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This document is intended to supplement the K.O.N.A. Community Services Network Report and contains detailed information on the research conducted during the project.
Introduction

In the K.O.N.A. Neighborhood Improvement Plan (2002), the community established building partnerships with local schools to improve the appearance of school sites and the condition of recreational facilities a priority. The community expressed a special interest in expanding community services, improving the communication between service providers and potential users, strengthening community ties with schools in order to improve academic achievement, and ensuring that residents have access to meeting places.

Planning Process

Graduate Urban and Regional Planning students from San José State University worked with the community towards realizing this goal. The planning process consisted of two general phases. Throughout the process, feedback from community members and key project stakeholders was elicited and then incorporated into the final recommendations.

PHASE I: COMMUNITY ASSESSMENT

The first phase consisted of a four-fold community assessment in order to gain a better understanding of neighborhood characteristics, strengths and needs as they relate to the provision of community services.

A critical part of the assessment included eliciting public and stakeholder input during focus groups and public meetings.

PHASE II: RECOMMENDATIONS

The second phase entailed developing recommendations based upon the findings from the community assessment and extensive community input. The primary recommendation resulting from this process was the
development of a network of community services initially focused on Adult Life Skills (skills that foster economic self-sufficiency) to be physically anchored on existing school and community service sites.

Structure of the Report

This document is intended to supplement the K.O.N.A. Community Services Network Report. It contains detailed information about the research conducted during both phases. Over the course of the project, a substantial amount of data was collected in order to develop a recommendation for the Community Services Network. These appendices provide insight as to how the data was collected, and provide additional detail on the information contained in the primary report. This document is best understood after reading the K.O.N.A. Community Services Network Report.
Appendix A. Inventory of Services and Programs

Introduction
Summarized information concerning specific service providers is included in this section. This information was obtained from the programs and services database, which was created from the inventory of service providers, and through the survey administered to service provider staff (see Appendix B). The following services are included in the summary: health and education, counseling and mental health, family and childhood services, legal services, migrant and immigrant services, employment and small business, recreational activities, senior services, crime prevention and safety, low income services, money management, spiritual enrichment, community meeting rooms, and planned services.

HEALTH AND EDUCATION SERVICES
While a handful of health services exist to serve the needs of K.O.N.A. area residents, most of the services cater to children and students. This leaves a gap in the availability and level of health services geared towards adults. The types of services included as health care services for this report include the following: health screening/diagnostic services, general medical care, dental care, eye care, health insurance, and health education.

Key Providers
The Overfelt Neighborhood Health Clinic, located on the Overfelt High School campus, offers all of the above services, though dental and eye care are limited to screenings. The health clinic serves over 200 users per month. Services at the health clinic are free for high school students, while insured users pay a co-payment fee. For uninsured users, fees are based on a sliding scale that is determined by household size and income.
The clinic’s hours are Monday through Friday from 7:30 a.m. to 4:00 p.m. and Saturday from 10:00 a.m. to 2:00 p.m. While the clinic has no specific target population, the majority of its users are Spanish and Vietnamese speaking. The users of the service live within a five-mile radius and arrive by car, bus, or by walking.

The Most Holy Trinity Health Care Ministry, a program held at Most Holy Trinity Church, offers some free health services to the general public. One of the main services Most Holy Trinity Health Care Ministry offers is TB screening every second Sunday of every month. The majority of its users come from within the immediate neighborhood.

Dorsa Elementary School offers health screening and diagnostics services to students and families in the immediate neighborhood. Services are offered in Spanish and are well utilized. The school serves over 80 clients and operates at 75-100% capacity. Users typically walk or bicycle to the office.

San Juan Bautista Child Development Center offers health screening and diagnostic services, as well as health education to children and families. The program currently serves over 40 people and has a waiting list. Users walk, drive, or bicycle to use the services.

The Mexican American Community Services Agency (MACSA) offers health education to students. It currently operates at 75-100% capacity. Users typically walk from the surrounding neighborhood. Services are offered in Spanish and English.

**COUNSELING AND MENTAL HEALTH**

Many local schools offer counseling and guidance to enrolled students. San José One Stop and San Juan Bautista Child Development Center offer counseling services and referral assistance to the public. There is a waiting list for the San Juan Bautista Child Development Center. San José One Stop offers referrals only. The community has need for additional services.

The types of services included as counseling and mental health in this report include the following: guidance and counseling, psychiatric support, community mental health, and substance abuse services.
Key Providers

Slonaker Elementary School offers onsite psychiatric and guidance/counselor services for children who attend the school. The providers of these services utilize two classrooms and one office weekdays from 8:00 a.m. to 5:00 p.m. The students who use the service live within a one-mile radius and walk to the school. The majority of the users are Spanish and Vietnamese speaking.

Fischer Middle School offers guidance and counseling to students and families. Services are available in Spanish. The program is well utilized, operating at between 75-100% capacity.

San José One Stop offers referral assistance in English, Vietnamese, and Spanish for guidance and counseling, psychiatric support, mental health education and substance abuse services, to the public. The program serves over 40 people and is currently operating between 25-50% of capacity.

San Juan Bautista Child Development Center offers both onsite services and referral assistance. The center offers substance abuse services to the public. This facility currently has a waiting list for its services.

FAMILY AND CHILDHOOD SERVICES

Childcare is in great demand in the neighborhood. Many of the childcare providers are close to capacity or have waiting lists. Additional childcare resources are needed in the community. Family support services, such as mentoring and referrals to county and other services, are also utilized.

The types of services categorized as family and childhood services in this report are the following: childcare, early childhood education (including those services for children with disabilities), family support services, and childcare referrals.

Key Providers

Overfelt Children’s Center, located next to Overfelt High School, is a popular center that currently provides daycare to 29 children below kindergarten age. Additionally, 80 families are on its waiting list. Fees are
based on a sliding scale determined by household size and income. The center strongly promotes early literacy to those preschoolers under its care.

San Juan Bautista Child Development Center, Inc. (SJBCDC) provides licensed supervision for infants, preschool age, school age, and mildly ill children. SJBCDC is one of the few agencies to offer a subsidized Infant/Toddler program and operates the only licensed, Level II Sick Child Care Center in Santa Clara County open to the community. The center serves over 40 children and has a waiting list.

Hank Lopez Community Center offers early childhood education to over 40 children. The program operates at 75-100% of its capacity. Most users come from the surrounding neighborhood. Some travel as much as two miles to use the service.

Dorsa Elementary School runs Kidango Head Start, a childcare program. Services are offered in English and Spanish. Currently, the program has 20 participants from the surrounding neighborhood. The program is at 75-100% of its capacity.

Resources for Families and Communities offers family support services. The program offers family mentoring, referrals to county services, and enrollment in no- and low-cost healthcare. These programs operate at 50-75% capacity. Additional services include assistance with basic needs, such as housing assistance, for which there is a waiting list. Assistance is offered in English, Vietnamese, Spanish and Somalian.

San José One Stop offers referral services for childcare, early childhood education, and family support services. Services are offered in English, Vietnamese, and Spanish. The center currently provides services to over 40 people and operates at 25-50% capacity.

EDUCATIONAL SERVICES

This assessment demonstrates that a large number of educational service providers exist to meet the need of the community (see Figure A-1). However, most are geared toward children. More classes and class offerings are needed for adults, particularly in the areas of computer
training, adult education, and English classes. As focus group discussion suggests, some of the most important issues and needs expressed by the community are related to education. Community members understand that education is key to their children’s futures, and there is strong interest and demand among adults in learning about computers and technology.

The types of services summarized as educational services here are: youth development, adult education, elementary education, tutorial services (tutoring, homework center, literacy), computer classes, computer access, and public education.
Figure A-1. Educational Services

### Schools

Schools within the K.O.N.A. boundary include:
- Overfelt Senior High School
- K.R. Smith Elementary School
- Hubbard Elementary School
- Slonaker Elementary School
- Meyers Elementary School
- Most Holy Trinity Church and School (private)

Other nearby schools, outside the K.O.N.A. boundary include:
- Miller Elementary School
- Dorsa Elementary School
- Fischer Middle School

### Key Providers

*Juniors for Success* is an after school program located at K.R. Smith Elementary School. Throughout the week, it offers a variety of free educational services, such as tutorial services, homework assistance, computer classes, ESL classes, and cultural enrichment programs. The program utilizes one of the school's classrooms, the computer lab, and
Welch Park, which is adjacent to the school campus. Teachers refer students to the program. The primary languages spoken by the users are Spanish, Vietnamese, and Cambodian. Over 40 students participate in the program and the program operates at 75-100% capacity.

The Boys & Girls Clubs of America has renovated the Smythe Clubhouse on Cunningham Avenue. The club offers a variety of youth development programs through tutorial services, computer education, and recreational activities. The Smythe Clubhouse offers a gymnasium, game room, multipurpose hall, reading space, clubhouse room, and playing field. The Smythe Clubhouse serves youth from 6 to 18 years old.

Mexican American Community Services Agency (MACSA) created a charter high school just outside of the K.O.N.A. boundary at Miller Elementary School to help underachieving students complete high school. The MACSA youth center, located immediately to the north of Highway 680, places valuable resources and additional youth programs within reach of K.O.N.A. youth. The agency currently operates at 75-100% capacity.

Most Holy Trinity School, a private Catholic school affiliated with the Most Holy Trinity Church, serves elementary and middle school students. The school offers tutoring, a homework center, and other youth development services. Students walk, ride their bikes, or are driven to the school. The school has 10 classrooms, a reading space, playing fields, and a gymnasium. The gymnasium is available for community events.

The Hillview Library offers a number of computer services for children and adults. The library operates at 75-100% capacity. Children have access to an 11-station computer room, available for online tutoring and homework assistance. The after-school online program, Tutor.com, provides live, online homework assistance. Tutor.com allows users to select the language in which they communicate with the online tutor. Hillview Library also offers bilingual computer training for adults every month. The computer classes teach recent immigrants how to find and use resources through the internet. The library is expected to move to a larger facility near Fischer Middle School in approximately one year. This move is expected to
benefit the larger community, as current demands for the computer classes and adult education are very high.

Additional educational youth development service providers for children and families include Emma Prusch Park (4-H program) and Hank Lopez Community Center, both of which operate at 75-100% capacity.

The Overfelt Adult Center offers a computer class for seniors. The class is free and meets every Friday.

City Year, also at Overfelt High School, is a tutoring program for students in the immediate area and operates at 75-100% capacity.

Additional educational resources for adults include Resources for Families and Communities (RFC) and San Juan Bautista Child Development Center. RFC offers a community computer center, which operates between 25-50% capacity. San José One Stop also provides tutoring, adult education, community computer classes, and computer access.

**LEGAL SERVICES**

The K.O.N.A. community is in need of additional legal service providers. At this time, the San Juan Bautista Child Development Center is the sole provider of legal services. The center provides referrals for parents and guardians in need of legal assistance. Currently, the center has a waiting list.

**MIGRANT AND IMMIGRANT SERVICES**

Most of the existing migrant and immigrant services are heavily used. Due to the great number of immigrants in the community, additional services are needed to meet the demand for this class of services.

The types of services included as migrant and immigrant services in this report include English as a second language classes, interpretation/translation, immigration/naturalization, cultural enrichment, and information services.

**Key Providers**
ESL classes at Overfelt Adult Center are in high demand. Some classes combine ESL with US citizenship preparation courses. During any semester, as many as 1,200-1,600 students are enrolled. ESL night classes are generally filled to capacity, and there are limited openings for day classes.

