

APRIL 2006



community services network



# K.O.N.A. Community Services Network

Urban and Regional Planning Department  
San José State University

for the  
City of San José Strong Neighborhoods Initiative

April 2006





# Executive Summary

As part of the City of San José's Strong Neighborhoods Initiative process, residents of the King Ocala Neighborhood Area (K.O.N.A.) identified greater partnership with schools, improved community services and enhanced community facilities among their top priorities. In considering how to meet these key goals, San José State University's Urban and Regional Planning Department conducted an assessment of the neighborhood's community services' strengths and needs, and conducted an open participatory discussion with community stakeholders.

The community assessment and public input provided the foundation in order to identify the key guiding principles, goals, priorities, and recommended actions presented in this report. Through this process emerged a neighborhood rich in community services, yet the under-utilization of some services and over-extension of others became evident. In addition, the physical and operational connections necessary to facilitate the efficient and effective use of community services by residents are lacking. Hence, a network of community services was identified as the vehicle to overcome these connection barriers and provide residents with accessible, high-quality community services in a safe, neighborhood environment.

An integrated network of schools and service providers, acting as small, localized service hubs, has the potential to open and expand possibilities for partnerships by:

## **CONNECTING COMMUNITY**

The community services network can act as a primary outreach and referral arm to inform residents and families of services available in the vicinity, thereby enhancing community access and self-sufficiency.

## **CONNECTING SCHOOLS**

The network can connect residents to core services within and outside the school setting, maximizing the use of existing facilities and resources.

## **CONNECTING SERVICES**

The network can enable a highly coordinated range of select services to be provided at key locations resulting in improved quality and service delivery in the neighborhood.

### Goals

Through community meetings and interviews with community members and key stakeholders, the following goals were identified:

1. Develop a Community Services Network that emphasizes **Adult Life Skills** and matches the capacity of existing service providers with facilities available at schools and community sites.
2. Establish a **governance** body to effectively manage the network, with full community participation.
3. Strengthen the **physical linkages** between Adult Life Skills network sites through appropriate signage, landscaping and pedestrian amenities.
4. Facilitate public access to existing **community meeting places**.
5. Implement an integrated **outreach** strategy to connect residents to the services available within walking distance and in the region.

These goals provide the framework for an action plan that includes 30 specific actions for implementing the **Community Services Network**.

# Acknowledgements

The following people provided invaluable assistance in the development of the Community Services Network project.

## **K.O.N.A. NEIGHBORHOOD ACTION COUNCIL**

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# Attachments

Interactive Map of Services (CD Format)<sup>†</sup>

<sup>†</sup>The Interactive Map of Services CD is included with the *Community Services Network: Technical Appendices*, which complements this report.



# Introduction

In the *K.O.N.A. Neighborhood Improvement Plan (2002)*, the community defined 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 as follows:

### **PHASE I: COMMUNITY ASSESSMENT**

This consisted of a four-fold community assessment in order to gain a better understanding of neighborhood characteristics, strengths, and needs in relation to the provision of community services.

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

### **PHASE II: RECOMMENDATIONS**

This phase entailed developing recommendations based upon the findings from the community assessment and from extensive community input. The main recommendation is the development of a network of community services initially focused on Adult Life Skills (skills that foster economic self-sufficiency) that is physically anchored on existing school and community service sites.

Throughout the process, feedback from community members and key project stakeholders was elicited from and incorporated into the recommendations.

## Structure of the Report

In order to provide a better understanding of how community needs influenced the recommendations, key findings from the community assessment and public input (Phase I) are provided in the first section of the report. Recommendations (Phase II) follow. A proposed action plan is outlined in the final section of the report.

A number of documents, with detailed information on the background research and recommendations, are presented in the *Technical Appendices*, a companion volume to this report.

# Community Assessment

An in-depth assessment of current conditions in the community was conducted by collecting and analyzing information on:

1. demographic characteristics of the project area,
2. programs and services currently available in the project area,
3. condition of school sites in the project area, and
4. input by community members and project stakeholders.

Key findings of the assessment indicate that:

- Community programs and services must support the community's large proportion of Latino (67%) and Asian (24%) residents, families with young children (57%), adults with relatively low levels of formal education (93% without higher education), and individuals who encounter language barriers (24%).
- The most heavily utilized services such as educational support services for adults, childcare, healthcare for adults, legal services, migrant and immigrant services, and recreational services are also those services that community members identified as most needed. These services must be increased to address repressed demand.
- Neighborhood schools play a critical role as "centers of community," serving not only as the locus of a wide array of educational services, but also as a trusted source of information for the community. Connecting schools to the wider range of services provided at neighboring community facilities would greatly increase the reach and breadth of services available to the community. Linkages between community-serving facilities, organizations, and schools must be developed at the institutional level. These must include physical elements that enhance pedestrian connectivity between service sites.

More details on each area of analysis are provided in the sections that follow.

## Neighborhood Profile

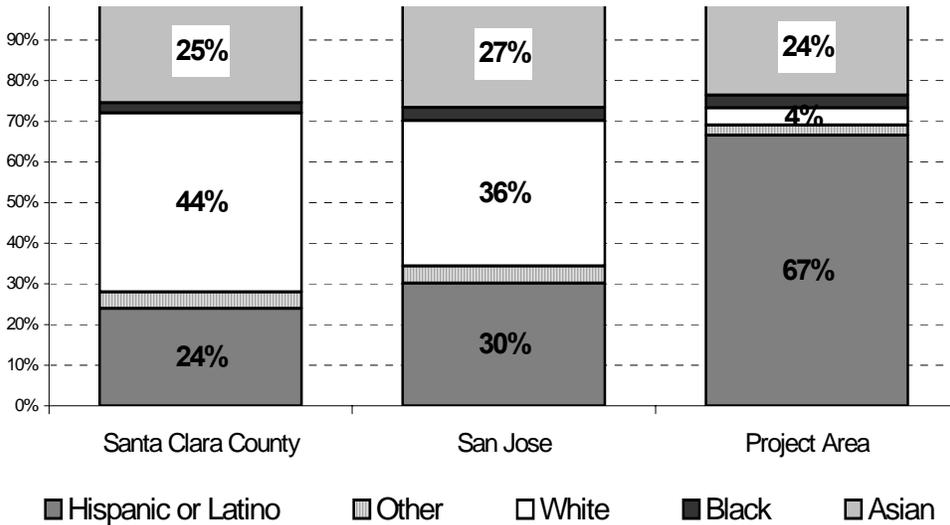
Demographics were compiled using Census 2000 data for the six census tracts that comprise the project area (5033.06, 5034.01, 5034.02, 5035.04, 5035.06, and 5035.07). While 2000 Census Data may be somewhat dated, it nevertheless provides general percentages and a comparison to the city and region surrounding the neighborhood area. These proportions tend to remain stable over time. Generally, the following characterize the 30,978 residents in the project area:

### A YOUNG COMMUNITY

Residents are relatively younger with the median age three to seven and five to eight years younger than that of the City and County, respectively.

### A DIVERSE COMMUNITY

91% of residents in the project area identify themselves as either Hispanic or Asian (see Figure 1).



**Figure 1. Racial and Ethnic Distribution**

Source: U.S. Census Bureau; Census 2000; <http://factfinder.census.gov/>; (28 October 2004).

**MANY IMMIGRANTS**

In the project area, 33% of residents are foreign born and non-citizens, which is a significantly higher percentage than the City (21%) and the County (20%).

**ISOLATION BY LANGUAGE**

Seventeen percent of Hispanic households and 36% of Asian households experience difficulty communicating in English. Moreover, residential areas west of King Road and surrounding Slonaker and Hubbard schools tend to have a higher percentage of households that are linguistically isolated (29.5%) compared to residential areas in K.O.N.A. located east of King Road (20%).

**LACK OF INVESTMENT IN HIGHER EDUCATION**

Less than 7% of residents over fifteen years old in the project area are currently investing in college education.

**FEWER PROFESSIONALS**

Residents in the project area are three times less likely (11%) to hold a professional or managerial job when compared to the City (42%) and County (50%).

