Stipends for teachers to take classes	WCCUSD, UC Berkeley, LBNL, National Grant making organizations, federal and state governments		WCCUSD TK-12 educators (with students as ultimate beneficiaries); researchers	Increase K-12 professional learning opportunities; stipends make it possible for more educators to participate in professional development outside of regular classroom teaching time.	# of teachers participating in professional development programs			
4. Curriculum/staff development support Community College	A.	Facilitate partnerships to support Community College curriculum and faculty development	UC departments, units; Community partner organizations (to be filled in prior to Nov 10)		Community college faculty and students; Richmond community; businesses who benefit from better prepared employees	Increased access to curriculum and training for community college teaching staff; increased collaborations to promote student success.				

5. Curriculum/staff development Adult Education	A.	Facilitate partnerships to support Adult Education, including curriculum and programming, and teacher training and support.	UC departments, units; Community partner organizations (to be filled in prior to Nov 10)		Richmond community participants in Adult Education programs; local businesses; Community colleges	Addressing priorities established by WCCSD, Richmond promise, other initiatives aimed at improving K-12 education and out of school time educational opportunities to support student achievement and preparation for college, career, and community.				
6. Training for tutors and mentors participating in programs that support student success	A.	UCB/LBNL partner with community to develop tutors, train and prepare mentors; and science in the Hood through LHS	UC departments, units; Community partner organizations			Community volunteers engaged effectively as tutors and mentors, to contribute to overall student success.				
	B.	Facilitate partnerships to support student success through tutoring and mentoring	UC departments, units; Community partner organizations		Mentors and tutors who benefit through skill based volunteering, building community relationships					

Youth and Adult Education Opportunity Fund

UCB and LBNL shall partner with local and regional leaders to strengthen and expand career pathway strategies and programs in the following ways:

Sub Recommendation		Strategies/Programs	Partners	Lead Entity	Beneficiaries	Expected Results	Performance Measures	Outreach	Notes:	Source:
Recommendation		UCB/LBNL will:	In Partnership with (include what department/who when possible):	With Leadership From	For the Benefit of:	For these Results:	Measured by:	[target audience? mechanism?]	Notes:	Submitted by:
Youth and Adult Opportunity Fund	A.	Establish a \$3 million Youth and Adult Opportunity Fund to seed and scale new and existing best practice programs that model university/lab/school and community partnerships and to address barriers students face in taking full advantage of career exposure opportunities. These barriers may include, but are not limited to, stipends, transportation, and materials.	WCCUSD, CCC, Community-based Organizations, fund administrator TBD		K-12, CC, adult and afterschool ed students	Increased number of work-based learning experiences in alignment with pathway curriculum; Increased number of students and adults participating in WBL experiences; improved experiences supporting academic success and persistence; improved sustainability of core programs	# of students participating; # of students and educators who report their experience was enriched by exposure to work-based learning experiences; persistence in pursuing higher education among participating students;		Source: Anchor Richmond	

Recreation Education Center

UCB and LBNL should invest in and/or partner with Richmond strategies, programs and partnerships that address:

Sub Recommendation	Strategies/Programs	Partners	Lead Entity	Beneficiaries	Goals	Results	Outreach	Notes	Source
Recommendation	UCB/LBNL will:	In Partnership with (include what department/who when possible):	With Leadership From	For the Benefit of:	For these Results:	Measured by:	[target audience? mechanism?]	Notes:	Submitted by:
An education center, museum and visitor center be established at the Global Campus.	A.	Instruct its planners and architects to accommodate the center in their planning for the campus.	Architects, planners.	UCB	The general public, West Contra Costa County students, adult learners, tourists.	To provide sufficient space for the center, designed to satisfy the center's missions.	At no point in the planning and construction process is there a surprise or lack of preparation for the center. Also, so the costs of each stage can be determined in advance to facilitate fund-raising.		Josh Genser
	B.	Commit its fund-raising resources to work cooperatively with partners to raise funds for the planning and construction of the center.	Richmond Community Foundation, which will lead the fund-raising efforts.	UCB	The general public, West Contra Costa County students, adult learners, tourists.	To pay for the design and construction of the center.	Raising enough money at each stage of design and construction to pay the bills.		Josh Genser
	C.	Commit its existing museum expertise and resources to assist in the planning of the center.	Lawrence Hall of Science, Chabot Space and Science Center, Exploratorium, Tech Museum of Innovation.	UCB (see partners list)	The general public, West Contra Costa County students, adult learners, tourists.	So that the center is designed to satisfy its missions.	Designing a center to effectively deliver on the portions of its missions already being delivered by the various museums in and on the UCB campus.		Josh Genser
	D.	Commit its existing non-traditional teaching expertise to the planning of the center.	WCCUSD, Contra Costa College, Lawrence Hall of Science	UCB	The general public, West Contra Costa County students, adult learners, tourists.	So that the Center can deliver on its teaching missions.	Designing a center to effectively deliver on its classroom and laboratory educational missions.		Josh Genser
	E.	Commit its fund-raising resources to work cooperatively with partners to continuously raise the fund to operate the center.	Richmond Community Foundation	RCF-UCB	The general public, West Contra Costa County students, adult learners, tourists.	So that the center can operate.	Having a center with a sufficient budget.		Josh Genser
	F.	Encourage its researchers to satisfy their outreach obligations by contributing to or by participating in the activities at the center.	National Science Foundation, National Institute of Health, Centers for Disease Control, NASA, Department of Energy	UCB Office of Research	The general public, West Contra Costa County students, adult learners, tourists.	So that the center gets income from the community outreach set-aside required by grantors, and so that the intellectual capital of the University and the Lab are committed to the center.	A large percentage of the professors, lecturers and students at the Campus participate in the center by teaching, demonstrating, building exhibits.		Josh Genser

	G. Operate or have a contractor operate a center for learning by both children and adults, and a visitor center and museum for casual visitors.	Lawrence Hall of Science, Chabot Space and Science Center, WCCUSD, Contra Costa College	UCB	The general public, West Contra Costa County students, adult learners, tourists.	To share the Global Campus' intellectual resources with children and adult learners, to engage the public with the Campus, to engage the public with the shoreline, to be an attraction for Richmond.	Broad public participation in the form of casual visitors, students delivered from and by WCCUSD and Contra Costa College and other nearby schools, participation in after school and weekend programs, summer day camps, science competitions.			Josh Genser
	H. Explore feasibility of mobile version of museum/center	UCB, Richmond Main Street, City of Richmond, LHS, etc.	UCB, Richmond Main Street						Yuritzky; and community member at Oct 22

The Richmond Community Working Group (CWG) is developing a set of draft recommendations for the Berkeley Global Campus to be submitted to UC Berkeley and Lawrence Berkeley National Laboratory (LBNL) in December 2015. Inclusion of draft recommendations in this document does not imply an agreement by UC Berkeley or LBNL. Upon receipt of the final CWG recommendations, UC Berkeley and LBNL will develop a draft Richmond Compact (agreement) that specifies the commitments and benefits the University and the Lab are prepared to provide to the Richmond community.

Berkeley Global Campus
Community Working Group
Appendix E
Procurement Subcommittee

Appendix E-1 Procurement Subcommittee

PROCUREMENT SUBCOMMITTEE DRAFT RECOMMENDATIONS

1. UCB and LBNL shall set a goal of 25% local spend and adopt policies for increasing procurement from Richmond businesses in design and construction and through regular procurement: Local Definition includes Richmond, North Richmond, and Unincorporated areas of North Richmond. Second Priority is San Pablo.