In addition to the bilingual computer-related services at Hillview Library (see Educational Services), the library also maintains a collection of employment resources and texts on the naturalization process for adults. Library staff provides INS forms, information on obtaining citizenship, videos, and ESL reading for new immigrants.

Resources for Families and Communities (RFC) and San José One Stop (SJOS) offer ESL classes to the community. RFC also provides translation and general information as well. RFC operates at 75-100% capacity and SJOS operates at 25-50% capacity.

Dorsa Elementary offers ESL classes to parents of enrolled students. Juniors for Success at K.R. Smith Elementary, offers ESL classes to students. Both programs operate at 75-100% capacity.

**EMPLOYMENT AND SMALL BUSINESS SERVICES**

There is one primary provider of employment and small business services within the K.O.N.A. area. The services provided include Vocational Education, Job Search/Placement, and Small Business Development.

**Key Provider**

San José One Stop (SJOS) serves the K.O.N.A. community primarily as an employment center, providing vocational training and computer classes, in addition to dedicated assistance with job searches. SJOS works with businesses, residents, government, educational, and community-based organizations to maximize local and regional employment opportunities for the residents of the City of San José.

In collaboration with businesses, federal, state, and local government agencies, the SJOS runs Silicon Valley Workforce Investment Network
SVWIN) programs. These provide comprehensive workforce development services to increase employment, job retention, and economic development in the local communities. SJOS is a comprehensive resource for job seekers in San José as well as the county. A variety of programs are hosted at the center, including workforce expansion services, outplacement and career transition services, employment and training programs, financial assistance programs for employees. The program also offers information detailing the labor market and current wages. The center operates at between 50-75% of its capacity for this specific service.

RECREATIONAL ACTIVITIES

Two community parks are located within or adjacent to the K.O.N.A. boundaries that provide recreational opportunities for residents. Various schools within and around the K.O.N.A. area also provide recreational opportunities. Some after school programs provide other structured recreational opportunities.

Key Providers

Welch Park, adjacent to K.R. Smith Elementary School, offers numerous recreational activities. This 11.1-acre park has seven picnic tables, five barbecues, two playgrounds, softball and soccer fields, and restrooms. Reservations to use the fields are recommended but not required. K.R. Smith students regularly use the park. During the weekends, neighborhood residents use the park.

Located just outside the K.O.N.A. boundaries to the north, Emma Prusch Park offers unique recreational opportunities. The well-utilized park is home to a farm, rare fruit orchard, and community gardens. A summer camp also operates at the park.

Hank Lopez Community Center and the Smythe Clubhouse Boys and Girls Club offer recreation, sports, and fitness programs for students. The programs are well utilized, operating at between 75-100% capacity.
Some of the local schools offer after school sports programs such as Fischer Middle School, Most Holy Trinity School and Hubbard Elementary School.

**SENIOR SERVICES**

The K.O.N.A. area is home to an adequate number of senior services. Focus group priorities do not list senior services as a high priority. Supporting this, neighborhood demographics indicate that the senior population is a minority. Consequently, additional senior services are not a priority for the area at this time.

**Key Provider**

The *Hank Lopez Community Center* runs a number of services and programs for seniors. The center provides a facility for senior citizens to gather during the day. It provides food and recreational services. Upcoming improvements include the expansion of the kitchen to allow for on-site meal preparation. The center operates at 75-100% capacity.

*San José One Stop* also offers senior services in English, Vietnamese, and Spanish. It operates at 25-50% capacity.

**CRIME PREVENTION AND SAFETY**

Three known providers of crime prevention and safety programs operate within the K.O.N.A. area. Based on focus group discussions, additional targeted efforts are needed to promote awareness of gang prevention strategies to parents and other community members.

**Key Providers**

*Mexican American Community Services Agency* and *Resources for Families and Communities* primarily address the issue of gang abatement and safety of students and community members. The programs operate at 75-100% capacity. *San José One Stop* and *San Juan Bautista Child Development Center* target crime prevention by providing legal assistance, as well as
employment opportunities that consequently reduce the prevalence of crime and gangs.

SERVICES FOR LOW-INCOME

Seven known providers of services for low-income families and individuals operate within the K.O.N.A. project area. The services provided include emergency food, material resources, and temporary financial aid.

Key Providers

*Resources for Families and Communities* (RFC) has a satellite office on Sarasota Way that provides a small space for meetings, computer access, and homework tutoring. Care managers provide assistance through programs and information on health, food distribution, immigration, and housing issues. RFC also acts as fiscal agent for community groups and neighborhood associations, and helps with the development of boards and grant writing for new community groups. The facility operates at 75-100% capacity.

*Most Holy Trinity Center* provides free emergency food supplies for needy families of the neighborhood. The Center has two kitchens.

*San José One Stop* and *San Juan Bautista Child Development Center* provide emergency food, material resources, and temporary financial assistance. *Emma Prusch Park* operates a community garden and administers the *Women, Infants, and Children* (WIC) program. All providers operate at 75-100% of capacity, except *San Juan Bautista Child Development Center*, which has a waiting list.

MONEY MANAGEMENT

There are two known providers of money management services within the K.O.N.A. area. Services include financial assistance and unemployment services.
**Key Providers**

San José One Stop provides two programs in high demand: financial assistance in the form of unemployment insurance, and trade adjustment programs.

The Unemployment Insurance Program (UI) provides weekly unemployment insurance payments for workers who lose their jobs through no fault of their own. Employees who have lost their jobs due to foreign competition may be eligible for benefits under the Trade Adjustment Assistance Act (TAA) and/or the Alternative Trade Adjustment Assistance Programs (ATAA).

**SPIRITUAL ENRICHMENT**

Most Holy Trinity Church is the primary provider of spiritual services within the K.O.N.A. area.

**COMMUNITY MEETING PLACES**

A number of community meeting rooms are available to the community. Please see the Appendix O. Community Meeting Places Catalog for further detail on community meeting rooms in K.O.N.A.

**PLANNED SERVICES**

Services that are not yet operating are grouped into the Planned Services category.

Valley Palm Apartments will provide subsidized housing for low-income families. The complex will include an after school homework center for the children. The new apartment complex is currently under construction. However, once it is in full operation, it is projected to serve the needs of over 300 low-income families.

Most Holy Trinity Center (part of Most Holy Trinity Church) is planning to offer free referral legal services to migrants and immigrants, targeting the local Asian/Pacific Islander and Hispanic/Latino populations.
Appendix B. Services and Programs
Survey Form

Introduction

In order to obtain a better understanding of neighborhood services, the San José State project team conducted a survey. The primary purpose of the survey was to determine types of services offered, determine the hours of operation, and to determine the needs and constraints of the service providers. The survey provided the project team with a starting point for better understanding the service strengths and gaps in the community. This survey also revealed how service providers rely on one another.
Survey Form
San José State University is assisting the King Ocala Strong Neighborhoods Initiative Area and the City of San José to collect information regarding existing community facilities and services, resources and needs, and future plans. We greatly appreciate your cooperation in providing information to the best of your knowledge.

If you have any questions regarding the questionnaire or the Community Services and Facilities survey process, please contact:

Dayana Salazar, Professor  
San José State University, Urban Planning Department  
Phone: (408) 924-5854

Julie Amato, Team Manager for Strong Neighborhoods  
San José Redevelopment Agency  
Phone (408) 794-1144

PART A. GENERAL INFORMATION

Name of agency or organization______________________________
Address/location (administrative offices)_________________________
Phone number______________________________________________
Fax number________________________________________________
Email address______________________________________________
Website___________________________________________________
Administrative (business office) hours____________________________
Name, title and other information of respondent/interviewee __________

Interviewer: ____________________________
Date: _________________________________
SURVEY number: ______________________
PART B. SERVICES AND PROGRAMS

We want to get specific information about the programs and services you provide. First, we provide some codes to be used for some of the requested information. Use the table provided to list the services offered by your organization and any additional information you can provide about those services. Do not enter information about services provided by other providers at your facility.

<table>
<thead>
<tr>
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<th>Type of Service</th>
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<td>Legal Services</td>
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<td>General Medical Care</td>
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<td>English as a Second Language</td>
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<td>3</td>
<td>Dental Care</td>
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<td>Interpretation/Translation</td>
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<tr>
<td>4</td>
<td>Eye Care</td>
<td>25</td>
<td>Immigration/Naturalization</td>
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<td>5</td>
<td>Health Insurance</td>
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<td>Cultural Enrichment</td>
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<td>Crime Prevention and Gang Programs</td>
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<td>Other (please specify in table)</td>
<td>8</td>
<td>Other (please specify in table)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Capacity vs. usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program usage is at 0-25% of capacity</td>
</tr>
<tr>
<td>2</td>
<td>Program usage is at 25-50% of capacity</td>
</tr>
<tr>
<td>3</td>
<td>Program usage is at 50-75% of capacity</td>
</tr>
<tr>
<td>4</td>
<td>Program usage is at 75-100% capacity</td>
</tr>
<tr>
<td>5</td>
<td>Program has a waiting list</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Targeted Population</th>
<th>Code</th>
<th>Language Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>Spanish</td>
</tr>
<tr>
<td>2</td>
<td>Hispanic/Latino</td>
<td>2</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>3</td>
<td>Low-Income</td>
<td>3</td>
<td>Cantonese</td>
</tr>
<tr>
<td>4</td>
<td>Infants</td>
<td>4</td>
<td>Mandarin</td>
</tr>
<tr>
<td>5</td>
<td>Children</td>
<td>5</td>
<td>Tagalog</td>
</tr>
<tr>
<td>6</td>
<td>Adolescents</td>
<td>6</td>
<td>Khmer/Cambodian</td>
</tr>
<tr>
<td>7</td>
<td>Students</td>
<td>7</td>
<td>Laotian</td>
</tr>
<tr>
<td>8</td>
<td>Families</td>
<td>8</td>
<td>Thai</td>
</tr>
<tr>
<td>9</td>
<td>Parents</td>
<td>9</td>
<td>Hindi</td>
</tr>
<tr>
<td>10</td>
<td>Seniors</td>
<td>10</td>
<td>Punjabi</td>
</tr>
<tr>
<td>11</td>
<td>Other (please specify in table)</td>
<td>11</td>
<td>Portuguese</td>
</tr>
<tr>
<td>12</td>
<td>No specific target population</td>
<td>12</td>
<td>Somali</td>
</tr>
<tr>
<td>13</td>
<td>Other (Please specify in table)</td>
<td>13</td>
<td>Other</td>
</tr>
<tr>
<td>Program/Service Name</td>
<td>Type of Services</td>
<td>Contact</td>
<td>Targeted population</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td>(e.g. Headstart/Childcare)</td>
<td>List all that apply (See codes above,)</td>
<td>(Name and phone number)</td>
<td>See codes above</td>
</tr>
</tbody>
</table>
1. Please circle your three largest sources of funding. Rank items 1, 2, and 3 with 1 being the largest funding source.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Federal funding</td>
</tr>
<tr>
<td>2.</td>
<td>State funding</td>
</tr>
<tr>
<td>3.</td>
<td>County funding</td>
</tr>
<tr>
<td>4.</td>
<td>City funding</td>
</tr>
<tr>
<td>5.</td>
<td>Foundation grants</td>
</tr>
<tr>
<td>6.</td>
<td>Private donations</td>
</tr>
<tr>
<td>7.</td>
<td>Corporate donations</td>
</tr>
<tr>
<td>8.</td>
<td>Sponsorships</td>
</tr>
<tr>
<td>9.</td>
<td>Community fundraisers</td>
</tr>
<tr>
<td>10.</td>
<td>Fees</td>
</tr>
</tbody>
</table>
| 11. | Other (please specify) _______________________