**LOWER INCOMES**

At \$63,673, the median household income in the area was lower in year 2000 than that of City and County households (\$70,243 and \$74,335, respectively).

**MORE POVERTY**

Area residents between the ages of 18 and 64 years are one 1.5 times (representing 8% of the population) more likely than residents of the County or City (5% of the population) to live below poverty level.

## Assessment of Services and Programs

A close examination of existing service provider data indicates a variety in service type and location patterns (additional details on the service and program assessment are provided in the *Technical Appendices*, “Appendix A. Inventory of Services and Programs”). Service patterns led to the identification of sites in the project area that could become key centers, or nodes, in the network of community service hubs. The data analysis also provided valuable insight into services that operate at capacity as well as underutilized services.

Seventeen community services sites were identified (see Figure 2). Of these seventeen locations, ten are school sites and the remaining are community facilities. The abundance of school-based community service sites emphasizes the major role that schools play within the project area. Results of the analysis of existing services and programs include:

- School services are centered primarily around educational, recreational and support services for children.
- Non-school sites offer a wider range of services including English as a Second Language (ESL) classes, senior services, employment services, low-income services, and recreational activities.
- School and non-school sites have community meeting rooms available to residents.
- Educational services, recreational services, and immigrant services are the most numerous. However, due to the relatively young population and high number of immigrants in the community, there is a growing demand for more programs in these service areas.

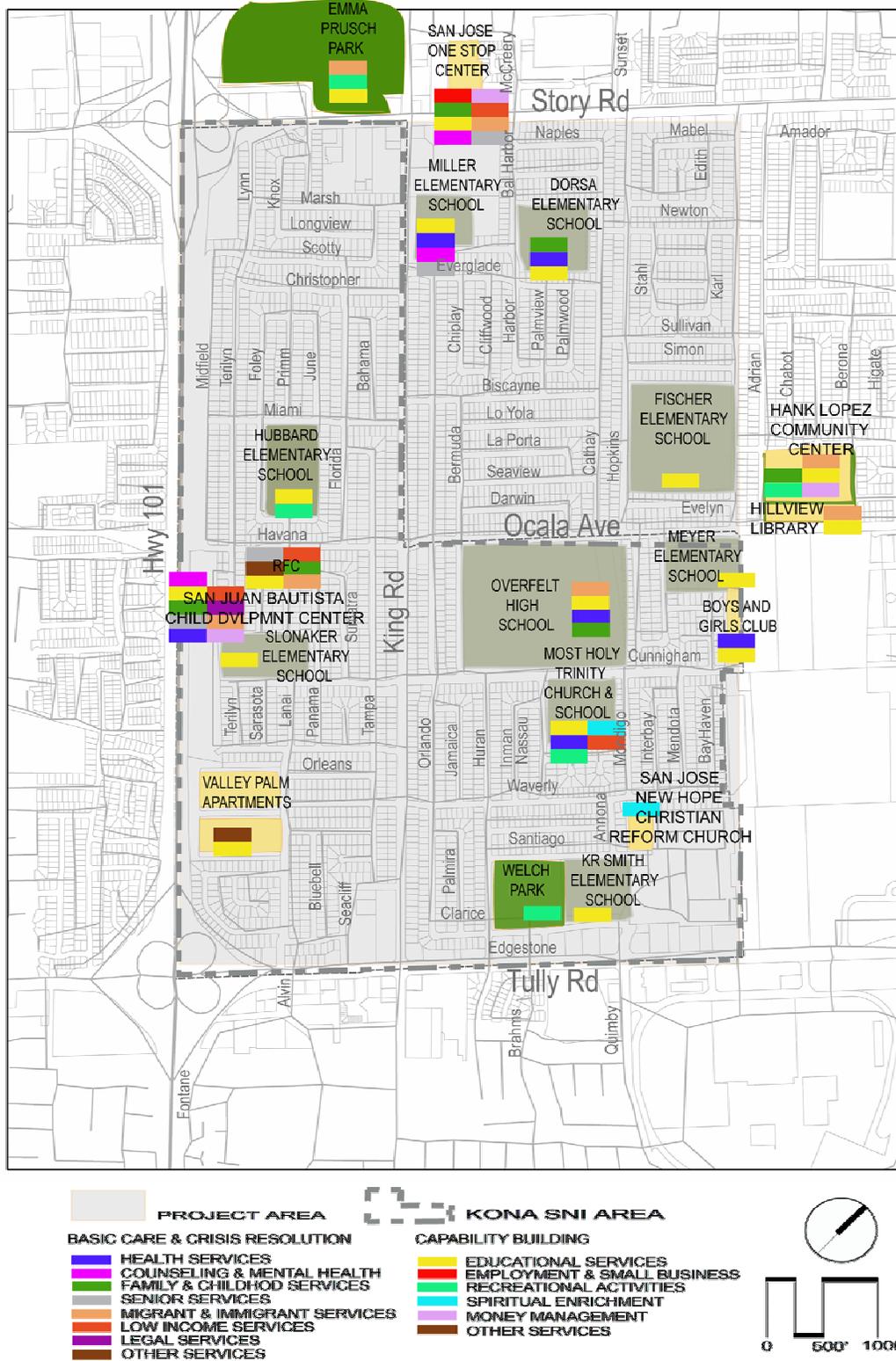


Figure 2. Distribution of Services

## Community Input

Over 85 residents who reflect the demographic characteristics of the neighborhood were invited to participate in structured community meetings, or focus groups: 1) adults for whom English is a second language (both Vietnamese and Spanish native speakers), 2) adults who are active members of neighborhood groups, 3) parents of school-aged children, and 4) elementary and middle school youth. Details on focus groups participants are provided in Figure 3, below.

Community Based Organization	Gender	Age	Number	Renters/ Owners	Ethnicity
Resources for Families and Communities	4 males/ 2 females	45+ years	6	4 Owners 1 Renter	Latino
People Acting in the Community Together (P.A.C.T)	4 males 2 females	19 – 34	6	3 Owners 3 Renters	Latino
Hubbard Elementary School - Parents	21 females	19 – 44	21	6 Owners 3 Renters	Latino
Lanai-Cunningham Neighborhood Association	-	25 – 34: 1 35 – 44: 5 45+: 7	14	10 Owners 3 Renters	Latino
Boys and Girls Club	1 male 6 females	6th - 8th grade	7	-	Mixed
Hubbard After-School	4 males 1 female	3rd grade: 1 5th & 6th grade: 4	5	-	Latino
K.R. Smith After-School	4 males 2 females	2 <sup>nd</sup> , 3 <sup>rd</sup> , 6 <sup>th</sup> grade	6	-	50% Asian 50% Latino
Overfelt Adult Education	-	-	22	-	50% Asian 50% Latino

**Figure 3. Demographics of Community Focus Group Participants**

The focus groups identified, from the residents’ perspective:

- Services residents are aware of and currently use
- Obstacles preventing residents from using existing services
- Services needed in the community

In general, adult residents were challenged by the lack of educational support programs and access to computers in the community. This confirmed the results of the programs and services assessment: while educational programs were by far the most numerous overall, programs that provide educational opportunities for adults were still the most needed.



Focus group with parents



Youth focus group

- **Employment training** was reported by the focus group participants as a critical need. Even though San José One Stop, which offers a full range of employment services for adults, is a valuable asset in this area, it is not widely utilized or known in the community. This disconnect signals the need for increased outreach efforts rather than an expansion of existing services.
- **Child care** was also a service that was consistently identified in the focus groups as a service that was fully utilized and still in great demand. The findings of the programs and services assessment support this. Current child care providers maintain long waiting lists, and income restrictions prevent some residents from considering existing community providers as an option.
- Many residents recognize that there is a general need for a community facility that would be able to provide expanded programs and **community meeting places**.
- While not listed as a critical need, **adult health services** were perceived as lacking in the community. Indeed, many of the health-related services provided are for children and young adults. This was confirmed in the assessment of programs and services, which found that the operating hours for the Pacific Health Clinic, the only available provider of adult health care are limited to 10 a.m. - 2 p.m. on Saturdays.
- **Sports programs** for the entire community were frequently mentioned by focus groups participants. The youth participants were most concerned with availability of sports programs and facilities for all skill levels, while adults mentioned the cost of recreational activities as the main issue to be addressed.