	Strategies/Programs	Partners	Beneficiaries	Expected Results	Performance Measures	Notes:	
	UCB/LBNL will:	In Partnership with:	For the Benefit of:	For these Results:	Measured by:	Notes:	
NON CONSTRUCTION	A.	Set a goal for increasing NON CONSTRUCTION procurement from Richmond based businesses over five years, including incentivizing procurement officers to meet goals	City of Richmond Alameda County UCB/LBNL	Richmond based companies within a specified area as specified in the LOCAL definition	An increase in number of awarded contracts to local Richmond based businesses	An assessment of capacity of Richmond based companies	A helpful tactic to achieve the strategy is to use Historically underutilized business (HUB) zone, as defined by the federal government.
					50% percentage increase from what is currently done through revenue growth, local hiring	The percentage of contracts awarded to Richmond based companies	From UCB Supply Chain: Federal Regulations and the State of CA Public Contract Code indicate that UC Berkeley must comply with open competition requirements which do not allow first priority to Richmond businesses.
DESIGN AND CONSTRUCTION (In the event that a third party developer is enlisted to build the BGC then the programs shall be part of the master construction contract)	B.	Ensure that Formal preferences for 25% local spend are integrated into subcontracts to produce legally binding results	Richmond Chamber, SBDC, Richmond BUILD Contractors Assistance Center, Richmond Main street, WCCBDS, Philanthropy	25% local spend	% of local spend	Recommendation for local preference percentage mirrors the City of Richmond's goal. This percentage was also recommended by industry experts on committee.	
	C.	Reserve a specific percentage of Set-aside direct contracts for local small business		The number of contracts for local businesses as referenced above	The number of set-aside contracts	From UCB Supply Chain: Federal Regulations and the State of CA Public Contract Code indicate that UC Berkeley must comply with open competition requirements which do not allow first priority to Richmond businesses	

	D.	Incentivize procurement officers to meet goals		UCB, Richmond based companies	the number of contracts for local businesses per procurement division as referenced above	Reporting of results in relation to goals	From UCB Supply Chain: UCB cannot incentivize because SCM officers need to comply with federal and State of CA regulations to open competition; not favor specific communities.
GENERAL	E.	Adopt prompt payment/invoicing policies that would require the prime contractors to pay subcontractors 30 days' maximum after invoice submission	General Contractors, subcontractors, any vendors	Richmond based companies, UCB	Prompt (bi-monthly) payments for contractors Prompt payment/invoice agreement or policy for General Contractors and Subcontractors Challenges to work reviewed by an independent party	Payment schedule implementation	CM/GCs could adopt this policy for certain smaller sub trades From UCB Supply Chain: UC Berkeley SCM offers Net 30 payment terms and favorable terms to suppliers which have electronic Invoicing and e-payment systems. Real Estate has a separate system for procurement, so must also comment.
	F.	Operate a Bid Process that selects a bidder that offers the best value, and that limits and/or minimizes any change orders	Richmond Chamber, SBDC, Richmond BUILD Contractors Assistance Center, Richmond Main street, WCCBDS, Philanthropy	Richmond based companies within a specified area as specified in the LOCAL definition	Change order carries forward with same original requirements Good faith effort means something in the selection criteria and eventual award Clear proposal language	Number of contracts for local businesses Reduced number of change orders whenever possible.	From UCB Supply Chain: UC Berkeley has limitations. Bids change with unforeseen circumstances. Not allowing change orders would hamper progress on projects.
	G.	Apply procurement policies to other sectors beyond construction including but not limited to food, design projects and the solar industry.	Cal Dining, Richmond Food Policy Council, Urban Tilth, Richmond City Department of Health Solar industry partners, Solar Richmond	Including architects, engineers, as well as contractors.	Apply all the above strategies listed in A-F above to procurement policies to other sectors beyond construction including food, design projects and the solar industry.	See above	
	H.	Establish socially responsible contracting policies for any procurement contracts at the new campus that requires UCB to review potential bidders' history of labor, employment, environmental and workplace safety violations. (With responsible contracting, contractors do not reward the lowest bidder but rather the most responsible firms as a means to maintain competition among firms that pay their workers higher wages and provide benefits. UCB would need to set a policy for living wages and benefits for contracted workers.)	City of Richmond, Richmond Chamber of Commerce	Richmond-based companies and workers, UBC, local economy	More sustainable workforce	Implementation of a questionnaire where bidders must disclose and explain past and pending litigation, past contract suspensions, and outstanding judgments. Firms must be assessed as a responsible contractor through the questionnaire before submitting a bid.	From UCB Supply Chain: UC Berkeley campus is going through major efforts to adopt requirements of Office of the President Minimum wage adoption, as well as State of CA prevailing wage requirements.