2. What is your organization’s total annual budget?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Under $1 million</td>
</tr>
<tr>
<td>2.</td>
<td>$1 million to $2.5 million</td>
</tr>
<tr>
<td>3.</td>
<td>$2.5 million to $5 million</td>
</tr>
<tr>
<td>4.</td>
<td>$5 million to $10 million</td>
</tr>
<tr>
<td>5.</td>
<td>More than $10 million</td>
</tr>
</tbody>
</table>

3. Please circle the number of paid employees in your service/program.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>One</td>
</tr>
<tr>
<td>3.</td>
<td>2 - 5</td>
</tr>
<tr>
<td>4.</td>
<td>6 - 10</td>
</tr>
<tr>
<td>5.</td>
<td>11 – 20</td>
</tr>
<tr>
<td>6.</td>
<td>More than 20</td>
</tr>
</tbody>
</table>

4. Please circle the number of volunteers in your service/program.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>1 - 5</td>
</tr>
<tr>
<td>3.</td>
<td>5 - 10</td>
</tr>
<tr>
<td>4.</td>
<td>11 - 20</td>
</tr>
<tr>
<td>5.</td>
<td>21 – 40</td>
</tr>
<tr>
<td>6.</td>
<td>More than 40</td>
</tr>
</tbody>
</table>

5. How do you notify users about the services you provide?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Schools</td>
</tr>
<tr>
<td>2.</td>
<td>Mailings</td>
</tr>
<tr>
<td>3.</td>
<td>Newsletters</td>
</tr>
<tr>
<td>4.</td>
<td>Community outreach</td>
</tr>
<tr>
<td>5.</td>
<td>Public events</td>
</tr>
<tr>
<td>6.</td>
<td>Public service announcements</td>
</tr>
<tr>
<td>7.</td>
<td>Mailings</td>
</tr>
<tr>
<td>8.</td>
<td>Public events</td>
</tr>
<tr>
<td>9.</td>
<td>Paid advertising</td>
</tr>
<tr>
<td>10.</td>
<td>Referrals</td>
</tr>
<tr>
<td>11.</td>
<td>Word of mouth</td>
</tr>
</tbody>
</table>
6. Rank items that you have selected above 1, 2 and 3, 1 being the method most frequently used.

1. 

2. 

3. 

7. Do you share resources with other service providers

1. Yes

2. No (Skip Question B17)

8. Which of the following resource(s) do you share with other service providers?

1. Facility

2. Staff

3. Funds

4. Equipment

9. Please select any anticipated changes to specific programs.

1. Immediate – within 1.5 years

2. Short-term – 1.5 to 3 years

3. Medium-term – 3 to 6 years

4. Long-term – 7 years or more

5. No changes anticipated

<table>
<thead>
<tr>
<th>Plans for expansion or cut-backs</th>
<th>Time-frame (immediate, short, medium or long term)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART C. FACILITIES AND OPERATIONS

10. Name of facility
_______________________________________________________

11. Who is the primary owner of this facility?
1. City
2. County
3. School district
4. Faith-based
5. Community-based
6. Non-profit
7. Other (please specify) _______________________

12. Is this the permanent location of your service/program?
1. Yes
2. No

13. Address and contact information for the facility if different from Part A.

Contact Name: ________________________________
Phone: ________________________________
Fax: ________________________________
E-mail: ________________________________
Website: ________________________________

14. Please indicate the hours of operation of this facility.

<table>
<thead>
<tr>
<th>Morning hours</th>
<th>Afternoon hours</th>
<th>Evening hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>a.m. to a.m.</td>
<td>p.m. to p.m.</td>
</tr>
<tr>
<td>Monday</td>
<td>a.m. to a.m.</td>
<td>p.m. to p.m.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>a.m. to a.m.</td>
<td>p.m. to p.m.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>a.m. to a.m.</td>
<td>p.m. to p.m.</td>
</tr>
<tr>
<td>Thursday</td>
<td>a.m. to a.m.</td>
<td>p.m. to p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>a.m. to a.m.</td>
<td>p.m. to p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>a.m. to a.m.</td>
<td>p.m. to p.m.</td>
</tr>
</tbody>
</table>

15. Please indicate “peak” usage times for the facility (check all that apply).

1. ____ School hours  6. ____ During the school year
2. ____ After school hours  7. ____ Summer months
3. ____ Weekday evenings  8. ____ Holidays
4. ____ Weekend days  9. ____ None
5. ____ Weekend evenings  10. ____ Other (please specify)

16. Please indicate “low” usage times for the facility (check all that apply).

1. ____ School hours  6. ____ During the school year
2. ____ After school hours  7. ____ Summer months
3. ____ Weekday evenings  8. ____ Holidays
4. ____ Weekend days  9. ____ None
5. _____ Weekend evenings 10. _____ Other (please specify)
17. How many of the following types of spaces do you currently use? (Circle all that apply and indicate the number of spaces used)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meeting Rooms</td>
</tr>
<tr>
<td>2</td>
<td>Gymnasium</td>
</tr>
<tr>
<td>3</td>
<td>Swimming Pool</td>
</tr>
<tr>
<td>4</td>
<td>Game Room</td>
</tr>
<tr>
<td>5</td>
<td>Kitchen</td>
</tr>
<tr>
<td>6</td>
<td>Multipurpose Hall</td>
</tr>
<tr>
<td>7</td>
<td>Playing Fields/Open Space Playing</td>
</tr>
<tr>
<td>8</td>
<td>Classroom Space</td>
</tr>
<tr>
<td>9</td>
<td>Reading Space</td>
</tr>
<tr>
<td>10</td>
<td>Offices</td>
</tr>
<tr>
<td>11</td>
<td>Other (Please specify)</td>
</tr>
</tbody>
</table>

18. Does this facility have onsite parking?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
</tbody>
</table>

19. Which of the following handicapped accessibility features does your facility provide? (Circle all that apply)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Handicapped ramps</td>
</tr>
<tr>
<td>2</td>
<td>Handicapped parking spaces</td>
</tr>
<tr>
<td>3</td>
<td>Handicapped bathrooms</td>
</tr>
<tr>
<td>4</td>
<td>Other accommodations</td>
</tr>
<tr>
<td>5</td>
<td>None</td>
</tr>
</tbody>
</table>

20. Please select any anticipated changes to specific programs.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Immediate – within 1.5 years</td>
</tr>
<tr>
<td>2</td>
<td>Short-term – 1.5 to 3 years</td>
</tr>
<tr>
<td>3</td>
<td>Medium-term – 3 to 6 years</td>
</tr>
<tr>
<td>4</td>
<td>Long-term – 7 years or more</td>
</tr>
<tr>
<td>5</td>
<td>No changes anticipated</td>
</tr>
</tbody>
</table>

21. Please provide any additional comments you care to offer.
Appendix C. Physical Assessment of School Sites

Introduction

In order to examine the possibility of creating a school hub within the project area, it was necessary to undertake a physical assessment of the existing school facilities in the neighborhood. The primary focus was on the potential for a local school to serve as the community services center. Local schools were assessed and ranked by level of likely contribution to the community center concept. It became apparent that, although several schools stood out as potential anchors of community service delivery, all of them had needs that would be better addressed through targeted neighborhood investment in this evolving network; a network where multiple school locations serve as smaller-scale service nodes, rather than just one site serving as the community anchor. The data below shows how each scored relative to the others. The data provides clues about how community resources can be distributed amongst schools in order to contribute to overall strength in the project area’s identity.

Untapped Potential

Six schools lie within the project area. Hubbard, Meyer, and Slonaker Elementary Schools (grades K-5) are within the Alum Rock Union Elementary School District. Katherine R. Smith Elementary School (grades K-6) is the only local representative of the Evergreen Elementary School District. William C. Overfelt High School (grades 9-12) is part of the East Side Union High School District. Most Holy Trinity School is a private school (grades K-8) that shares the grounds of Most Holy Trinity Catholic Church. While schools such as these are full of children during the day, they are generally unused throughout the late afternoon and
evening – the very times when parents get home from work, evening classes are offered, sports leagues hold their games, and community members gather for cultural events. These six school buildings hold much potential as additional after hours service and community meeting locations.

Initial Assessment

Four general criteria were developed as a result of the review of the Strong Neighborhoods Initiative (SNI) Plan. These criteria, equally weighted, were used to evaluate the qualities conducive to potential school hubs. The criteria used were:

- Existing facilities are sufficient to support additional uses.
- School has a need for funds for physical improvement.
- School is centrally located within project area
- Additional physical factors pertaining to community use of schools.

**EXISTING FACILITIES SUFFICIENT TO SUPPORT ADDITIONAL USES**

The physical evaluation process included both quantitative and qualitative evaluations. The project team began with a standard *seven-factor facility checklist* adapted from Sanoff’s School Building Assessment Methods, which is intended for general use on any type of facility.¹ This checklist was refined and modified to better match the physical attributes of a school (see Figure C-2). The completed seven-factor checklist used 38 questions to evaluate various measures of context, massing, interface, way-finding, social space, comfort, and exterior space. Additionally, two observers visited the schools and quantitatively ranked each school by its overall condition, and the layout of the surrounding neighborhood and streets. The results, based on these seven factors, showed that Most Holy Trinity

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¹ Henry Sanoff, supported by the National Clearinghouse for Educational Facilities, *School Building Assessment Methods*, 10-13.
and Katherine R. Smith best matched the conditions required to support community uses. These schools were then examined for the remaining three criteria.

**Figure C.2. Initial Assessment Seven-Factor Facility Checklist Rankings for Schools**

<table>
<thead>
<tr>
<th></th>
<th>Most Holy Trinity</th>
<th>Katherine R. Smith</th>
<th>Slonaker</th>
<th>Meyer</th>
<th>Overfelt</th>
<th>Hubbard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td>18</td>
<td>20</td>
<td>14</td>
<td>15</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td><strong>Massing</strong></td>
<td>13</td>
<td>13</td>
<td>8</td>
<td>10</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td><strong>Interface</strong></td>
<td>24</td>
<td>24</td>
<td>21</td>
<td>22</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td><strong>Way-finding</strong></td>
<td>23</td>
<td>19</td>
<td>16</td>
<td>17</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td><strong>Social Space</strong></td>
<td>24</td>
<td>25</td>
<td>27</td>
<td>22</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td><strong>Comfort</strong></td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td><strong>Exterior Space</strong></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>18</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>134</td>
<td>133</td>
<td>120</td>
<td>113</td>
<td>112</td>
<td>107</td>
</tr>
</tbody>
</table>

**SCHOOL REQUIRES FUNDS FOR PHYSICAL IMPROVEMENT**

Because residents expressed a desire for school improvements, individual schools with the greatest need scored higher on this factor than those that requiring only marginal improvement. Katherine R. Smith and Most Holy Trinity, which scored highest on the seven-factor checklist, needed very little improvement, while Hubbard and Meyer both had a strong need for improvement.

**SCHOOL CENTRALLY LOCATED WITHIN PROJECT AREA**

Central location of future service delivery sites is a positive factor; services should be easily reachable by community members. Overfelt, Most Holy Trinity, Hubbard, and Slonaker were centrally located, whereas Katherine R. Smith and Meyer were not near the center of most of the project area's residents.
ADDITIONAL PHYSICAL FACTORS PERTAINING TO THE COMMUNITY USE OF SCHOOLS

Suitability of school sites was also measured based upon more complex physical features such as space, flexibility, equipment availability, and access. Katherine R. Smith, Overfelt, Slonaker, and Most Holy Trinity scored well in this respect, but Hubbard and Meyer did not do as well because of limited capacity and perceptual as well as real physical access issues.