## Stakeholder Input

Over eighty individuals representing organizations, which will potentially play a significant role in the development of a network of service providers, participated in focus groups, public meetings and interviews. Figure 4 provides a list of community based organizations that participated regularly and significantly contributed to the development of the recommendations presented in this report (a full list of stakeholders and interview details are provided in the *Technical Appendices*, “Appendix E. Stakeholder Interviews”).

<b>City of San José</b>	<b>Service Providers</b>
Council Districts 5, 7 and 8	Americorps Bridging Borders Program as SJSU
East San José Weed and Seed	Boys & Girls Club of Silicon Valley
Mayor’s Gang Prevention Task Force	City Year of San José/Silicon Valley
Mayor’s Office	East Side Adult Education at Overfelt
Parks, Recreation and Neighborhood Services	Juniors for Success
Police Department, Foothill Division	Mexican American Community Services Agency (MACSA)
Santa Clara County Social Services	
San José B.E.S.T.	Most Holy Trinity Community Employment Center
San José Public Library, Hillview Library	Resources for Families & Communities
Strong Neighborhoods Initiative	San Juan Bautista Child Development Center
<b>Schools</b>	San José One Stop
	School Health Clinics of Santa Clara County
Alum Rock School District	School Linked Services
East Side Union High School District	Smart Start Children’s Center
Evergreen School District	The Health Trust
Most Holy Trinity School	United Way of Silicon Valley
<b>Community Organizations</b>	
People Acting in the Community Together (P.A.C.T.)	
K.O.N.A. Neighborhood Action Council	
Lanai-Cunningham Neighborhood Association	

**Figure 4. Stakeholder Organizations**

Stakeholders provided critical insight into specific issues that need to be addressed in order to successfully launch and sustain a network of community services:

- Focus first on a few key service areas of strength

- Schools should play an active role, and all school districts in the area should be involved in this process
- Articulate the participatory benefits for schools and service providers
- Develop a long-term organizational structure that allows for open communication between participants and relationship building amongst service providers. Residents should be represented at all levels of network governance
- Address the desire of residents to have a community center located to the west of King Road
- Facilitate and encourage pedestrian access to local services
- In order to avoid duplication, the network must closely coordinate with and expand on existing collaborative initiatives such as Weed and Seed



# Recommendations for a Community Services Network

The community assessment and public input provided the foundation to identify the key guiding principles, goals, priorities and recommended actions presented in this report. Along this process, a neighborhood rich in community services emerged, yet the under-utilization of some services (such as ESL classes and job training services), and the over-extension of others (most notably childcare and recreational services), also became evident. In addition, the physical and operational connections necessary to facilitate the efficient and effective use of community services by residents are lacking. Hence, a network of community services was identified as the vehicle to overcome these barriers and provide residents with accessible, high-quality community services in a safe neighborhood environment.

An integrated network of schools and service providers, acting as small, localized service hubs, has the potential to open and expand possibilities for partnerships by:

## **CONNECTING COMMUNITY**

The community services network can act as a primary outreach and referral arm to inform residents and families of services available in the vicinity, therefore enhancing community access and self-sufficiency.

## **CONNECTING SCHOOLS**

The network can connect residents to core services within and outside the school setting, maximizing the use of existing facilities and resources.

## **CONNECTING SERVICES**

The network can enable a highly coordinated range of select services to be provided at key locations resulting in improved quality and service delivery in the neighborhood.

## Goals

The main goals that emerge from the community assessment and public participation are to:

1. Develop a Community Services Network that emphasizes **Adult Life Skills** and matches the capacity of existing service providers with facilities available at schools and community sites.
2. Establish a **governance** body to effectively manage the network with full community participation.
3. Strengthen the **physical linkages** between Adult Life Skills network sites through appropriate signage, landscaping, and pedestrian amenities.
4. Facilitate public access to existing **community meeting places**.
5. Implement an integrated **outreach** strategy to connect residents to the services available within walking distance and in the region.

## Guiding Principles

Recommendations for a Community Services Network were formulated with four guiding principles in mind:

### **SUSTAINABILITY**

Physically and organizationally, a network structure that requires low maintenance and ongoing funding is key. The network must promote the leadership necessary to sustain the momentum for collaboration among stakeholders.

### **EQUITY**

Residents should have equal opportunities to interact with school and community-based organizations to receive the benefits of community services. Service providers and other key stakeholders should also be given equal influence over the network through a collaborative approach.

**ACCESSIBILITY**

Service locations should be easily accessible to all residents, as should the services provided at these locations. Multiple service nodes can act as points of total access to the entire network.

**BUILD ON STRENGTHS**

Building on the area's many strengths entails maximizing resources and improving outreach, resulting in a whole that is substantially greater than the sum of its parts.

## Community Services Network

The service provider assessment uncovered a broad range of services in the community that spans across the areas of educational support for youth, health, crime prevention and safety, counseling and mental health, family and childhood services, legal services, recreation, employment services, senior services, and immigration services.

However, in spite of this relatively wide range of services provided, some are in high demand and operate close to or above capacity. This group of services includes childcare and recreational services.

Other existing services identified by the community as needed, most notably ESL classes and employment training, are available but tend to operate below capacity. This indicates a need to strengthen outreach in order to better connect residents to the services they seek.

A third tier of services are in limited supply or not available. These include adult primary health and dental care.

Adult life skills services should constitute the initial focus of the Community Services Network, with child care and adult health care following in priority. While the project area is in need of all three service areas, initial efforts should focus on adult life skills in order to build on and maximize existing service strengths within the community. Furthermore, providing services in this category enables adults to build the skills necessary to attain greater economic self-sufficiency. With child care and adult health care as second and third

priorities, adults in the project area will be able to take care of their needs and the needs of their families.

The following list of primary and secondary service needs is based on the results of the assessment, community and stakeholder input. Adult Life Skills, the primary service area, is the initial focus of the Community Services Network. Secondary needs, while still requiring attention, include service areas that should be addressed once the Adult Life Skills network is established. The service areas, listed as tertiary in the chart below (Figure 5), represent areas that were discussed in focus groups with the community but do not constitute an immediate priority.

The chart in Figure 5, below, summarizes the recommended order of priority, specific programs and intended outcomes.

SERVICE AREA	SPECIFIC PROGRAMS	OUTCOMES
<b>PRIMARY SERVICE AREA</b>		
Adult Life Skills	ESL classes, citizenship classes, General Education (GED) classes, employment training, and computer classes/ access	Greater economic self-sufficiency
<b>SECONDARY SERVICE AREAS</b>		
Child Care	Market-rate and low-income child care	An increasing number of parents of different income levels take advantage of a wider range of community services, particularly Adult Life Skills programs
Adult Health Care	Screenings, primary medical care, and primary dental care	An increasing number of adults in the project area obtain affordable basic health care
<b>TERTIARY SERVICE AREAS</b>		
Recreational Programs and Facilities	Affordable sports programs available for different skill levels, ages and genders	Increasing numbers of boys and girls of all age groups and adults participate in recreational programs in the area, particularly accommodating weekend demand
Counseling, Mental Health & Substance Abuse	On-site counseling, mental health and substance abuse programs	Domestic abuse and substance abuse issues in the area are identified and prevented
Migrant, Immigrant, & Legal Services	Interpretation/ translation service and cultural enrichment events	Increasing participation of area's immigrant population in community building activities

**Figure 5. Recommended Service Focus Areas**

### AN EMERGING ADULT LIFE SKILLS NETWORK

Throughout the public input process, the potential for establishing and expanding partnerships among local service providers began to be realized. For instance, as a result of the collaboration between the Overfelt Adult Education Center and K.R. Smith Elementary School, adult education services will be expanded to the elementary school. The programmatic strength of the Adult Education Center is enhanced by expanding classes to school facilities available in the community.