	I.	Provide pathway for local farms to sell local produce on new campus at weekly farm stand and via CSA (community-supported agriculture) boxes.	Richmond Food Policy Council, Urban Tilth, Richmond City Department of Health	BGC students, faculty, and staff. Local farms and urban agricultural initiatives	Improving local food system and health benefits	Weekly spending on farm stand/CSA products	<p>Work with other anchor institutions, such as Kaiser and the local school district, to leverage goals of food procurement policy (i.e. local and community-based, fair, ecologically sound, and humane).</p> <p>Set food procurement policies that reflect those of Cal Dining, ensuring that food sources are local and community-based, fair, ecologically sound, and humane.</p> <p>Prioritize food procurement from local sources in Richmond and Contra Costa County.</p>
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2. UCB and LBNL should expand Outreach and Education on new construction and ongoing procurement

	Strategies/Programs	Partners	Beneficiaries	Expected Results	Performance Measures	
	UCB/LBNL will:	In Partnership with:	For the Benefit of:	For these Results:	Measured by:	Notes:
A.	Assign dedicated staff to manage outreach and education activities.	Richmond Main Street, Richmond Chamber of Commerce, Renaissance, SBCD and other Small Business Service Providers, RichmondBUILD Contractors Assistance Center	Small Businesses	Dedicated staff assigned for this purpose	Staff to participant ratio	From UCB Supply Chain: Supply Chain Management would need to assign staff as it assesses their involvement is needed.
B.	Promote, create, or attend vendor outreach events including Business roundtables.			A specific number of events per year Develop coordinated programming Training and follow through.	Attendance at events Surveys of participant satisfaction	From UCB Supply Chain: UC Berkeley attends outreach activities based on staff availability. We are responsible for offering our services to a wide variety of local communities. Involvement in such events would need to be evaluated, once Richmond has developed its own outreach program.
C.	Facilitate preconstruction Matching Workshops between prime contractors and subcontractors.			Increased transparency and accountability	Classes and programs that lead to work or project	

	D	Develop a Supplier mentor/protégé program that includes incentives for prime contractor participation.			Increase number of participants who include reference to matchmaking program in bids	Balanced mentor/protégé participation Tracking and highlighting of wins	Bidding and getting work is relationship based, bidding of subs often functions on "who you know" From UCB Supply Chain: UC Berkeley does not have the resources to develop/manage a mentor/protégé program. As the BGC project develops, Real Estate and Supply Chain Management will need to assess whether resources can be committed for specific aspects of the project. As previously suggested, SBDC and SCORE have excellent programs to assist suppliers in developing their business.
	E.	Create a one-stop-shop on the BGC Campus for access to information about procurement bids.			Formation of a central location on new campus to receive information	Number of visitors and applications	

UCB and LBNL should invest in and/or partner with Richmond strategies, programs and partnerships that:

#3 increase access to capital		UCB/LBNL will:	In Partnership with:	For the Benefit of:	For these Results:	Measured by:	Notes:
	A.	Contributes to an established a program that awards grants and funds loans for capital improvements, and additionally contributes funds to expand the City of Richmond's Revolving Loan Fund.	Richmond Community Foundation, a CDFI, City of Richmond, Richmond Main Street, Richmond Chamber of Commerce, Renaissance, SBCD and other Small Business Service Providers, RichmondBUILD, Contractors Assistance Center, Richmond SCORE	Local businesses in the geographic area specified	Increase # of local business that receive a capital improvement loan. Business ability to be sustainable for 3-5 years in general. Increase in business/sales tax Growth of revolving loan fund	Number of loans received vs. repaid Number of people employed Performance of the business with the UCB/LBNL # of business that secure contract with UCB/LBNL Value or % growth of fund on a yearly basis	City has a revolving loan fund, CDFI more flexible, perhaps use both. Need different kinds of money. CDFIs: Pacific Community Ventures, LISC, LIIS, Low Income Investment Fund. Grants have a benefit, don't have to pay back.
	B.	Fund incentives that require coordination of the local small business support system (incentive for partners).	City of Richmond, companies, foundations, unions Primes and subs, UCB, small business, RichmondBUILD, Contractors Assistance Center, Richmond SCORE				Prioritized by Richmond Businesses that attended 8/4 business breakfast