Second Assessment

From this ranked list of schools derived from all four criteria, the two schools with the highest scores, Slonaker and Overfelt, were selected for a second assessment. Using more qualitative worksheets on their second site visit, researchers compiled more detailed status indicators of the interior and exterior spaces. School staff members completed forms measuring their perceptions of the school environment. Consider the following abbreviated assessments as examples of how other schools might contribute to the network of services vision.

Slonaker Elementary School has a multipurpose building with strong potential to serve as a community service network anchor and an exterior field with ample space. The multipurpose building has excellent potential for separation of special uses with sufficient space. The lighting, sound, and aesthetics are good, as is the adaptability of furniture to disparate uses. However, circulation is poor. The school rated low on technology integration. The field has good circulation and a playground. However, the area lacks sufficient shade from the sun. It also lacks lighting for evening activities. In addition, outdoor furniture is not readily available.

W.C. Overfelt High School, by contrast, has multiple facilities with existing community services, a library, and computers. A large auditorium, an amphitheatre, and several sports facilities were identified as very flexible possible locations for community-accessible events.
Conclusion

All six of the schools within project area were assessed and ranked for their potential to serve as a community service hub. While our initial focus was on determining which facility held the most potential as a community hub, our findings illustrated that most school facilities had competing, redeeming factors. In other words, one school’s assets were another school’s challenges, and vice versa. Through this process of identifying strengths and weaknesses, the data encouraged a redefinition of the goal—a re-envisioning process that indicated that the community as a whole would be better off taking advantage of the existing strengths dispersed among the facilities, and exploring possibilities for enhancement where already available services could be augmented. We also recognized that a single school focus could alienate families, whose children were not connected to that particular school, and residents who have no affiliation to a school. Conversely, a network of facilities would promote strength through a diversity of existing and well-crafted additional services.
Appendix D. Resident Focus Group Survey Form

Introduction

During focus groups with community residents, a survey was provided to each focus group participant. This provided participants the opportunity to give their feedback privately. Survey results provided better context for the feedback obtained during the focus group session. Ultimately, this information helped the project team determine the community’s service needs.

1. Demographic Information

Please circle the best answer, and provide your own answer in the space provided when necessary.

Sex:
(1) Male  (2) Female

Age:
(1) 9-12  (2) 13-15  (11) Decline to state
(2) 16-18  (4) 19-24
(5) 25-34  (6) 35-44
(7) 45-54  (8) 55-64
(9) 65-74  (9) 75 or more

What is your ethnicity?
- Hispanic/ Latino
- Vietnamese
- Chinese
- White/ Caucasian
- Black/ African American
- Filipino
- Cambodian
- Other ___________________
- Decline to state

How long have you lived in this neighborhood?
Less than 1 year
1 to 5 years
More than 5 years
Decline to state

Do you rent or own your home?
(1) Rent  (2) Own

Where do you live (street name or nearest cross street)?

2. **Additional Comments on Community Services and Programs**

Please feel free to provide your comments on the questions below.

Are there services or programs in the community that you currently don't use, but want to use? Why?

List any services, programs or facilities that you travel more than 2 miles to use.

Are there any additional comments that you have about the services and programs that you use?
Appendix E. Stakeholder Interviews

Introduction

During the second phase of the project, the project team conducted interviews with stakeholders who were representatives of organizations envisioned as part of the services network. The organizations included both service providers and facilities. The following are summarized interviews with these stakeholders.

INTERVIEW WITH EDUARDO RUBIO, ALUM ROCK SCHOOL DISTRICT REPRESENTATIVE
CONDUCTED BY KIM MCAFEE, STUDENT, 5/2005

General points: Services lack target. Do not meet their goals – hates to see the services squandered where they are most needed. Larger leadership should meet once a month with smaller groups to meet more regularly. Train the service providers in ways to better deliver services with what they have. Schools are open to the concept of networks because they are active in networks already.

1. In what roles do you see the various organizations within the network? Can you identify organizations(s) positioned to oversee the network? Weed and Seed, with four goals to link residents to services and programs, could be a potential leader. United Way Silicon Valley (UWSV) could be a potential leader as well. Ron Soto had good things to say. We need to see the outcome. In general, SNI/Weed and Seed is well suited to guide this network.

2. In your view, what will it take to get potential stakeholders to participate? Additional information and clarity of the final outcome are needed for stakeholders to “jump in and play.” The Mayfair Improvement Initiative is a model for engaging residents
in outreach. Lorainna Madrid is a good contact, and Jaime Alvarado (Banca’s son) is the Executive Director. First Five is very active with the three schools in Mayfair. The school district has county programs in public health and in the School Linked Services program. Masuk Kim and Charlene Carlson are contacts for these programs. Most Holy Trinity is also already very active in a leadership capacity.

3. **What potential barriers do you see needing to be addressed?**
   Outreach for residents must be addressed. It is also important to identify strategies designed to keep residents engaged and participating and provide support for this process. On a related note, residents in K.O.N.A. need more leadership responsibility. The K.O.N. Neighborhood Advisory Committee (NAC), a great vehicle for this, should be given guidance with respect to increasing its visibility. The schools are an issue, but the timing is poor right now because it is testing time.

4. **Where do you see opportunities for leveraging funds and resources?** Please get back to me on this question.

5. **What do you see as short-term steps in moving the network closer to improvement of the delivery of services to residents?** Training service providers is a short-term step that will address service delivery.

6. **How could results of the service network be evaluated?** All Community Building Organizations (CBO) have their shortcomings and have outside assessments. Hold CBOs accountable by making sure they are at capacity.

7. **What do you see as the benefits of the network?** In a network it is easier for everyone to know about what the other network members are doing, as CBO’s and residents come together in committees on a regular basis. Furthermore, schools understand the network referral service process and are open to it. Dorsa,
Slonaker, Fischer are aware of and actively involved with community meetings. In fact, Fischer has portable meeting space.

Schools also already flag families and students that need additional support. Schools are already involved with Santa Clara County. The County has access to space, students, families, & records.

Schools and school districts also already engage in outreach. These methodologies include newsletters, general mailings, PTA organizations, parent conferences, back-to-school events, and end-of-the-year events. At Alum Rock’s Back-to-School Funfest, service providers are invited to provide workshops at the resource fair. A kiosk in the front office or in a community room would be a possibility. However, we must also engage families without children.

INTERVIEW WITH CHRIS CORPUS, EVERGREEN SCHOOL DISTRICT REPRESENTATIVE CONDUCTED BY MARIYA HODGE, STUDENT, 5/2/2005

1. In your view, as a school representative, what will it take to get individual schools to buy into the network? What will they need to get out of this in order to want to participate? If the principals are supportive, it will get done - the schools will enter the network. The district level will be important in terms of establishing buy-in. To make this work for schools, you will need to get creative in space. Schools have limited space to share and limited resources - principals need to put this at the top of their lists in order for it to be done.

2. You mention that the support of principals will be key. Do you have any thoughts on how we can involve principals that are reluctant to participate? Some principals will already be interested in participating. These are the ones that see themselves as community leaders, and can see this partnership as an extension of their community leadership. But others will not be as interested. For these it might be helpful to approach them through
the district level. This is one way to make sure schools remain cohesive and all buy in together.

All districts are different. Evergreen District gives principals many individual decision-making powers, but even when principals have the ability to make independent decisions, the district level can encourage them to make this partnership a priority.

One note on trying to involve principals: it is easier for them if meetings are scheduled earlier in the day (perhaps finishing by 3:00 p.m.).

3. What services combine well with schools? Would a non-school programmatic focus be a turn-off for principals? We can’t have all of the neighborhood’s services in one spot - they need to be spread out and that’s why we need the hub concept. But whatever services are chosen, it will be a time commitment for schools and principals.

You need to develop a clear communication network that will allow members to get easy access to each other - they can prioritize phone calls and messages from other network members, and this will help speed up functions in the network.

Another thing to keep in mind in terms of time are meetings. Structure is very important because it has implications in terms of how many new meetings are created. As much as possible, try to tie into existing meetings. This will serve everyone’s time interests. We did this with Weed and Seed.

4. Can you give us a bit more information about Weed and Seed and how that organization is structured? Weed and Seed has sub-groupings to minimize meetings. Basically there is the Major Committee which is made up of everyone - all the organizations that are servicing the community or being serviced. This group doesn’t meet often. Then there are subcommittees that are smaller and meet more often and on their own schedules.
5. **Who makes the decisions about the policy of the organization?**
   The entire group – the Major Committee – makes decisions about policy. They get recommendations from the subcommittees on specific issues whenever the large group does meet, and they use the recommendations to make policy.

6. **How are the subcommittees divided up? What are their focuses?** They are separated by service groups. I don’t know what the specific names of the different committees are at this point. If you need more detailed information about Weed and Seed you can try asking Marina Kipnis, or Rick Saito from the police department. This will be Rick’s second Weed and Seed project.

7. **Going back to the network in general, what potential barriers do you see needing to be addressed?** Residents are walkers and need motivation to get out and walk a distance for services. They need some information and some encouragement. We could encourage them, but right now we are reluctant to give referrals because we don’t have enough information to know what is out there and how residents can access it. Communication between network partners will be key in giving referrals.

8. **What about barriers to collaborating? What challenges will network partners face?** Some providers might not want to start making referrals because of the very real fear of becoming overextended. This was brought up at the last meeting, but it’s a serious fear. And knowing that budgets are tight and your fellow service providers might be at capacity, you will be reluctant to bring down a flood of clients on them unless they specifically tell you that they are under capacity and want the referrals.

   Also, we need to know what happens when we refer someone out by having a communication system. Did that person find the service they were looking for? When we never hear back, we stop making referrals. This is something that needs to be addressed with record sharing. If you think of the network as a business, people will want to know about its successes before endorsing it.
There needs to be a way to celebrate success, not just punish failure. If we can’t see and celebrate our successes, then we will become burned out and stop participating. On the topic of building success stories, each hub could post some testimonials that are specific to their site.

The need to get principals to collaborate might be another challenge, as we said before.

And service providers will be uncomfortable referring and accepting referrals, because it is generally not their business to advertise their services and they’re not used to it. This is a role they’ll have to get used to as the partnership develops.

9. **What do you see as the short-term steps that need to be taken to move the network forward, as opposed to the long-term steps?** Schools may not be concerned with Memoranda of Understanding (MOUs) and those types of legal arrangements, but community-based organizations will. Many of their own structures require MOUs before they can enter into partnerships. Schools will have to agree to exchange those legal documents for the benefit of the Community Building Organizations (CBO).

In the short-term, we need to create a key contact list and keep it updated. Tell everyone involved in the network to put these people at the top of their response list when a call or message comes in. All network-related communications should be prioritized.

10. **Do you think there is a danger of this project losing momentum before getting off the ground?** Definitely. The danger is very real. This structure was not built to know what will happen when you walk away. Since your class’s involvement will be sun setting after the next meeting on May 24th, this is something to talk about. At the next meeting you should identify 1 to 2 volunteers to take on the task of moving this forward. The project needs a champion, and it must be one who will continue to be around.
11. We have been talking about some type of immigrant focus, since most K.O.N.A. residents are immigrants. We've heard that many complain they cannot get services because of illegal immigration status. What are your thoughts on this and whether the network could address it? In reality some of the services don’t require social security numbers, but people just assume they do, and they're afraid to ask. For example, the adult ESL program at KR Smith, Community Based English Tutoring(CBET) is under capacity. This may be because people assume they need a social security number to use this service. This all goes back to communication, too. We need to know what services are out there, which ones are operating below capacity, and where to send people.