This model of collaboration must be geographically expanded to encompass the entire community, and more critically, to the areas west of King Road. The area surrounding Hubbard and Slonaker schools is currently underserved, and the high volume traffic along King Road prevents users from seeking services currently available in Overfelt Adult Education Center. Complementary and reciprocal linkages between services, facilities and staffing are illustrated in the diagram (Figure 6), below.

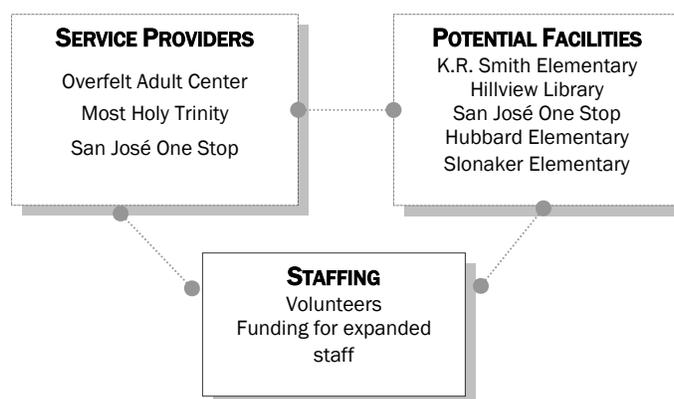


Figure 6. A Model for Establishing Linkages among Community-based Services

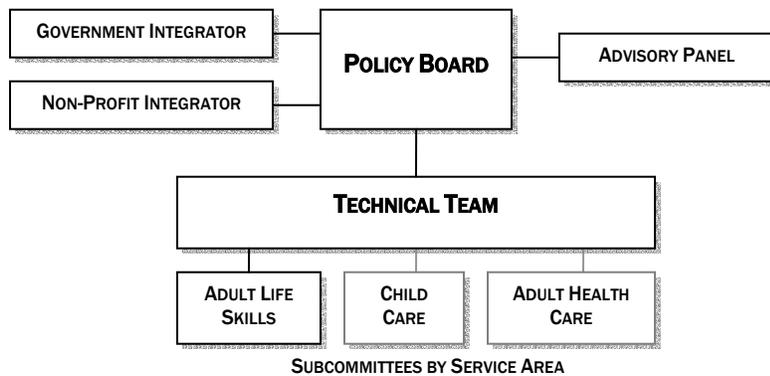
## Governance

The network should establish a collaborative partnership structure governed by a Policy Board and include a Technical Team and Subcommittees aligned with the service areas of the network. Given its multi-stakeholder community

representation and organizational maturity, the area’s Neighborhood Action Councils (NACs) are naturally positioned to serve as the Policy Board.

Networks strengthen capacity by giving individual organizations, that are part of the collective, access to resources and technical assistance that they might otherwise not be able to secure.

Research conducted on regional and national models of community-based collaboratives provided the foundation for a governance structure to guide the Community Services Network (The *Technical Appendices*, “Appendix F. Governance Models,” provides more information). The structure (Figure 7) includes a Policy Board supported by a Government and a Non-profit Integrator, and an Advisory Panel. A Technical Team, functionally divided into subcommittees that correspond to priority service areas, would carry out the development of the network.



**Figure 7. Network Governance Structure**

**POLICY BOARD**

The Policy Board would direct the network as its decision-making body. The Board’s purpose would be to set goals and objectives, create performance standards, and build relationships among the network partners. The Board would also be responsible for measuring and evaluating outcomes of the collaborative to ensure proper function. The Board should consist of community representatives and key representatives of member organizations.

Representatives of the Government Integrator, Nonprofit Integrator and Technical Team (see below) should also participate on the Policy Board in order to ensure effective communications across all organizational branches.

#### **GOVERNMENT INTEGRATOR**

Initially, the Policy Board would be supported by a city agency or department acting as Government Integrator. The role of the Government Integrator is to assist in bringing together the network partners and stakeholders and convening necessary meetings to support network development. The Government Integrator would also provide key start-up funding in the network's early stages, most likely capital improvement funds to physically improve network sites. Representatives of this city agency or department should have a seat on the Policy Board.

#### **NON-PROFIT INTEGRATOR**

The role of Non-Profit Integrator would be played by a community-based organization that has a demonstrated capacity to integrate, provide financial support, and represent the interests of the service providers who participate in the network. The Non-profit Integrator would commit to developing a strategic context for the coordinated delivery of services; obtain programmatic funding for the network; establish collaborations between service providers in the public and private sectors, schools, and the community; and monitor whether the network is making discernible progress towards its goal of effective service delivery. The Non-profit Integrator would have a seat on the Policy Board.

#### **ADVISORY PANEL**

The Advisory Panel would consist of individuals who provide support and guidance to the Policy Board but are not direct members of the network. This may include elected or appointed officials, business leaders, and other individuals the policy board chooses to consult as needed. This panel is an important link between the network and the city's political and social framework.

#### **TECHNICAL TEAM AND ADULT LIFE SKILLS SUBCOMMITTEES**

The Technical Team consists of representatives from participating service providers whose role would be to carry out the goals and objectives set forth by

the Policy Board, assign tasks and monitor progress, and report to the Policy Board when decisions are needed.

The Technical Team would be divided into functional Subcommittees working on specific priority areas of the network and present recommendations to the Technical Team.

The first subcommittee should focus on **Adult Life Skills**. Network partners who provide services pertaining to adult life skills would be members of this subcommittee, working together to coordinate and improve their level of service. The Adult Life Skills Subcommittee should be established in the early stages to assist with the primary focus areas of the network.

## Physical Linkages

A network that connects schools and service sites to the community can be realized on the ground by establishing strong visual and functional connections to and between the service sites that serve as physical anchors.

The recommendations for physical improvements that follow focus on enhancing the accessibility, pedestrian safety, identity, and visibility of network service sites. While the physical linkages for the Community Services Network center on connecting the adult life skills network sites initially, they eventually can incorporate additional service site anchors as the network expands. Recommendations to establish physical linkages among service sites focus on:

- Linkage conditions
- Directional elements
- Pedestrian amenities

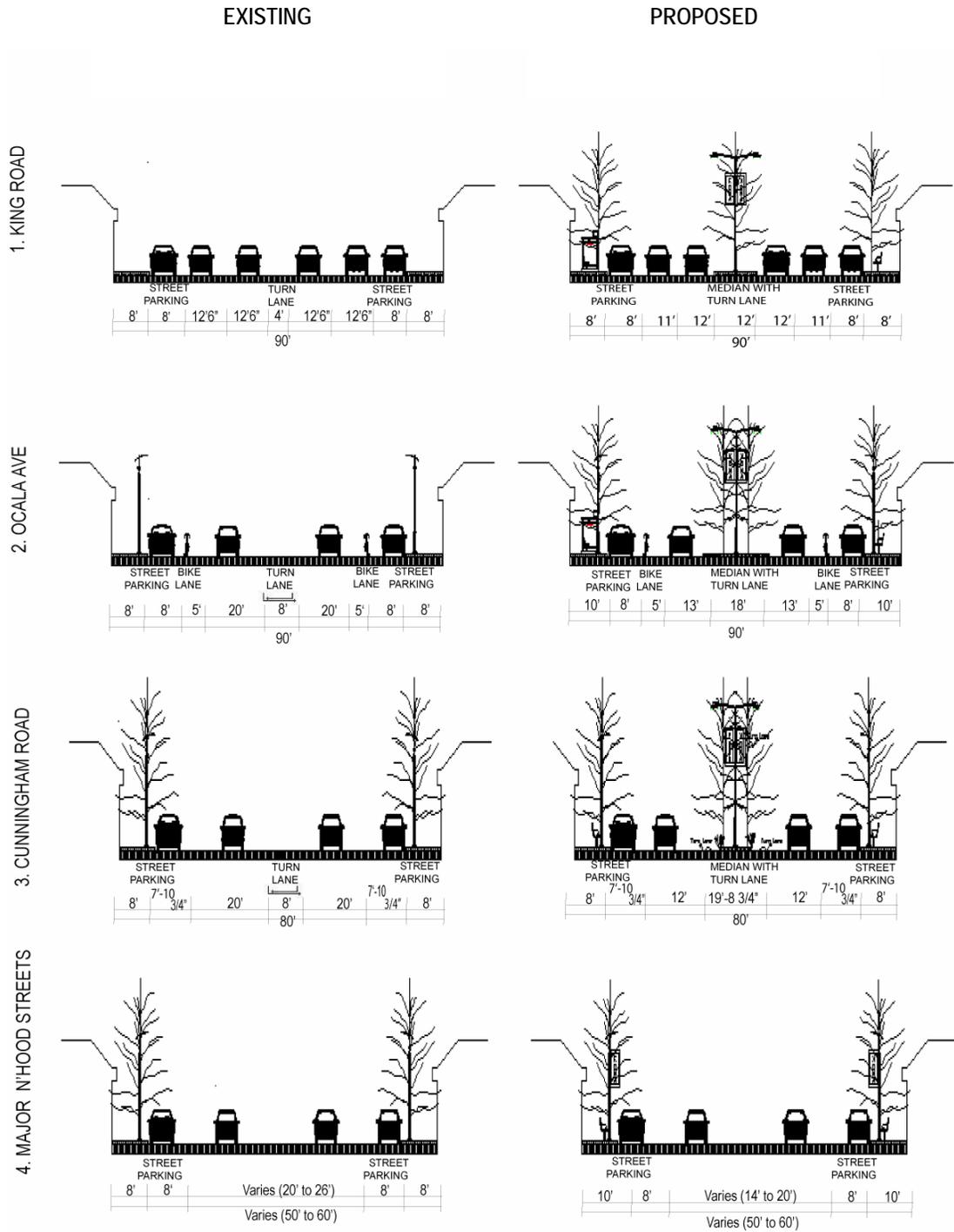


Figure 8. Linkage Conditions

## **LINKAGE CONDITIONS**

To facilitate access to network sites, key local streets that connect service sites throughout the network should be enhanced with landscaping and pedestrian amenities. Specific improvements categorized according to the role each street plays in connecting network sites—with an emphasis on connecting adult life skills sites—are presented below and in Figure 8.

### **Linkage Condition 1: King Road**

King Road, a four lane road, is the major gateway or entry point into the community, a central north-south transportation corridor in the project area, and the major spine that connects network service sites. This road also constitutes a major barrier for residents who live west of it, such that emphasis must be placed on enhancing east-west pedestrian crossings. Recommendations to enhance this linkage road include adding street trees, bus shelters, banners, enhanced crosswalks, and a median.

### **Linkage Condition 2: Ocala Avenue**

Ocala Avenue is a major east-west corridor in the project area. It is a two-way road with left turn lane, a bicycle lane, and street parking. Recommendations for this road include banners and a median.

### **Linkage Condition 3: Cunningham Avenue**

Cunningham Avenue is a major east-west corridor that connects several major adult life skills network service sites. It is a wide, two-lane road with a left turn lane. Since the adult life skills network emerges largely along Cunningham Avenue, pedestrian improvements along this street are a priority. Recommendations for this road include banners, additional pedestrian-level lighting, and a median.

### **Linkage Condition 4: Major neighborhood routes**

This category includes neighborhood routes leading to the main entrance of service sites (Figure 9), typically two-lane streets with street parking. Improvements to these roads can be phased as services sites become part of the adult life skills network and additional service networks become established.



Figure 9. Adult Life Skills Network and Linkages

**DIRECTIONAL ELEMENTS**

Although there are over seventeen service sites that currently operate in and around the neighborhood, most sites lack visibility and a sense of identity of their own. Many residents are not aware of the range of services that are offered within walking distance. Directional signage, banners, and kiosks at all adult life skills sites would greatly enhance the visibility of the network, help users navigate to service sites, and identify gateways or points of entry into the network.

**PEDESTRIAN AMENITIES**

Recommended amenities to enhance the pedestrian environment, encourage walking, and increase connectivity among service sites include landscaping, bus shelters, improved lighting, and traffic calming measures. These amenities are to be added along the roads that link the network: Cunningham Avenue, King Road, and Ocala Avenue, and, to a lesser extent, neighborhood streets that connect service sites.

**Landscaping**

Attractive landscaping at the entrance of service sites and along linkages would enhance visibility and facilitate access to the network. The areas surrounding the adult life skills service sites have also been identified in the *K.O.N.A. 2002 Neighborhood Improvement Plan* as sites that would benefit from enhanced landscaping.

**Bus Shelters**

Shelters can be used for placing location maps and other network-related information, and, more importantly, facilitate the use of public transportation as a means of accessing the network.

**Lighting**

Certain parts of the neighborhood have marginal to inadequate nighttime lighting, which results in a perceived lack of safety that discourages access. Pedestrian-level lighting must be added to the areas identified in Figure 10 for inadequate lighting.



Sample directional signs

### Traffic Calming

Traffic congestion and speeding are barriers to accessing the service sites. In addition to enforcing regulations in the neighborhood, traffic calming devices such as medians curb-radius cuts, street trees, and speed bumps can be used reduce the impact of traffic in the neighborhood.

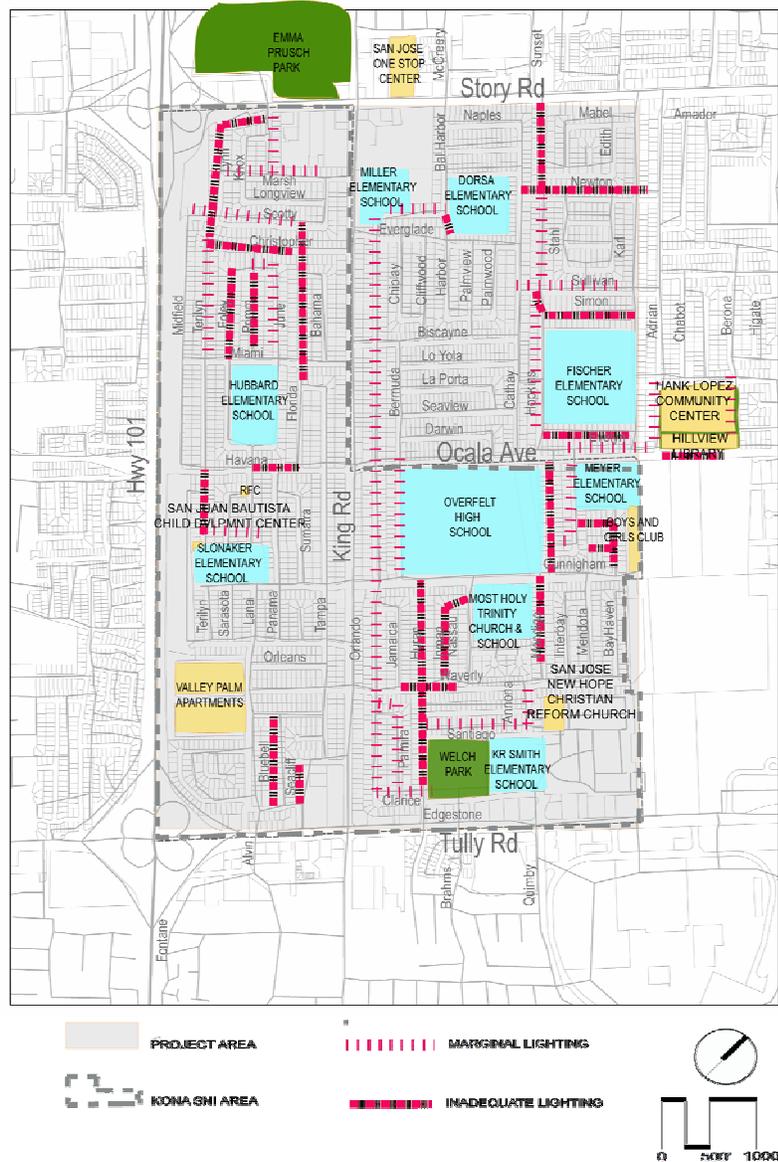


Figure 10. Street Lighting Conditions

## Community Meeting Places

While fourteen service sites in the project area make community meeting places available to the general public, many residents indicated that they are not aware that they have access to them. Figure 12 illustrates the location and proximity of community meeting places within a quarter-mile radius—or a five-minute walk—to residents throughout the area.

