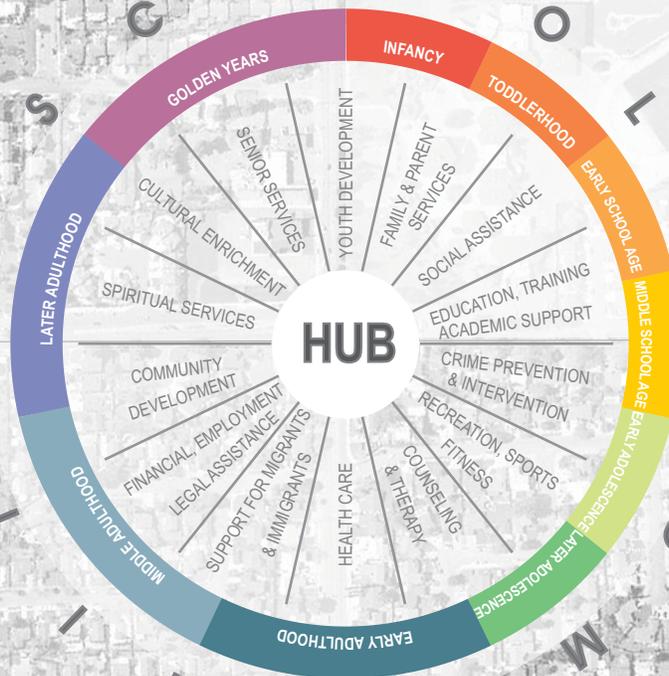


TULLY-SENTER SCHOOL-COMMUNITY HUB

FACILITIES AND SERVICES ASSESSMENT



April 2004

TULLY-SENTER SCHOOL-COMMUNITY HUB

FACILITIES AND SERVICES ASSESSMENT

Prepared for the City of San José
Strong Neighborhoods Initiative

April 2004

To the Tully-Senter Community,

Thank you for your commitment to your community. A few short months ago, you embarked upon a process to learn more about the needs of your community, the existing services in your area, and the opportunities for improving the quality of life for all who live there.

Through large community meetings, small discussion groups, door-to-door conversations, and written surveys, members of the Tully-Senter Community have illustrated that improvements can be made and that collaboration is the key.

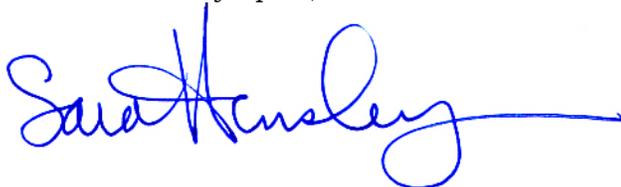
The Tully-Senter School-Community Hub is your solution. This report, and the current plans for the Tully-Senter School-Community Hub, illustrate that you are willing to voice your ideas, move thoughts into action, and turn concepts into reality. I congratulate you.

The contributions of local community members; community service providers and facilities; the Neighborhood Advisory Committee; San José State University Urban Planning Department; San José Redevelopment Agency; the City's Parks, Recreation, and Neighborhood Services Department, and the Franklin McKinley School District prove that innovative collaboration is the true definition of community. Your passion and practicality are the wave of the future, as you recommend a joint use facility that increases efficiency and improves quality of life.

This is only the beginning of a dynamic and innovative community planning process, and your efforts in Phase 1 of this project are greatly appreciated. To further your goals, I respectfully request that you keep the dream moving forward with constant participation and input. The more you mold it, the better it will be.

It is a great honor to serve such a committed, diverse, energized group of people such as the residents of the Tully-Senter community. You have my unequivocal support in turning your well-deserved dream of the Tully-Senter School-Community Hub into a reality.

In Community Spirit,



Sara Hensley, Director
Parks, Recreation, and Neighborhood Services

Executive Summary

In June 2002, the Tully-Senter Neighborhood Improvement Plan (Strong Neighborhoods Initiative) was accepted by the San José City Council. In the plan, community members identified their ten top priority actions to improve the neighborhood. Leading the list was the establishment of a School Hub, a community facility that would provide space for multiple services.

In August 2003, an assessment was initiated as the first stage in the implementation of the School-Community Hub. The five-month process employed an asset-based approach to the data collection and analysis, which included surveying existing services and facilities, interviewing community members through focus groups and community-wide meetings, and conducting a demographic analysis to further understand the characteristics of the neighborhood.

The assessment benefited from the collaboration of many organizations and individuals dedicated to the project, including the San José Department of Parks, Recreation and Neighborhood Services (PRNS), San José Redevelopment Agency (SJRA), Franklin McKinley Education Foundation (FMEF), Franklin McKinley School District (FMSD), San José State University Urban and Regional Planning Department and a 15-member Community Task Force. The purpose of the assessment was to determine if a new community facility was indeed needed, before proceeding with the programming and conceptual design process. The results of the assessment support the recommendation for a new community facility.

Findings

The assessment indicated that, while some service gaps do exist, the neighborhood is also rich in many essential services, including recreation programs and academic support services. Service users emphasized several barriers to access, which inhibit their likelihood of using services currently available. These include lack of awareness, transportation issues, fees and an inability to navigate the service provider system. Some of these barriers are intensified because Tully-Senter has a predominantly foreign-born population and many residents are not comfortable accessing services. Many of these barriers could be eliminated with a central service coordination and brokerage system that is welcoming and designed specifically for this culturally diverse community. While specific services are needed to fill in some gaps, service coordination and promotion are key to improving the quality of life for area residents.