12. Do you have any other thoughts or comments? In talking about the focus of this network, we know that some community members really want this to be a community center, even though there is no funding for that. We should think about presenting it as a step towards a building, but for now this is what we can do for them. Don’t present it as something they can have instead of a building.

INTERVIEW WITH MIKE GIBEAU, CONSULTANT
CONDUCTED BY REBECCA MILLER, STUDENT, 5/6/2005

The interview with Mr. Giveau does not appear in the question/answer format used for the other interviews as this interview also served as an informational meeting for other members of the project team. As a result, Rebecca Miller provided a general summary of Mr. Gibeau's comments as they related to the questions asked of other interviewees.

The focus of the meeting was mostly on the service focus for the network. However, Mr. Gibeau provided additional comments on the proposed network.
The main reason the Alternative Education Collaborative worked and was successful had a lot to do with the fact that political realities were integrated into building the collaborative; this is a major aspect to a successful collaborative.

Attention must also be paid to setting-up programs versus systems. Setting-up a program is short-term and setting-up a system is long-term.

It is also important to have dedicated leadership, or a Full-time Equivalent (FTE). In order to run something successfully it is important to have a full-time leader who can focus on the organization. Related to this is the fact that a CBO cannot run the collaborative because there is an inherent conflict of interest.

Organizations, such as the United Way of Silicon Valley (UWSV), that have been identified as possibilities with respect to running the collaborative must have detailed conversations with the SNI. It is also important to talk to the service providers and ask them, “What is one thing that they deal with in their daily reality that we can design around?” We also need to get potential facilities providers, i.e. schools and school districts, to the table.

It is also important that in our collaborative we protect the residents of the project area. This can be accomplished by bringing in parents, union members and community volunteers. We also need to be very clear and specific to each stakeholder in regards to how they fit in. In order to create a win-win situation, it is important to ask, “what do you know that I need to know?”

INTERVIEW WITH STEVE TEDESCO, EXECUTIVE DIRECTOR, BOYS & GIRLS CLUBS OF SILICON VALLEY SMYTHE CLUBHOUSE CONDUCTED BY ORLANDO REYES-RODAS, STUDENT, 5/4/2005

The following is a paraphrased summary from the interview with Mr. Tedesco.

1. What is your Mission Statement? Our mission is “to inspire and enable all young people, especially those from disadvantaged
circumstances, to realize their full potential as productive, responsible, and caring citizens."

2. **What is the structure of your organization and how is it run?**

Each respective Boys & Girls Club is essentially a franchise. Similar to a franchise each site is obligated to follow the national Boys & Girls Clubs charter, rules and regulations. The national level club is divided into geographic regions; the regional service director, who Mr. Tedesco works with, is based out of Long Beach, California. The regional service director provides Mr. Tedesco’s Silicon Valley chapter with training, performance assessment tools and other assistance. There is a $4K yearly due that Boys & Girls Club of Silicon Valley Smythe Clubhouse must pay to the national organization via the regional office in Long Beach. The national level does provide $200K in funds to regional chapters if they meet minimum guideline standards.

There are four sites that comprise the Boys & Girls Clubs of Silicon Valley. Each site has unit director and a small administrative staff, all which report directly to Steve Tedesco. There is also a development director and part-time finance director.

For those interested in opening a Boys & Girls Club they must first reach out to the national organization, which will put you in touch with the regional office. Discussions then take place with regional and local offices to ensure there is no overlap or cannibalization between existing and new clubs established.

3. **How are outcomes measured and evaluated by your organization?**

There are assessment tools (non-software) that are provided by the national group which help in quantifying annual club effectiveness, strategic planning, etc. A matrix is also provided which includes a self-evaluation of each site and staff member. There highest level within the matrix is ‘excelling,’ a goal all Boys & Girls Clubs seek to obtain.
4. **How do you go about fundraising?** Fundraising is accomplished by tapping into all available and qualifying foundation grants. The Boys & Girls Clubs of Silicon Valley Smythe Clubhouse has an appointed foundation director assistant position that is in charge of writing grants. Fundraising is also accomplished through marketing events such as golf and dinner functions which target corporate and individual sponsors. Personal solicitation is also conducted via phone and mail. There are private companies who sell the list of names and addresses of individuals who have donated to non-profits in the past. This list may consist of criteria such as per zip code, home owners who have voted in the past local elections and have incomes greater than 100K. City grants are also applied for.

5. **Is there anything discussed at the Boys & Girls Clubs Annual Conference held in San Diego this past April 27th -30th that may benefit the development or implementation of the K.O.N.A. Network?** There was a very useful Youth Asset Report provided and discussed by the Higher Search Institute. This report contains forty assets the Higher Search Institute believes are critical to the successful development of youth. A goal amongst the Boys & Girls Clubs is to have youth obtain thirty-three out of the forty assets. An asset assessment survey of Santa Clara County was conducted by the Santa Clara Youth Alliance, which found our community youth possessed only nineteen to twenty out of forty Assets. The following contact may be able to share more information about this Youth Asset Report: Akemi Flynn, Santa Clara Valley YMCA, 403-351-6424. Mr. Tedesco also mentioned that this Youth Asset Report might become the norm in minimum requirement guidelines when applying to funds; for example the Healthy Neighborhood Fund (HNF), a City of San José sponsored program, now uses the Youth Asset Report as a requirement fund applicants must fulfill.
6. **What lessons do you think K.O.N.A. can learn from your governance model?** Mr. Tedesco does not believe there is anything specific that the K.O.N.A. network can learn from Boys & Girls Clubs governance model, however, there are some elements, as discussed in the other questions, which may be of value to the implementation process of K.O.N.A.

7. **What do you see as short-term steps in moving the network closer to implementation?** Although SNI is a very good partner, it is only a small piece in the many collaborations already taking place. For example, City of San José District 5 has had a summit led by Ed Solis from the Alum Rock Youth Center where the objective is to establish a network of CBOs that serve District 5. This District 5 (D5) summit is similar to those efforts taking place in the development of K.O.N.A. a Community Network, however, the only difference is that K.O.N.A network development studies are being conducted by the SJSU Urban and Regional Planning Department, whereas D5 has little formal implementation study and much of it is a trial-and-error approach to developing the network. There are also several members who are involved in the network K.O.N.A development meetings who are likewise involved with D5. Another community gathering is also taking place with District 2 led by Forrest Williams. Steve Tedesco states that the meetings with District 2 occur every other month.

With all the meetings taking place outside of K.O.N.A., Steve believes other CBOs who also have tight schedules would benefit from a coordination led by the City to inform all CBOs of what is taking place within San José in order to minimize the number of meetings and better make use of the CBOs limited time available.

Implementing the network will also require identifying individuals who will lead network associated K.O.N.A meetings and lead the staff that will be needed. Steve mentioned that he does not think a CBO would have the ability to lead the required ongoing K.O.N.A. network meetings given most CBOs are already spread
thin with resources. Steve did suggest the SNI may be better positioned to organize the meetings, however, he cautioned that the organizer should be knowledgeable about and have experience in establishing collaborations with CBO's or have the ability to lead a community board of directors. Mr. Tedesco also stated that there is great importance in establishing events were CBOs can come to learn about each other and what they are offering to the community; that would help in the further development of collaborations.

Mr. Tedesco also mentioned that he is aware that United Way of Silicon Valley might want to take a leadership role within the Community Services Network; Steve believes United Way has the ability to conduct collaborations, however, he is unsure if United Way has the time required to sustain the these meetings continually. While United Way may be a great catalyst, Mr. Tedesco highlighted the importance of establishing a sustainable staff required to promote the longevity of the Community Services Network. Mr. Tedesco also indicated that school districts should be involved since they should be a major player in these community networks.

8. **What potential barriers to establishing the Community Services Network do you think need to be addressed?** Mr. Tedesco identified the following potential barriers, in order of priority: 1) Establishing the staff required to lead and coordinate CBO efforts within the K.O.N.A. network and the identifying the CBOs that will offer their services within this network; 2) Understanding that the project area is in a crises-oriented area and that all stakeholders need to be vigilant to help contain any disruptive action such as a gang activity that may distract the attention and commitment of the CBOs within the project area; 3) Establishing present and future funding for the Community Services Network.

9. **In your view, what will it take to get potential stakeholders to participate?** Leveraging existing partnerships, getting the word
out about the Network and establishing a leadership board that can provide the structure needed to deploy the Community Services Network.

10. **Other Observations and Comments**: Mr. Tedesco mentioned that aside from K.O.N.A. Network discussions the other group well organized in the pursuit of a community network prototype is the D5 Summit. There are a lot of CBOs doing great work and working in collaboration with other CBOs such as Boys & Girls Club and Most Holy Trinity.

Mr. Tedesco also stated that he is aware that some community members would like services available, practically at their doorstep. He stated this is an expectation he could not meet and he explained that this might be due to the fact that residents in the project area define their neighborhood region in terms of comfort level, which is oftentimes not a great distance.
Appendix F. Governance Models

Introduction
In order to develop a governance related recommendation for the services network the project team researched models used in both the non-profit and for-profit context. A summary of those models is provided in the matrix (Figure F-1), below.
## Governance Models

<table>
<thead>
<tr>
<th>Governance Models</th>
<th>For-Profit Organization</th>
<th>New Non-Profit Organization</th>
<th>Leverage Existing Non-Profit Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Board Model</td>
<td>A Policy Board establishes guiding principles and policies for an organization, delegates responsibilities and authority for performing under principles and policies, and monitors accountability of procedures and compliance of principles and policies. The CEO is the presiding board member.</td>
<td>A private organization led by a strong board making all leadership decisions.</td>
<td>A group that leverages the existing non-profit status of members and is led by a strong board making all leadership decisions.</td>
</tr>
<tr>
<td>Working Administrative Board Model</td>
<td>A Working Administrative Board organizes committees for fundraising, human resources, programs, planning and implementation, and other functions. The structure of the organization is used as a template to structure the board and its committees.</td>
<td>A private organization led by a board that delegates responsibilities to committees.</td>
<td>A group that leverages the existing non-profit status of members and is led by a board that delegates responsibilities to committees.</td>
</tr>
<tr>
<td>Collaborative Model</td>
<td>A Collaborative organization uses “peer management” or collaborative management. All responsibility is shared. All significant decisions are made by consensus among members. The board of directors in this framework tries to create a single managing or governing body made up of all board and staff members and volunteers, with clients as an option.</td>
<td>A private organization governed democratically using group consensus (not typical).</td>
<td>A group that leverages the existing non-profit status of members and is governed democratically using group consensus.</td>
</tr>
</tbody>
</table>

A business entity organized for profit. Must file Articles of Incorporation with the appropriate state agency and pay federal and state income taxes.

To be tax-exempt as a social welfare organization described in Internal Revenue Code (IRC) Section 501(c)(4), (or Section 501(c)(3)), an organization must not be organized for profit and must be operated exclusively to promote social welfare.

An umbrella organization is an association of institutions working together formally to coordinate activities or pool resources. In business, an umbrella organization provides resources and often identity to members. In this arrangement, the umbrella organization is partially responsible for starting groups under its care.
Appendix G. Community-Based Collaboratives

Introduction

In the process of developing organizational and governance-related recommendations, a detailed investigation was made of national and international community-based models, specifically focusing on their organizational structure. Below is a list of key national models of collaborative governance identified as most applicable to this project. The descriptions include background information, governance structure, and an analysis of what each model can teach us in developing the Community Services Network.