In spite of the availability of meeting places, a number of physical and administrative barriers make it difficult for the general public to access them. The recommendations presented in this section focus on:

- Making widely available to the community information about meeting places
- Improving the physical conditions of community meeting places

### **CATALOG OF COMMUNITY MEETING PLACES**

Access to existing community meeting places can be enhanced by widely distributing a comprehensive catalog listing location, key contact information, and use requirements (see *Technical Appendices*, “Appendix O. Community Meeting Places Catalog”).

Site-specific information presented in the catalog can be updated by the service providers and distributed through the outreach channels identified to disseminate information about the services available in the network (see the following section on Outreach for more details).

### **SITE IMPROVEMENTS**

The site-specific improvements recommended in this section (Figure 11) address physical barriers associated with the usage of community meeting places. The goal of the recommendations is to ensure the meeting facilities adequately support the use by community groups. *Priority I* improvements focus on sites most likely to participate initially in the adult life skills network. *Priority II* improvements identify potential future adult life skills sites, *Priority III* improvements constitute potential network sites beyond the initial adult life skills network.

		EXTERIOR SPACES					INTERIOR SPACES		
		1. Directional Elements	2. Pedestrian Amenities	3. Pedestrian Level Lighting	4. Access to Adjacent Grounds	5. Reconfigure Circulation	6. Interior Lighting	7. Basic Meeting Equipment	8. Food Warming Facility
PHASE I	<b>OVERFELT HIGH SCHOOL</b> Multipurpose Room	■	■		■			■	
	<b>MOST HOLY TRINITY SCHOOL</b> Community Room & Gym	■	■	■					
	<b>K.R. SMITH ELEMENTARY SCHOOL</b> Multi-purpose room	■	■	■					
	<b>CLYDE FISCHER MIDDLE SCHOOL</b> Cafeteria	■	■				■	■	
PHASE II	<b>HUBBARD ELEMENTARY SCHOOL</b> Multi-purpose Room	■	■	■		■	■		
	<b>SLONAKER ELEMENTARY SCHOOL</b> Multi-purpose Room	■	■	■		■	■		
PHASE III	<b>DORSA ELEMENTARY SCHOOL</b> Multi-purpose Room	■	■	■					
	<b>MILLER ELEMENTARY SCHOOL</b> Multi-purpose Room	■	■				■		
	<b>MEYER ELEMENTARY SCHOOL</b> Multi-purpose Room	■	■	■		■	■		
	<b>BOYS AND GIRLS CLUB</b> Multi-purpose Room	■	■	■			■		
	<b>HANK LOPEZ COMMUNITY CENTER</b> Galaxy Room	■	■	■			■		
	<b>EMMA PRUSCH PARK</b> Meeting Hall	■	■						
	<b>RESOURCES FOR FAMILIES AND COMMUNITIES</b> Homework Center	■	■	■			■		
	<b>WELCH PARK</b> Meeting Room	■	■	■		■	■	■	

Figure 11. Recommended Site Improvements for Community Meeting Places

Exterior Spaces	Interior Spaces
1. Install directional elements (banners, signage, kiosks) leading to the facility	6. Improve interior lighting
2. Install pedestrian amenities (landscaping, bus shelters, lighting, traffic calming) along key adjacent streets	7. Install basic meeting equipment such as a projection screen, boards and easels
3. Enhance pedestrian level lighting	8. Adapt a kitchen facility for food warming
4. Allow public access to open grounds adjacent to the meeting place	
5. Reconfigure circulation to better identify the entry points to the facility	

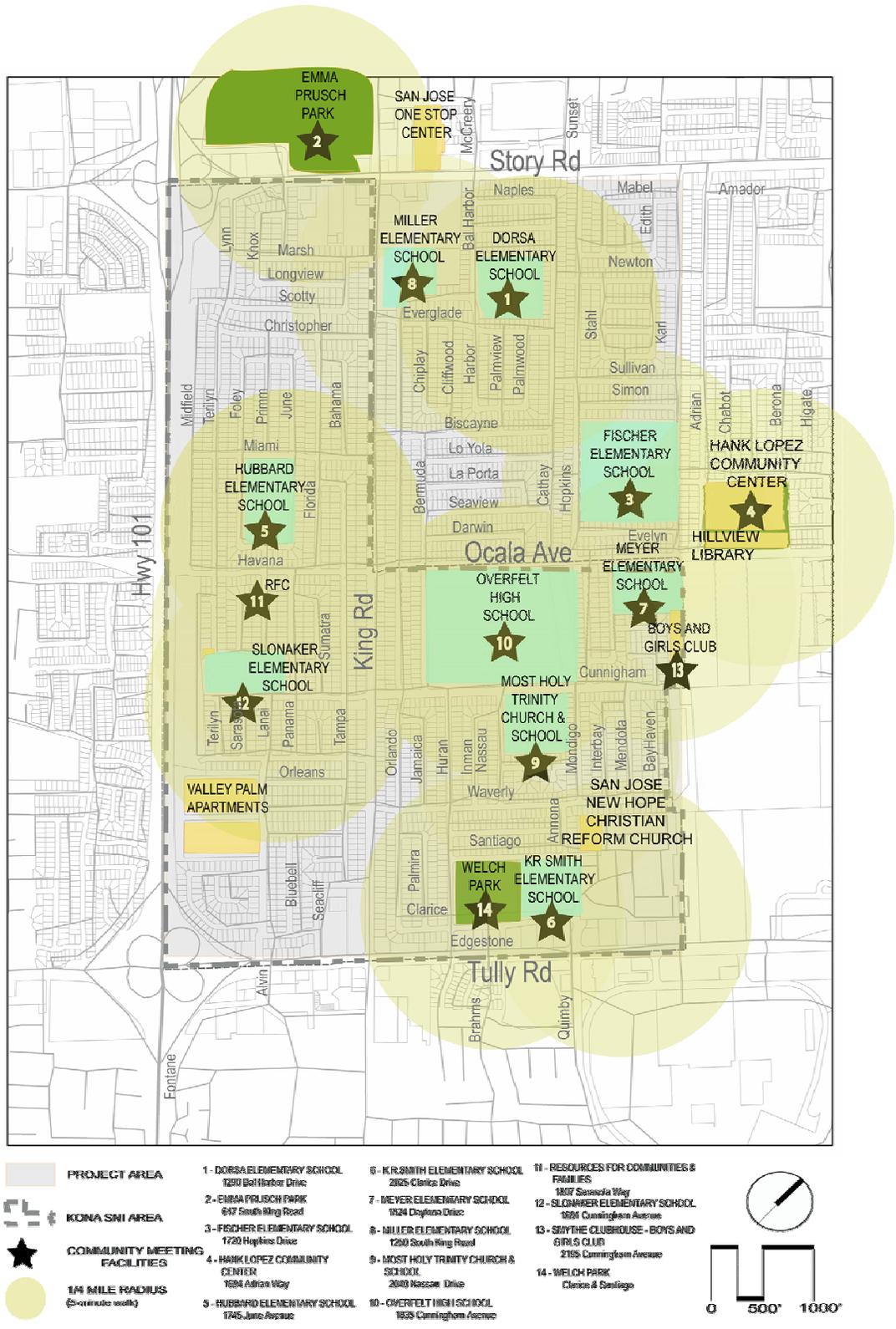


Figure 12. Proximity to Community Meeting Places

## Outreach

The following comprehensive neighborhood outreach strategy (depicted in Figure 13) has been designed to enhance residents' awareness of community services available locally within the project area, in the city, and in the region. While a variety of services is available within walking distance of most residents of the community, residents also need access to services that are located outside of the neighborhood boundaries.