	C.	Establish and/or contribute to a Collateral pool or guaranteed line of credit that serves as a \$5M set aside for small businesses.	Independent, City, UCB/LBNL, Master developers, Philanthropic organizations		The number of loans Minimal defaults with gains in jobs Letters of bondability for Richmond businesses	The Fund earns interest and continues to operate	Prioritized by Richmond Businesses that attended 8/4 business breakfast, facilitators. The \$5M figure is based on past experience using collateral funds. Example shared by Merriweather and Williams.
#4 address bonding challenges	D.	Work with local partners to improve bonding availability or couple with prime-sub contracts. Bonding types include: bid bonding, payment bonding, performance bonding.	Richmond BUILD, Contractor's Assistance Center, Richmond SCORE, SBDC		Growth in individual bonding capacity Number of Richmond businesses that are bonded	Measure and report growth in individual bonding capacity and completed project size for local contractors Job awards to small contractors	
	E.	Require primes to require wrap-around insurance policies as opposed to contractor default that covers prime only.			More Richmond businesses have access to insurance	Measure and report growth in individual insurance and completed project size for local contractors	
#5 build capacity of Richmond businesses to compete	F.	Work with local partners to increase the numbers of Richmond businesses that are certified by holding training sessions to teach local partners on certification application and by simplifying application process.	Prime Contractors, Business Development Centers, Richmond BUILD Contractor's Assistance Center, Richmond SCORE		The number of Richmond business that are certified with the federal system for award management or the state of CA department of general services	The number of training sessions and attendance	
	G	Provide, fund, and/or support a Blueprint room for construction contractors and/or dedicated center for use of contractors beyond construction (operated by Richmond BUILD or equivalent organization).			Number of Richmond business that make use of the Blueprint room.	number of people that access to the blueprint room	
	H.	Create and/or support a new fund for launching and building capacity of small, locally and worker-owned businesses.			Increase in capacity of small, locally and worker-owned business	% of increase in small, locally and worker-owned businesses	Hold training sessions to teach local partners on certification application, possibly simplify the application.
	I.	Support and/or participate in capacity building workshops (including classes or other learning).			Increase in sub capacity	Points earned for capacity building Bids by small local businesses	Example of bidder's conference model is Contra Costa County. It can be convened by public or nonprofit entity.
	J.	Establish a "Certifications" Reciprocity agreement and common licensing agreements where one certification or license counts across various jurisdictions.	City of Richmond, and other anchor institutions		Streamline certification process Numbers of vendors that are certified.	reduction in the need for duplicate certification	San Francisco and Oakland were cited as models

	K.	Extend partnerships, especially beyond construction including cleaning, HVAC maintenance, building controls systems maintenance.	Prime Contractors, Business Development Centers, Richmond BUILD Contractor's Assistance Center, Richmond SCORE		Increase in sub capacity, continued coordinated partnerships through one system	Establishment of one system to coordinate partnerships	From UCB Supply Chain: A clear definition of extended types of partnerships beyond construction is requested.
	L.	Create and/or support a program that provides back office administrative support, including for example accounting, bid support, payroll services.			An actual physical location providing the relevant services	Actual Richmond businesses that benefit from it	

Berkeley Global Campus
Community Working
Group Appendix F
Next Steps

Appendix F-1

Next Steps

memorandum

to: Richmond Community Working Group for Berkeley Global Campus

from: Julian Gross

date: December 10, 2015

re: *Community Benefits Agreement for Berkeley Global Campus*

I am providing legal assistance to the Raise Up Richmond Coalition, regarding discussions of the University of California's community benefits approach for the buildout of the Berkeley Global Campus (BGC). The Raise Up Richmond Coalition includes the Richmond ACCE; the Contra Costa Interfaith Steering Committee; the American Federation of State, County, and Municipal Employees, Local 3299; and other local stakeholders, including several members of the Richmond Community Working Group.

This memorandum sets forth the Raise Up Richmond Coalition's core principles regarding structure and enforceability of a community benefits agreement (CBA) for the BGC buildout. On this subject, I have reviewed U.C. Chancellor Nicholas Dirks' open letter of May 28, 2015, and have spoken with Ruben Lizardo, U.C. Berkeley's Director of Local Government and Community Relations. We appreciate U.C. Berkeley providing information on this topic in the Chancellor's letter and in conversations.