National Models

**COALITION FOR COMMUNITY SCHOOLS**

The Coalition for Community Schools is an alliance of national, state, and local organizations focused on education for grades K-16, youth development, community planning and development, family support, health and human services, and government and philanthropy. The Coalition advocates for community schools as the vehicle for strengthening schools, families, and communities so that together they can improve student learning.

**Governance**

The Institute for Educational Leadership (IEL) staffs the Coalition for Community Schools. The Coalition has its own steering committee, which decides policy and strategy, and provides oversight of its activities. For more than 35 years, the IEL (a nonprofit, nonpartisan organization based
in Washington, DC) has worked to achieve better results for children and youth. At the heart of IEL’s effectiveness is a unique ability to bring people together in order to identify and resolve issues across policy, program, and sector boundaries. As a natural outgrowth of IEL’s work, diverse networks have been created and nurtured.²

**Analysis**

The Coalition for Community Schools functions as an integrator and moderator for community-based schools. Since the Community Services Network may have a similar function, we can learn much from them, specifically regarding the monitoring and integration of partners on a federal, state, and local level.

**BRIDGES TO SUCCESS**

Bridges to Success (BTS) aims to foster successful students through enduring school, family, and community partnerships. Their schools become hubs of the community with many resources for children, families, and neighborhood residents available beyond the traditional school operating hours.³

**Governance**

Strong collaboration and shared decision-making is key to the structure. All sectors of the community, especially parents, families and residents, work together with schools to create a rich array of needed resources. The site teams meet regularly, bringing together the schools and the community to plan and create resources in order to meet identified needs. An annual assessment of the program includes a school-community profile which identifies needs, assets, partnerships, goals, outcomes, and impact.⁴

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⁴ Ibid.
Analysis

One of the points most emphasized by BTS is the need for resident involvement and community decision-making in order for the collaboration to work. The governance structure of BTS is one that the Community Services Network could emulate. BTS focuses first on bringing all parties to the table, assessing needs and conditions, and finally making informed decisions about goals and strategies.

NATIONAL COUNCIL FOR PUBLIC-PRIVATE PARTNERSHIPS

The National Council for Public-Private Partnerships (NCPPP) is a national organization whose goal is to serve as an advocate for public-private partnerships.

The NCPPP defines public-private partnership as “a contractual agreement between a public agency (federal, state, or local) and a private sector entity.” Through this agreement, the skills and assets of each sector (public or private) are shared to deliver a service or facility to the general public. In addition to sharing resources, each party shares the risks and rewards associated with the delivery of the service or facility.

Governance

The NCPPP is a partnership of member organizations. Members are organized into three categories: Sustaining, Sponsor, and Alpha. Sustaining and Sponsor members include all organizations that serve on the NCPPP Board of Directors. They also represent the most active organizations within the NCPPP. The Alpha List includes all NCPPP members, regardless of category or type. The Sector List provides a listing of members by areas of interest and/or sectors. Each of these listings includes a link to the complete contact information for each organization, allowing for easy communication among NCPPP members.

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6 Ibid.
Analysis

K.O.N.A. may similarly include lists of member organizations, which can be organized into a governing body, a body made up of all members, and smaller clusters or sectors based on service type. Should the Community Services Network adopt a different structure, NCPPP would be a valuable source of information for network stakeholders. Stakeholders might wish to consult the wealth of information offered by NCPPP concerning the history, structures, and lessons learned from similar public-private partnerships.

TENDERLOIN COMMUNITY SCHOOL

The Tenderloin Community School is as distinct as the name that describes it: “…a facility whose mission is to bring together and celebrate the whole community in all of its diversity. [The] school creates a safe environment that encourages students' appreciation of, respect for and responsibility to themselves and others. Every child will be able to make positive life choices and be active and productive citizens of the new millennium. [Tenderloin Community School] envisions a learning community of collaboration between neighborhood members, community resources and children, parents and staff.”7 The school, built with the purpose of joining elementary education with community services, incorporates health, counseling, adult education, preschool, and child development services.8

Governance

The Tenderloin Community School is governed through a partnership between the San Francisco Unified School District and the Bay Area Women's and Children’s Center (BAWCC). BAWCC is a nonprofit organization which encouraged the city to construct a community school,

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and which now oversees the operation of many of the community resources and services housed within the building. The continuing partnership between BAWCC and the school district makes the Tenderloin Community School an innovative example of effective governance.

**Analysis**

The Tenderloin Community School brings together a school district, a key nonprofit integrator, and various service agencies on a single school property. This form of collaboration may be a useful model for the network project. The concept of the Community Services Network centers on the integration of community services onto school sites. In contemplating how such integration can be accomplished and governed, the Tenderloin Community School provides an interesting example. It raises the possibility that a key nonprofit organization might fill an integrating role and serve as liaison between school leadership and service providers.

**PUBLIC-PRIVATE PARTNERSHIP OFFICE OF CANADA**

The Public-Private Partnership (P3) Office of Canada exists to increase awareness of public-private partnerships by providing a center of knowledge and expertise on P3 issues. A public-private partnership is defined by the P3 Office as a "cooperative venture for the provision of infrastructure or services, built on the expertise of each partner that best meets clearly defined public needs, through the most appropriate allocation of resources, risks, and rewards." Keys to a successful P3 include starting with a clear plan, communicating, identifying a project champion, selecting the right partners, using the life-cycle approach, ensuring integrity in the

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9 Ibid.

process, and exercising good governance (a fair, open, and transparent process). 11

**Governance**

The P3 Office itself does not have a relevant collaborative structure. However, the P3 Office discusses in detail the process of structuring a public-private partnership, which should take on three phases. The three broad phases in the P3 process are: 1) planning and strategy development, 2) procurement, and 3) contracting and ongoing management.

**Analysis**

The Public-Private Partnership Office does not offer a specific governance model to be emulated within the project area. However, the lesson the Community Services Network can learn from the P3 Office is that it is imperative to be organized. The network would benefit from the structured attributes of the P3 organization. Stakeholders should consider these steps and structures in designing and implementing the network.

**Local Models**

Stakeholders suggested examination of several specific local models of collaborative governance. These included Weed and Seed/Safe Haven, the Mayor's Gang Prevention Task Force, the Mayfair Improvement Initiatives, the Boys & Girls Clubs of Silicon Valley, the United Way of Silicon Valley. After detailed research, the Mayfair Improvement Initiative (MII), Weed and Seed/Safe Haven, and the Mayor's Gang Prevention Task Force were identified as the key models containing beneficial elements for the formation of the Community Services Network. There are many common stakeholders among these three collaboratives and the emerging Community Services Network, including community members, service providers, and government agencies. Below is a

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description of each of the three organizations along with the strengths of each organizational model as it relates to the development of the network.

WEED AND SEED/SAFE HAVEN

Weed and Seed is a national program sponsored by the Department of Justice. It operates in a franchise style in specific local areas. According to the U.S. Attorney’s Office, “Weed and Seed is a Department of Justice community-based program whose goal is to prevent, control, and reduce violent crime, drug abuse, and gang activity in targeted high-crime neighborhoods throughout the country. Weed and Seed strategy follows a two-pronged approach. Local law enforcement agencies and prosecutors cooperate in weeding out criminals who engage in violent crimes and drug abuse. Seeding brings to the area human services encompassing prevention, intervention, treatment, and neighborhood revitalization. A community-oriented policing component bridges weeding and seeding strategies. Officers obtain cooperation and information from area residents while they assist residents in obtaining information about community revitalization and resources.”

Strength of Model

Weed and Seed/Safe Haven has been successful using an organizational structure consisting of a Major Committee and Subcommittees. Subcommittees meet more often and study specific issues in order to make recommendations that influence the policy established by the Major Committee. Subcommittees are smaller groups, allowing the logistic flexibility to meet more often than the Major Committee does. All organizations servicing the community are part of the Major Committee, which meets less frequently but ultimately makes all decisions of the organization in a democratic, collaborative fashion. The benefit of this structure is the streamlined approach to meetings, which makes effective

use of people's time, as well as the truly collaborative nature of the partnerships. Figure G-1, below, visualizes this structure.

**Figure G-1. Weed and Seed/Safe Haven Structure**

![Diagram of Weed and Seed/Safe Haven Structure]

**MAYFAIR IMPROVEMENT INITIATIVE**

The Mayfair Improvement Initiative (MII) is focused specifically on a local area: the Mayfair neighborhood of San José. “MII is focused on building the housing, employment, and early childhood education foundations to ensure that every family in Mayfair has homes that are safe, affordable, and stable and that every child and every adult has the basic educational foundations to succeed in school and at work. We commit ourselves to achieving this vision in Mayfair and to share our lessons learned with the countless other 'Mayfairs' across California.”

**Strength of Model**

MII has a somewhat complex organizational model (see Figure G-2, below). At the top of the structure is the Board of Directors, which sets goals and policies for MII. Next, the model divides into two similar branches. One branch focuses on Community-Wide Coordinated Programs while the other branch is geared towards a Regional Coordinated Advocacy Program. Each branch has a Technical Team that includes community residents. Finally, Subcommittees focus on specific issues for each Technical Team. The key lesson of this model is the involvement of residents at all levels. Neighborhood residents are integrated throughout

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the MII structure in both branches. Similarly, the Community Services Network should seek to involve meaningfully residents in various ways throughout its structure.

Figure G-2. Mayfair Improvement Initiative Structure

MAYOR’S GANG PREVENTION TASK FORCE

The Mayor’s Gang Prevention Task Force (MGPTF) is a collaborative group of service providers very much like the emerging Community Services Network. According to Mayor Ron Gonzales, “the Mayor’s Gang Prevention Task Force was created in 1991 to address the issues of community safety and violent and gang-involved youth. The task force includes police, community service organizations, and schools to develop coordinated programs to prevent, intervene, and suppress gang activity and crime among young people in San José.”

Strength of Model

Two key organizational components define the MGPTF (see Figure G-3). One uses a bottom-heavy structure. In other words, decisions are made by a small, higher level board, while the vast majority of stakeholders

participate at a lower level. The success of MGPTF lies in its structure comprised of a Policy Team and a Technical Team. The Policy Team is a small group focused on the overall direction and objectives of the Task Force. The Mayor chairs the Policy Team. The Technical Team is made-up of all service providers/members, and contains the expertise needed to execute the directives of the Policy Team. Like Weed and Seed, the structure of this model also provides for the efficient allocation of meeting time among key constituents.

**Figure G-3. Mayor’s Gang Prevention Task Force Structure**

![Diagram of Mayor's Gang Prevention Task Force Structure]

**EAST SAN JOSÉ SAFE SCHOOLS/HEALTHY STUDENTS INITIATIVE**

The East San José Safe Schools/Healthy Students Initiative covers several school districts, including Alum Rock, East Side Union, and Franklin-McKinley. Initial funding came from a three-year grant received in May of 2000 from the Federal Safe Schools/Healthy Students Program. The original proposal included implementation of a range of comprehensive and integrated strategies in order to create safe and healthy school and community environments in East San José.\(^{15}\) Most interestingly, an evaluation was conducted at the mid-point of funding to gauge the

---

effectiveness of the initiative for stakeholders and the federal funding agency.

Lessons Learned

The Safe Schools/Healthy Students Initiative offers several lessons for evaluating a network in terms of responsibilities, grant funding, contractual relationships, and communication with students and collaborative agencies.