**Local outreach** methods are designed to be managed and maintained from within the project area. The main vehicle to collect and disseminate information at the local level is a **Community Services Resource Directory** developed at the neighborhood level that can also feed the regional databases by providing rich, detailed local service provider information.

**Regional outreach** resources provide information about services and programs available within a larger geographic area encompassing the entire City of San José and Santa Clara County (additional information on regional outreach resources is provided in the *Technical Appendices*, "Appendix I. Regional Outreach Outlets").

### **LOCAL OUTREACH: COMMUNITY SERVICES RESOURCE DIRECTORY**

Outreach-related resources should be allocated towards the continued development and distribution of the **Community Services Resource Directory**, containing referrals to services both at the neighborhood level and in the region.

The Community Services Resource Directory is a repository of information about neighborhood service providers. Using this directory, a community member is able to identify service locations, hours of operation, contact information, and user eligibility details. The Directory also provides a means of connecting residents to far-reaching, extensive regional databases.

Making the Resource Directory available in the three languages most commonly used in the community (English, Spanish, and Vietnamese) will expand its reach.

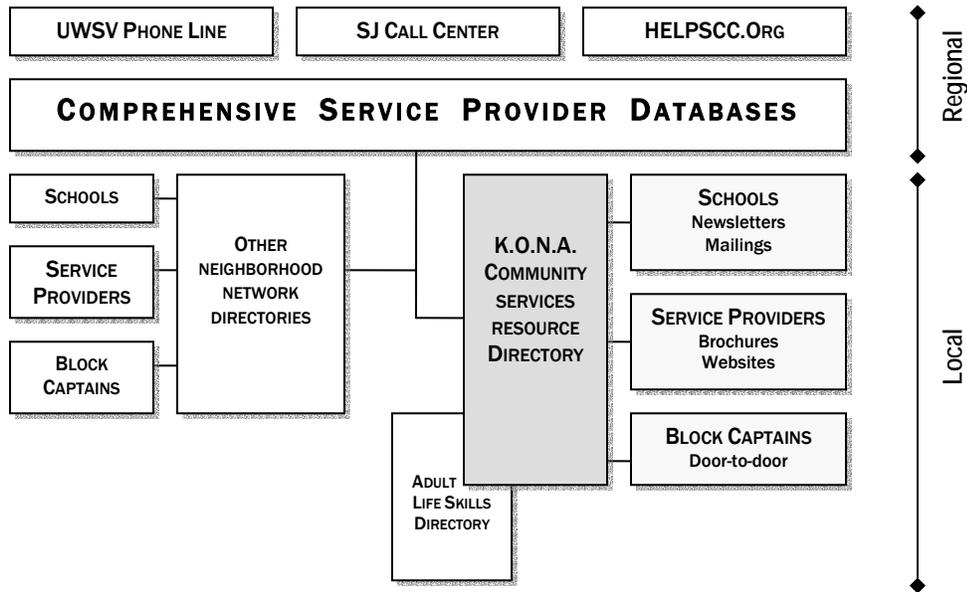


Figure 13. Outreach Strategy

Additionally, the inclusion of links to access service provider information beyond the neighborhood enables residents to meet their service needs, even when a specific service is unavailable in the immediate vicinity.

**Adult Life Skills Services Sub-directory**

In addition to the comprehensive directory of services in the areas, newsletters and flyers should be developed which list all of the classes and facilities in the Adult Life Skills program area. These would provide more detailed and up-to-date information regarding specific class or program listings. For instance, the **Adult Life Skills Newsletter** should list all of the current information for English as a Second Language (ESL), computer, and employment training classes offered in the area each semester, with class times and location.

**Update and Maintenance**

In order to ensure the long-term sustainability of the outreach efforts, a strategy for updating and maintaining the information databases must be established. A detailed strategy for the ongoing update and maintenance of the Community

Services Resource Directory is provided in the *Technical Appendices*, “Appendix J. Community Services Resources Directory.”

### **Distribution**

A printed version of the directory should be made available in order to facilitate the equitable distribution of service information around the neighborhood. In order to provide copies to every home, 4,500 directories would need to be printed and distributed through:

- Service providers
- Local schools
- Block captains, who can distribute the directory to their neighbors

Lists of local outreach distribution outlets are provided in the *Technical Appendices*, Appendix H. Local Outreach Outlets,” and “Appendix I. Regional Outreach Outlets.”

### **Interactive Map of Community Services**

An interactive map was created to complement the Resource Directory (Details on the interactive map are provided in the *Technical Appendices*, “Appendix L. End-User Interactive Map of Services”). The map provides users a visual, interactive experience when locating services. The map can support electronic, web-based versions of the Resource Directory.

### **REGIONAL OUTREACH**

A number of databases at a larger, regional scale, such as HelpSCC and San José Call Center are available. The Resource Directory can exchange data with these regional databases while ensuring that service providers keep control of the distribution scope that best fits their delivery model and capacity, and that the ability to access community-specific information is maintained.

## RECOMMENDATIONS

# Action Plan

The Community Services Network is envisioned as an integrated network of community services closely linking residents to neighborhood schools and service providers. To implement this idea, organizational and physical links must be created to connect residents, schools, and services.

As the network expands, so does its need to adapt to changing conditions. Positive change happens through a clear plan and the ability to refocus goals as needed. It takes time and hard work to bring stakeholders together toward a common goal when each member brings to the table different experiences working within particular communities, a variety of expertise, and a different perspective on how things get done. However, these obstacles can be surmounted through effective communication, careful planning, and a strategic collaborative approach.

Once stakeholders adopt a governing structure for the Community Services Network, the process of detailed design and implementation can begin.

## Action Matrix

The following action matrix identifies the next steps to be pursued in various timeframes in order to design and implement the Community Services Network. The action steps are classified by project areas corresponding directly to the project goals, as follows:

- Community Services Network: Adult Life Skills, Child Care and Adult Health Care
- Governance
- Physical Linkages
- Community Meeting Places
- Outreach

## Community Services Network: Adult Life Skills

<b>Action #</b>	<b>Strategy/ Action</b>	<b>Priority</b>	<b>Timeframe</b> Immediate (0-18 months) Short (0-3 years) Medium (4-6 years)	<b>Potential Funding Resources</b>
<b>1.</b> <sup>†</sup>	Develop the adult life skills network	Top		
<b>1a.</b>	Initiate conversations with San José One Stop to better understand opportunities for outreach and use of facilities by other service providers in the adult life skills service area. Conversations should include funding needs for additional operational hours.	Medium	Immediate	Not Applicable
<b>1b.</b>	Initiate conversations with Overfelt Adult Education Center to better understand opportunities for expansion. Conversations should include staffing limitations with respect to network expansion and volunteer opportunities.	High	Immediate	United Way Silicon Valley
<b>1c.</b>	Initiate conversations with Hillview Library to better understand opportunity to provide adult life skills classes on-site at new facility.	Medium/ Low	Immediate/ Short-term	Not Applicable
<b>1d.</b>	Initiate conversations with the Alum Rock School District to develop a better understanding of needs and willingness with respect to providing facilities for adult life skills classes.	High	Immediate	SNI
<b>1e.</b>	Initiate conversations with San Juan Bautista Child Development Center to better understand opportunity to provide adult life skills classes at this facility located west of King Road.	High	Immediate	Not Applicable
<b>1f.</b>	Initiate conversations with Most Holy Trinity to obtain details on employment training center.	High	Immediate	Not Applicable

<sup>†</sup> Top Priority Action

## Community Services Network: Child Care

<b>Action #</b>	<b>Strategy/ Action</b>	<b>Priority</b>	<b>Timeframe</b> Immediate (0-18 months) Short (0-3 years) Medium (4-6 years)	<b>Potential Funding Resources</b>
<b>2.</b>	Develop the child care network.			
<b>2a.</b>	Engage the Alum Rock School District in discussions about the expansion of child care facilities on its school sites.	High	Immediate	See 2a and 2b below
<b>2b.</b>	Explore San Juan Bautista Child Development Center's potential role to expand child care in network sites located in Alum Rock schools. This conversation should include the quantification of how much more child care is needed and what type, i.e. infant, preschool, or school-age.	High	Immediate	United Way Silicon Valley for operational funding
<b>2c.</b>	Explore feasibility of providing portables for additional child care sites (rough estimates place cost at \$150,000 a piece).	Medium	Short-term	SNI
<b>2d.</b>	Initiate conversations with Overfelt Children's Center to better understand the feasibility of utilizing this facility for evening child care (general for all ages).	High	Immediate	Unknown
<b>2e.</b>	Explore with the East Side Adult Education whether evening child care needs that are associated with ESL class attendance could be accommodated by partnering with Even Start programs.	High	Immediate	Not Applicable