In general, a CBA is a legally enforceable contract between community-based organizations and the developers or sponsors of a large development project. Under a CBA, a project proponent agrees to certain commitments regarding community benefits to be delivered if the project moves forward, and community-based organizations withdraw any legal and administrative opposition to the project, in light of the project's legally-binding community benefits commitments. CBAs supplement, but do not displace, the role of local government in negotiation over development projects. In the best circumstances, CBAs constitute a true partnership between a community and proponents of a development project, setting the groundwork for a long-term collaborative effort to ensure a thriving project and maximum community benefit and support.

As you know, the Raise Up Richmond Coalition has long advocated for a CBA for the BGC buildout, as a cornerstone of a sustainable partnership between U.C. Berkeley and the Richmond community. In order to be effective in this regard, a CBA will need to have several attributes:

- (1) The CBA should be legally binding, and entered into by U.C. Richmond and a range of stakeholder organizations in Richmond.
- (2) The CBA should be enforceable by all parties.
- (3) The CBA should apply both to U.C. Berkeley's operations at the BGC, and to operations of private contractors and to developers that participate in the project over time.
- (4) The CBA should be specific regarding operational and financial commitments required of project participants.
- (5) The CBA should require implementation and compliance information regarding community benefits to be public information, and require U.C. Berkeley to release semi-annual reports on community benefits implementation.

After review of the Chancellor's letter and my conversation with Ruben Lizardo, it appears that U.C. Berkeley is in agreement with numbers (1)-(3), above. However, the prospective CBA has been referred to as a "Compact." More important than the name of the document are its contents and legal attributes. Any document that does not meet the criteria set forth above does not constitute a meaningful commitment by U.C. Berkeley, would not receive the support of the Raise Up Richmond Coalition, and should not receive the support of the Richmond Community Working Group.

The Chancellor's letter indicates that implementation of the CBA will require supplemental agreements in the future, entered into by U.C. Berkeley and other stakeholders and project participants. Implementation through future agreements is not a problem in and of itself, and is routinely part of CBA implementation. However, the need for future implementation agreements cannot be an impediment to specific commitments that can be entered into at the outset of a project, such as workable local hiring requirements for certain types of jobs, or an overall living wage requirement.

The Raise Up Richmond Coalition supports the Richmond Community Working Group's call for a legally binding CBA meeting the five criteria set forth above. Such an agreement will position U.C. Berkeley and the Richmond community for a long-term, successful partnership to maximize the community benefits from the BGC buildout. We commend the Richmond Community Working Group for its hard work on these issues.

Appendix F-2

Next Steps

Recommendations from Berkeley Global Campus Working Group to UC Berkeley

Proposed recommendation regarding legal enforceability of community benefits commitments

New section:

Community Benefits Agreement and Legal Enforceability

The BGC Working Group strongly recommends that UC Berkeley enter into a legally-binding Community Benefits Agreement (“CBA”) with community stakeholders and the City of Richmond. A CBA will cement a true partnership between the Richmond community and UC Berkeley, setting the groundwork for a long-term collaborative effort to ensure a thriving project and maximum community benefit and support.

By formalizing community benefits commitments in a CBA, UC Berkeley can ensure all parties that its community benefits commitments are meaningful and durable. In order to be effective in this regard, a CBA will need to have several attributes:

- (1) The CBA should be legally binding, and entered into by U.C. Berkeley, a range of Richmond-based stakeholder organizations, and the City of Richmond.
- (2) The CBA should be enforceable by all parties.
- (3) The CBA’s commitments should apply both to U.C. Berkeley’s operations at the BGC, and to operations of private contractors and to developers that participate in the project over time.
- (4) The CBA should be specific regarding operational and financial commitments required of project participants.
- (5) The CBA should require implementation and compliance information regarding community benefits to be public information, and require U.C. Berkeley to release semi-annual reports on community benefits implementation.

The BGC Working Group believes that through a CBA meeting the above criteria UC Berkeley can set a new standard for town-gown relations, and show a new way forward for Richmond and for the University of California’s continued engagement with the communities it serves.