The results of the early implementation process and the findings at the end of the evaluation report are interesting to consider. The evaluation found evidence of weak implementation of the collaborative's original plans. A lack of original administrative personnel present at the time of evaluation suggested the initiative had gone through many changes. Other problems identified were slow placement of institutional paperwork, difficulty tracking and monitoring the management of contracts, a lack of training leading to slow service delivery, the need for more full time liaisons and coordinators, and a need for low level of awareness of Safe Schools/Healthy Students initiative among the stakeholders interviewed.

Once these issues were addressed, all areas improved. Positive indications of success were noted at the end of the evaluation period. The Initiative observed an increase in Steering Committee meeting attendance. Communication and coordination increased among collaborative agencies. The integration of developed programs was seen as an integral part of school services. Cluster coordinators enhanced communication and coordination at schools. Finally, programs implemented were seen by students and adults as having positive results in the community.

An additional lesson of the East San José Safe Schools/Healthy Students initiative is the importance of a shared database system. In this initiative, the three school districts used this type of system to greatly enhance communication and collaboration. However, it was noted that “the system is not currently being used anywhere near its capacity. The system could

18 Ibid., 16, 41-42.
be used to provide information on student needs, the services that they are provided with, and any changes in their circumstances so that better coordination of delivery of services and follow-up could occur.” The database system itself is worth investigating as a potential strategy within the project area, keeping in mind the difficulties encountered in East San José.

**CONCLUSIONS**

Based on detailed research of local models, Mayfair, the Mayor’s Gang Prevention Task Force, Weed and Seed, and the Safe Schools/Healthy Students Initiative provide the most useful lessons for the Community Services Network. These lessons include:

- Resident representation can and should be incorporated at many levels.
- A small policy board can effectively govern a technical team made-up of all service provider members.
- Subcommittees based on service concentrations can provide for the effective study of specific issues while minimizing the need for meetings of the larger body of stakeholders.
- Shared database systems are critical to enhance communication and enable collaboration.

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17 Ibid., 40.
Appendix H. Local Outreach Outlets

Introduction

Existing local outreach outlets, and their means of outreach, were identified (see Figure H-1) in order to capture how existing outlets might facilitate outreach for the K.O.N.A. Network. Ultimately, the K.O.N.A. Network can use these existing outreach outlets as a means of connecting with the community.

Figure H-1. Local Outreach Outlets

<table>
<thead>
<tr>
<th>SERVICE PROVIDER</th>
<th>School-to-Home</th>
<th>Mailings</th>
<th>Newsletters</th>
<th>Brochures</th>
<th>Flyers</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys &amp; Girls Club</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>City of San José Parks Division</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Clyde Fischer Middle School</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dorso Elementary School</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hank Lopez Community Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Hillview Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hubbard Elementary School</td>
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<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.R. Smith Elementary School</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican American Community Services Agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Most Holy Trinity School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overfelt Adult Center</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overfelt Children's Center</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overfelt High School</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overfelt Neighborhood Health Clinic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Resources for Families and Communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>San José One Stop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>San José Parks, Recreation and Neighborhood Services</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San José Public Library Hillview Branch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>San Juan Bautista Child Development Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silicon Valley Work Force Investment Network</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Slonaker Elementary School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Appendix I. Regional Outreach Outlets

Introduction

Because residents may require services that are not available in the project area, the project team identified regional phone lines and referral systems to connect residents to services at the city- and county-wide scale.

UNITED WAY SILICON VALLEY FIRST CALL FOR HELP

(408) 284-4636

Description

The United Way Silicon Valley (UWSV) First Call for Help is an informational phone line staffed by trained information and referral specialists. A live operator, who asks a series of questions to identify the caller’s service needs, location, and access to a vehicle, assists callers. This personal assistance connects the caller to the appropriate social service close to his or her neighborhood. The operator, fluent in English and Spanish, is available Monday through Friday from 8:30 a.m. to 4:30 p.m.

Callers are referred to both governmental service providers (county, state, and federal agencies) and non-profit organizations that provide assistance in a variety of ways, including the following:

- Basic needs, such as food, shelter and clothing
- Financial assistance
- Counseling
- Childcare
- Healthcare
- Employment services
- Sustainability
The database providing service provider contact information, location, and description is generated using the Directory of Human Services for Santa Clara County (a service provider phone book that is compiled and published by the Information and Referral Department of United Way Silicon Valley). The help line operator uses a digital version of this directory which is updated annually through the following sequence, shown in Figure I-1.

**Figure I-1. United Way First Call for Help – Update Process**

- An annual letter is sent to each service provider in the directory stating the information that the directory lists for it.
- The service provider mails the letter back with modifications.
- The service provider does not respond. The operator attempts to contact the service provider.
- The online directory is updated by the help line operator (the printed version is not updated).
- If the operator is unable to contact the provider, a letter is sent to the provider stating that the provider will be dropped from the directory.

**Responsibility and Resources**

The United Way Silicon Valley provides the resources to operate the phone line, including salary and office space for the operator and other administrative costs.

**Timeframe**

This service is currently available.
CITY OF SAN JOSÉ CALL CENTER

(408) 277-4000

Description

Live operators who connect callers to appropriate city services such as police and code enforcement services staff the City of San José Call Center. Operators offer referrals to additional non-city services, often referring callers to the United Way Silicon Valley First Call for Help phone line. This service is available 24 hours per day.

Sustainability

Each department updates city services included in the database.

Responsibility and Resources

The City of San José funds and operates the City of San José Call Center.

Timeframe

This service is currently available.

2-1-1

Description

2-1-1 is a free, easy-to-remember phone number that connects people with important community services, similar to the 4-1-1 informational phone line. The establishment of a 2-1-1 phone line in the Bay Area is part of a national effort to ensure that 50% of the U.S. population has access to 2-1-1 by 2005. The service provider information database of information will be built from the United Way First Call for Help phone line database. The following table (Figure I-2) describes the efforts underway to establish 2-1-1 informational phone lines throughout the country and includes information about the target area, the organization spearheading the effort, and the objective and status of the effort.
Figure I-2. 2-1-1 Outreach Outlets

<table>
<thead>
<tr>
<th>Target Area</th>
<th>Organization Spearheading Effort to Provide Access to 2-1-1</th>
<th>Objective and Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>United Way and The Alliance for Information and Referral</td>
<td>Ensure that 50% of the U.S. population has access to 2-1-1 by 2005. Currently available to 108 million people in 31 states.</td>
</tr>
<tr>
<td>California</td>
<td>United Way and the California Alliance of Information and Referral Systems</td>
<td>Eight counties equaling 67% of California’s population will have access to 2-1-1 by 2005.</td>
</tr>
<tr>
<td>Bay Area</td>
<td>United Way Silicon Valley(^{19})</td>
<td>Planned for the Bay Area region beginning in 2006.</td>
</tr>
</tbody>
</table>

Trained information and referral specialists utilize their focused human service skills to assists callers in 3-6 minutes, 24 hours per day and 7 days per week, regardless of the caller’s language or disability.\(^{20}\) Types of information and referrals address basic life needs such as the following:

- Food
- Shelter and clothing
- Financial assistance
- Family counseling
- Disability services
- Legal referrals
- Consumer assistance

Studies show that centralized access to service information and referrals would provide costs savings by reducing the need for other entities to


\(^{19}\) United Way Silicon Valley, *2-1-1 Board Briefing PowerPoint Presentation*, 2-23-05.

develop, maintain and operate new information and referral systems or 800 numbers. 2-1-1 provides the following benefits to agencies:

- Frees agencies to concentrate on their core competencies
- Reduces advertising and marketing costs
- Increases service provider efficiency
- Provides a useful planning tool
- Facilitates collaborative partnerships between agencies

Individual callers benefit by receiving personalized assistance that connects them to the needed services in a single confidential call.²¹

**Sustainability**

2-1-1 operators must provide service in accordance with the professional standards of information and referral set in 2000 by the Alliance of Information and Referral Services (AIRS). These standards include sustainability provisions. AIRS standards mandate that operators collect, on an annual basis, identified data elements regarding all agencies and services for which they are supplying information or to whom they are making. They must index services according to taxonomy of human services, and they must have a disaster plan and be available in the event of an emergency. They must have a data collection tool that protects the confidentiality of the caller. The data is used for service evaluation and planning purposes.²²

**Resources Needed**

Approximately $900,000 is needed in the first year, slightly less in the second year. Proposed funding includes a combination of 50% government (federal, counties, and cities) and 50% private (UWSV, private foundations, and trusts).²³

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²¹ Ibid.
²² Ibid.
²³ United Way Silicon Valley, 2-1-1 Board Briefing PowerPoint Presentation, 2-23-05.
Responsibility

UWSV, City of San José, and County of Santa Clara primarily maintain this service, with other Bay Area counties collaborating. Participating counties include San Francisco, Marin, Napa, Solano, San Mateo, Santa Clara, Santa Cruz, and Monterey.24

Timeframe

2-1-1 is planned for 2006.

HELP SCC WEBSITE

http://www.helpscc.org

Description

The Help SCC website is a searchable database of health and human service providers in Santa Clara and Santa Cruz Counties, with links to informative websites such as county and city agencies. The website contains information about 1,800 service providers, including location, phone number, entrance requirements, fees, staff languages, and a brief description of services offered.

Community Technology Alliance (CTA), a partnership among shelter and emergency service providers, specialized non-profits, Santa Clara County, and the City of San José, administers the website. CTA acts as a catalyst between service providers to increase services, avoid duplication of technological effort, and link and network agencies in the region, allowing them to more effectively deliver services to at-risk populations.25

Benefits of the Help SCC website include increased efficiency and effectiveness of social service providers. Service providers can use the

24 Ibid.
website to provide accurate, reliable information and client referral.\textsuperscript{26} Categories of services in the online directory include the following:

- Food
- Housing
- Health
- Children and youth
- Seniors
- Income
- Emergency assistance

The website is useful because print directories often become outdated soon after they are printed. However, in the project area, a website may not be the best way to connect residents to services. They may prefer to receive service provider contacts by phone rather than searching online for social services. Nevertheless, this website should be a useful tool to connect service providers with each other.

**Sustainability**

Data is collected, entered, and maintained by community stakeholders. For instance, a representative group of service providers from one category is responsible for updating all of the information about all service providers in that category. A database administrator is employed to manage relational databases, provide technological oversight of data and website linkages, and produce data extraction reports. A community outreach/training coordinator makes sure agencies and the public are aware of the directory and can make the best use of it.\textsuperscript{27}

**Resources Needed**

The website is financially supported through foundations, federal and local governments, and private contributions.


\textsuperscript{27} Ibid.
**Responsibility**

CTA is responsible for maintaining the website.

**Timeframe**

This service is currently available.
Appendix J. Community Services Resources Directory

The Community Resources Directory was developed using the information obtained through the service provider survey (see Appendix B). The directory is intended to serve as an outreach mechanism disbursed via the local outreach outlets listed in Appendix H, as well as through resident groups and organizations.
Appendix K. Updating the Community Services Resource Directory

Introduction

The following section provides detailed instructions to update the Community Services Resource Directory. Responsibility for updating the directory will be identified by the K.O.N.A. Network’s governance team.

In order to make the updates, Microsoft Publisher and Microsoft Excel products are required.

Opening the Catalog Merge Template File in Microsoft Publisher

Upon opening the Microsoft Publisher program and loading the CatalogMergeTemplate.pub file, the following window will appear asking for the source of the database.

Select Yes and locate the Directory.xls file.
You may see the following window if the location of the files have changed, or if the files have been transferred to another computer.