## Community Services Network: Adult Health Care

<b>Action #</b>	<b>Strategy/ Action</b>	<b>Priority</b>	<b>Timeframe</b> Immediate (0-18 months) Short (0-3 years) Medium (4-6 years)	<b>Potential Funding Resources</b>
<b>3.</b>	Develop the adult health care network.			
<b>3a.</b>	Initiate conversations with the School Health Clinics, The Health Trust, the Overfelt Adult Clinic and The Pacific Free Clinic to better understand how adult health needs could be accommodated through longer clinic hours and identify barriers to the expansion of operating hours.	Medium	Immediate	School Health Clinics The Health Trust United Way Silicon Valley
<b>3b.</b>	Conduct a facilities and services evaluation of Valley Health Tully facility via phone, specifically identifying how low-income and uninsured individuals can obtain medical and dental services.	High	Immediate	Not Applicable
<b>3c.</b>	Initiate conversations with The Health Trust to better understand the lack of funding for adult dental care. Identify possible solutions through existing programs that have not yet been identified or through funding opportunities.	Medium	Immediate	The Health Trust
<b>3d.</b>	Identify possible opportunities for mobile adult/ family dental service at the Overfelt Clinic on select Saturdays. An initial point of contact is the Tooth Mobile organization.	Low	Immediate	School Health Clinics The Health Trust

## Governance

Action #	Strategy/Action	Priority	Timeframe Immediate (0-18 months) Short (0-3 years) Medium (4-6 years)	Responsibility
4.†	Identify new facilitating entity to take over once SJSU involvement ends.	High	Immediate	Integrators/ Stakeholders
5.	Establish a Policy Board and convene a formal meeting to confirm recommendations for K.O.N.A. Community Services Network provided in this report.	High	Immediate	Facilitator
6.	Define processes for sustainability, equity, accessibility, and evaluation, keeping in mind the principles of building on strengths and maximizing resources.	High	Ongoing Immediate	Informal Policy Board
7.	Define internal communication system and meeting schedule.	High	Immediate	Informal Policy Board
8.	Decide on Technical and Subcommittees administrative roles and responsibilities. Clarify roles.	High	Immediate	Informal Policy Board
9.	Create MOUs for all collaboration partners, if needed.	Medium	Short	Integrating Entity/Facilitator
10.	Implement processes to produce confirmed outcomes with concrete indicators for success.	High	Ongoing Short	Technical Committee & Subcommittee
11.	Create budgeting and fund management plan.	High	Short	Technical Committee
12.	Evaluate processes, timeline, and budget regularly.	High	Ongoing Medium	Formal Policy Board
13.	Investigate potential database system as a tool for sustainability and information sharing.	Low	Ongoing Medium	Technical Committee

† Top Priority Action

## Physical Linkages

<b>Action #</b>	<b>Strategy/ Action</b>	<b>Timeframe</b> Immediate (0-18 months) Short (0-3 years) Medium (4-6 years) Long (7+ years)	<b>Responsibility</b>	<b>Resources</b> \$ = <\$10,000 \$\$ = \$10,000 - \$75,000 \$\$\$ = \$75,000 - \$200,000 \$\$\$\$ = >\$200,000
<b>14.†</b>	Design and install directional elements leading to adult life skills network sites.	Immediate	SJRA	\$\$\$
<b>15.</b>	Install pedestrian amenities (street trees, landscaping, bus shelters and traffic calming devices) along streets adjacent to adult life skills sites.	Short	SJRA DOT PRNS Our City Forest	\$\$\$\$
<b>16a.</b>	Install enhanced pedestrian amenities across Overfelt High School and Most Holy Trinity, at the intersection of Cunningham Avenue and Nassau Drive.	Short	DOT SJRA DPW	\$\$
<b>16b.</b>	Repair existing broken sidewalks and install ADA compliant ramps at the intersection of Cunningham Avenue and Nassau Drive.	Short	DOT SJRA DPW	\$\$
<b>16c.</b>	Install refuge islands at the intersection of Cunningham Avenue and King Road.	Long	DOT SJRA DPW	\$\$
<b>16d.</b>	Install ADA curb radius cuts at the intersection of Cunningham Avenue and Nassau Drive.	Long	DOT SJRA DPW	\$\$\$\$
<b>16e.</b>	Design and construct medians with a left turn lane on Cunningham Avenue.	Long	DOT SJRA DPW	\$\$\$\$

DOT: City of San José Department of Transportation  
 DPW: City of San José Department of Public Works  
 NAC: Neighborhood Action Council  
 PRNS: San José Department of Parks, Recreation and Neighborhood Services  
 SJRA: San José Redevelopment Agency

† Top Priority Action

## Community Meeting Places

<b>Action #</b>	<b>Strategy/ Action</b>	<b>Priority</b>	<b>Timeframe</b> Immediate (0-18 months) Short (0-3 years) Medium (4-6 years) Long (7+ years)	<b>Responsibility</b>
<b>17.†</b>	Distribute Community Meeting Places Catalog through outreach distribution channels	High	Immediate	Non-profit integrator, NAC, Block Captains
<b>18.</b>	Enhance exterior pedestrian level lighting around adult life skills sites.	High	Immediate	DOT SJRA DPW
<b>19.</b>	Install basic meeting equipment such as projection screens, boards and easels at community meeting spaces.	High	Immediate	SJRA School Districts
<b>20.</b>	Improve interior lighting at community meeting places.	Medium	Immediate	SJRA School Districts
<b>21.</b>	Reconfigure circulation to better identify the entry points to the community meeting facility.	Medium	Medium	DOT SJRA DPW School Districts
<b>22.</b>	Adapt kitchen facilities for food warming at community meeting places.	Medium	Medium	SJRA School Districts

DOT: City of San José Department of Transportation

DPW: City of San José Department of Public Works

NAC: Neighborhood Action Council

PRNS: San José Department of Parks, Recreation and Neighborhood Services

SJRA: San José Redevelopment Agency

† Top Priority Action

## Outreach

<b>Action #</b>	<b>Strategy/ Action</b>	<b>Priority</b>	<b>Timeframe</b> Immediate (0-18 months) Short (0-3 years) Medium (4-6 years)	<b>Responsibility</b>
<b>23.†</b>	Develop and distribute the Community Resource Directory.	Top	<i>Short-term:</i> Single document with central updating. <i>Long-term:</i> Database integrated into other Valley resources with delegated updating.	<i>Continued development:</i> Non-profit integrator such as the United Way SV with the resources for creation and follow-through. <i>Distribution:</i> NAC and Block Captains
<b>24.</b>	Convert the Resource Directory to a web-based version.	Top	Short	Community-Based Organization with capacity to develop and maintain the website
<b>25.</b>	Promote United Way Silicon Valley First Call for Help.	Medium	Immediate	United Way Silicon Valley
<b>26.</b>	Promote City of San José Call Center.	Medium	Immediate	City of San José
<b>27.</b>	Promote 2-1-1 Phone Line.	Medium	Short	United Way Silicon Valley
<b>28.</b>	Promote HelpSCC Web Site.	Medium	Immediate	Community Technology Alliance
<b>29.</b>	Utilize Volunteer Center Silicon Valley to connect service providers with skilled volunteers.	Medium	Immediate	Service providers and individuals in the community
<b>30.</b>	Promote program clusters in specialized sub-directories (flyers/newsletters).	Medium	Short	Service providers who provide programs within the specific cluster

† Top Priority Action

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