![Publisher Can't Connect](Image)

By default, this file is located inside the Resources Directory folder on the CD. However, if this file has been copied to another location for updating, please select the file from the new location. Select **Try to reconnect to the data source**, then click **Continue**.
The next window appears with a list of all of the worksheets available in the Excel file. Select only the Database worksheet and click OK.

The next window asks whether the links should be updated. This procedure is not necessary. Click No.

To proceed with the Catalog Merge to create the directory entries, please read the next section.

These steps should be repeated with to update the directory in Spanish.
Updating the K.O.N.A. Community Services Resource Directory

The Community Services Resource Directory (RD) was created in English and Spanish using the Microsoft Publisher and Microsoft Excel programs within the Microsoft Office 2003 application software. These programs were used to create two components of the RD:

Microsoft Excel was used to enter and store data about the services and programs displayed in the RD. The file is named Directory.xls and is stored in the same folder as the other files that make up the RD. Within the Excel file are a number of worksheets named Provider* and one worksheet named Database. The raw data is for all of the services are stored in the Database worksheet. This worksheet contains formulas that link to the Provider worksheets. The Provider worksheets are created as forms so they may be sent to individual service providers to update information. By updating the Provider worksheets, the Database worksheet is automatically updated. Please note: DO NOT MODIFY the Database sheet.

Microsoft Publisher was used to create the layout of the actual RD document. There are a number of three key files associated with the directory. These files are available in both English and Spanish versions:

- FrontMatter.doc contains the Cover page and Table of Contents. This file may be edited in Microsoft Publisher or in MS Word.
- BackMatter.doc contains the Other Resources page and a list of Services that accompanies the Directory Map.
- Index.doc contains the indexes for the Services
- DirectoryMap.pdf is a map of services and locations in the KONA area.
- CatalogMergeTemplate.pub contains the template for the main contents of the document. This file is used to create a Catalog Merge with the data in the Directory.xls's Database worksheet. Information below explains how the Catalog Merge works.
• **Directory.xls** contains the raw data for the RD. When using the Catalog Merge function in Microsoft Publisher, select this file to insert data.

• **DirectoryServiceEntries.pub** contains the final pages extracted from the **Directory.xls** file using the Catalog Merge function. Print and attach these pages to the Front Matter print outs to create the final product. Note: Each update will require you to produce a new **Directory.pub** file. After each update the existing **Directory.pub** file may be discarded.

**WHAT IS CATALOG MERGE?**

Use Catalog Merge to create catalogs, directories, photo albums, or any other type of publication that displays one or more items per page. Catalog merge lets you merge multiple records from a data source into a single publication. You can merge both text and pictures into your publication. When you use catalog merge, you are combining information from a data source with a catalog merge template to generate merged pages, which you can save as a new publication or add to the end of an existing publication. You can also save your catalog merge template and use it again whenever you update the information in your data source to create additional sets of merged pages. For the RD, we will be creating new pages to replace the old pages in the directory.

**Overview of the Catalog Merge Process**

Open the **CatalogMergeTemplate.pub** file after you have entered updated information into the **Provider** worksheets in the **Directory.xls** file using Excel. When you begin a catalog merge, you create a publication that is your catalog merge template. In your catalog merge template, you design the layout of your final merged pages. When you complete the merge, you use the catalog merge template to generate merged pages, which you can save as a new publication or add to the end of an existing publication. The catalog merge template will have the same layout (page size and orientation) that you want for your final merged pages. In addition, it will contain any text or graphics that you want to
appear on each page of your final publication, for example, a background image.

The Mail and Catalog Merge Wizard guides you through each step of the catalog merge process. From beginning to end, the catalog merge project for the RD update involves the following steps:

1. To generate a new Directory.pub file go to Tools>Mail and Catalog Merge > Mail and Catalog Merge Wizard and begin your catalog merge. Select Catalog Merge and at the lower left corner of the screen click on NEXT: SELECT DATA SOURCE.

2. By default the data source has been selected as Database$ in Directory.xls. You may need to redefine this connection if the files have been moved around. If that is the case, click on Select different list and find the Directory.xls file and select the Database worksheet. Otherwise, click on NEXT: CREATE YOUR TEMPLATE at the lower left corner of the screen.

3. By default the Template has already been created with all the necessary fields entered. Click NEXT: PREVIEW to proceed to the next step.

(FYI: To add additional fields, select the fields in the list and you'll see a new Text Box in the template. Format/place the text place as desired and the output will include the information that you have just added. The merge fields that are inserted in the catalog merge area of the template page will repeat on the pages of the merged publication just as we have arranged them. They will repeat once for each record in the data source. If you insert merge fields outside of the catalog merge area, they will not repeat when you complete your merge. The catalog merge area is the part of your catalog merge template that determines how your records display and repeat in your final merged publication pages. You can move and resize the catalog merge area to accommodate the amount of data that you want to insert. You can also move or
resize the catalog merge area to change the number of times this area will repeat on each page after the merge is completed.

Updating the Spanish-language Community Services Resource Directory

To generate an updated Directory_Spanish.pub document, the steps outlined above should be repeated with the CatalogMergeTempate_Spanish.pub file.

4. The preview shows the first record in the Database within the formatted template. You can see an example of how the output file will appear. Click NEXT: COMPLETE THE TEMPLATE.

5. This is the LAST STEP. When you complete your merge, Microsoft Publisher creates a set of merged pages displaying all of the records in your data source. You can save these pages as a new publication, or add them to the end of an existing publication. For the RD, use the first option. Click on Create New Publication... to generate a new output file. The new file will be titled Publication#, usually #1, depending on the number of new publications you have opened during this session. These pages contain the contents of every record in the database, including the latest revisions. You may choose to overwrite the existing Directory.pub file simply by using the SAVE AS command in the File menu and typing in the Directory.pub filename, or alternatively, you may choose to give it a different name to keep a record of all revisions.

To compile the final product, simply print out the pages and attach them to the pages from the other documents, including the Front Matter, Directory Map, Back Matter and Index.

Save the catalog merge template file if you have edited it. You can use it again to create additional sets of merged pages when you update the information in the data source.
Appendix L. End-User Interactive Map of Services

Introduction

The End-User Interactive Map of Services is contained in the Community Services Resource Directory (located in the accompanying CD-ROM). This will be updated and maintained by the same source responsible for updating the directory. The purpose of the map is to visually depict service locations and distribution within the project area.

End-User Interactive Map

Attached to this document is an electronic file folder which contains the ArcReader program setup files, the Interactive Resources Directory.pmf (published map file) for viewing the interactive map, and the GIS data that supports this function.

ArcReader is a free, easy-to-use mapping application that is intended for all users to view, explore, and print GIS based maps. The program is freely distributable.

After installing the ArcReader program, locate the Interactive Resources Directory.pmf file inside the pmf folder and double-click the file. Alternatively, the map may be loaded by running the ArcReader program and then selecting the file using the Open command under the File menu at the upper left hand corner of the screen.
Appendix M. Community Engagement Outreach Strategy: Capacity Inventory

Introduction

The capacity inventory was developed with the understanding that it is important to view the project area as a community with special resources upon which to draw. The capacity inventory identifies community assets, including skills held by individuals, the power and capacity of citizen associations and the resources of local institutions.

A capacity inventory, as defined by John Kretzmann, is a questionnaire administered by block captains to all neighbors, aimed at revealing each individual’s skills, areas of knowledge, experience, commitment and willingness to participate in community-building in the form of such undertakings as babysitting co-ops and ESL tutors.28

The project area’s Neighborhood Action Council may consider performing a capacity inventory. Council assigned block captains would interview neighbors via a questionnaire. The results would be compiled and immediately used to identify potential informal service networks to help extend social services in the area. This exercise would also foster the relationships that are important to community-building.

Volunteer Center Silicon Valley

The Volunteer Center Silicon Valley (Center) provides countywide volunteer matching. Service providers may contact the Center to find skilled volunteers. In addition, residents may contact the Center to identify volunteer possibilities matching their interests, experience, and

skills. The Center connects community residents to more than 1,050 registered public benefit organizations and programs.²⁹

Additional information may be obtained from the Information and Referral Services at (408) 247-1126, Ext. 318 or mailto:volunteer@vcsv.us.

Appendix N. Community Meeting Place Barriers

Introduction

While there are a number of community meeting facilities in the project area, the research conducted uncovered a significant number of barriers associated with accessing these facilities. Two types of barriers make facilities inaccessible: administrative and physical. A description of these barriers and recommendations for resolving them are presented below.

Administrative Barriers

**LACK OF INFORMATION**

One of the most important barriers encountered was that of obtaining relevant information about the facility and the associated dealings with different levels of administration personnel. When a resident or user wants to utilize a meeting space, he or she often must go through more than one person to gain approval. When utilizing school facilities, one must go through the school as well as district administration. Similarly, community center organizers often must go through a number of people for approvals.

**COST AND INSURANCE REQUIREMENTS**

Cost oftentimes becomes a barrier for residents to utilize community facilities. To simply use a facility for one hour, a group must consider custodial costs, deposits, time costs, and actual facility costs. More importantly, the insurance coverage to use a facility for even a few hours can range from a several thousand dollars to one million dollars.
APPROVAL TIME

Another administrative issue is the length of time that it takes to obtain approval for using the meeting space. Approval can take up to two weeks.

LACK OF AWARENESS

Awareness, or rather the lack of it, is also a significant barrier. Many residents are not aware of the facilities available to them in their neighborhood. Likewise, they are unaware of the reservation process. Outreach is essential to efficiently utilizing these spaces and ensuring that the community is aware of the resources available to them.

Physical Barriers

ACCESS

Many service facilities are simply difficult to find. They can be in the center of schools, hidden from view. In addition, many facilities lack street frontage or are far removed from major cross streets.

TRAFFIC

Traffic on some of the major roads, and King Road in particular, constitutes another barrier. In fact, residents have repeatedly stated that the major obstacle associated with getting to these facilities is King Road itself.

USE

Groups require specific types of equipment or amenities in order to hold a meeting. This equipment may include pull-down screens, chairs, tables, a sound system, projector, or a television. Many of the community meeting sites assessed did not have this equipment.
SAFETY

There are a number of safety-related problems with some of the facilities. Several facilities lack sufficient outdoor lighting, making them dark in the evening. Additionally, certain types of landscaping can decrease clear visibility, and make individuals more vulnerable in an unsafe atmosphere.

Community Meeting Facilities Assessment

In order to understand which facilities best suit specific types of meetings, existing meeting spaces were examined. The criteria were based on the guiding design principles revealed by the area study. This assessment revealed that there are many resources available for different uses, and while particular space may not be ideal for one group, it may work well for another.

The matrix of community meeting places (see Figure N-1) lists the different sets of criteria and sub-criteria.
## Figure N-1. Community Meeting Facilities Assessment

### Community Meeting Spaces Matrix

<table>
<thead>
<tr>
<th>Identity</th>
<th>Distinguishable or Easy to identify as a hub</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>Adaptable to do multiple uses</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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Appendix O. Community Meeting Places Catalog

Similar to the Community Resources Catalog, the Community Meeting Places Catalog is intended to serve as an outreach mechanism disbursed via the local outreach outlets listed in Appendix H, as well as through resident groups and organizations.

This catalog is located on the accompanying CDROM.
References


Kretzmann, John P. and John L. McKnight, Building Communities from the Inside Out. Evanston, IL. Institute for Policy and Research. n.d.


United Way Silicon Valley. “2-1-1 Board Briefing PowerPoint Presentation”. [23 February 2005].