Service Recommendations

The Hub and Spoke model, developed by the Franklin McKinley Education Foundation, will help address many access issues that



emerged during the assessment and should be employed as the organizational foundation of the Hub. The model is designed to meet an identified community need: centralized access to a wide range of services. The Hub and Spoke model of service delivery is defined by the establishment of a single point of entry (Hub) for residents of all ages to easily and conveniently access a wide spectrum of services, in an often complex system. The model also includes partner agencies (Spokes) that actually provide the services. The Spokes may be located at the Hub facility itself, or at a different location. Through this unique model, existing services are used more efficiently and service gaps become transparent.

In addition to providing service coordination and information, the Hub facility will offer various services directly to the community. Primary services are those which have been identified by all sources of information as most needed by the community at the present time. Primary, or key services will have a strong presence, providing an anchor and a sense of identity to the facility. Secondary services complement and support primary services and can be integrated into the regular facility operation as needed.

Based on the assessment, primary services include service coordination, childcare, employment services, financial services, services for immigrant and migrant families and individuals, counseling, computer training and access, youth development programs, education, recreation and health care access for residents of all ages. Secondary services include cultural enrichment programs, gang abatement programs and a point of access to city government services. Additionally, support spaces such as offices, meeting rooms and potentially a retail component will ensure the success of the Hub.

Facility Recommendations

The School-Community Hub will serve as a central location for services and referrals to the residents of the Tully-Senter neighborhood. The overall physical design of this facility should consider basic principles of urban design, flexibility, site planning and safety.

Flexibility should be integrated into the design of the building by, for instance, using dedicated and shared spaces to ensure the facility will accommodate a wide range of services and adapt to changing requirements over time. Dedicated spaces would be spaces in the building for service providers and programs that have a permanent presence in the community. Flexible, or shared spaces would be designed to adapt to the needs of service providers for the time that they are in the building.

Four sites were considered for the location of the School-Community Hub: Fair Middle School South Site, Fair Middle School North Site, Santee Elementary School and the Christian Community Church. Each site was evaluated on the basis of visibility, access, centrality of location and land cost. The analysis

indicated that Fair Middle School is the preferred site. Both the north and south lots met the selection criteria. Furthermore, the Franklin McKinley School District is currently processing a long-term use agreement to make land available on the Fair Middle School campus for the Hub building.

Implementation Action Plan

To achieve the community's vision for the Hub, a clear implementation strategy will be required. This includes designating a lead agency, establishing ownership, creating partnerships and working through an implementation timeline.

The lead agency will play a key role in implementing the Hub, coordinating the various services in the community and operating the facility. Four organizations with a strong presence in the Tully-Senter area were evaluated to determine which is best poised to lead the Hub: the Franklin McKinley Education Foundation/Fair Exchange (FMEF), the City of San José Department of Parks, Recreation and Neighborhood Services (PRNS), the Franklin McKinley School District (FMSD) and Catholic Charities' Communities Organizing Resources to Advance Learning (CORAL).

Each agency was evaluated in terms of the following criteria: relevance of the organization's primary mission, its experience in providing, brokering and coordinating community services, its operational and staff capacity, and its ability to commit and obtain resources to manage the Hub facility in the long term. While all potential agencies are committed to the health of the community, not all have a mission, expertise or resources that enable them to play the primary role in implementing and operating the Hub. The Franklin McKinley Education Foundation has the resources, commitment and experience to function as the lead agency for the Hub in the long run and is therefore recommended to manage and operate the facility.

The final ownership of the facility will be determined as funding sources are identified and secured. Essential partners include the Franklin-McKinley School District, City of San José Department of Parks, Recreation and Neighborhood Services, San José Redevelopment Agency, FMEF and other community-based organizations and non-profit service providers.

An implementation matrix is included at the end of the report. It recommends specific actions to guide the development of the School-Community Hub.

Acknowledgements

The following people are gratefully acknowledged for providing valuable assistance in the development of the Tully-Senter Services and Facilities Assessment.

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A special thank you to all Tully-Senter Hub focus groups, survey and community workshop participants, service providers, facility operators, and those who have expressed interest in this planning process.

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Introduction

In June 2002, the Tully-Senter Neighborhood Improvement Plan (Strong Neighborhoods Initiative) was accepted by the San José City Council. In the plan, community members identified their ten top priority actions to improve the neighborhood. Topping the list was the establishment of a School Hub, a community facility that would provide space for multiple services.¹

The plan states, “this model facility should include facilities for all age groups and a wide range of community needs.” Some of the services listed in the plan are a teen center, counseling rooms, community meeting rooms, after school and day care, and occupational training facilities for adults and youth.²

In August 2003, the San José State University Urban and Regional Planning Department initiated a research process in partnership with the City of San José Department of Parks, Recreation and Neighborhood Services, the San José Redevelopment Agency and the Tully-Senter Strong Neighborhoods Coalition. The assessment included data collection and analysis to provide a comprehensive understanding of current services, facilities and users in the Tully-Senter area. The purpose of this process was to independently assess whether a new building is needed to achieve the goals of the Strong Neighborhood Improvement Plan. To complement this assessment, a detailed demographic profile was developed for the community using Census 2000 data. The results of the assessment, together with demographic data, support the recommendation for a new community facility.

The following report documents the conclusions of the research conducted by San José State urban planning graduate students and the recommendations based on those conclusions. A working vision statement, crafted with community input, follows the introduction. Subsequently, the data collection methodology and analysis are detailed, followed by a discussion of why a new facility is needed. Preliminary recommendations are then presented for the services to be offered at the Hub and the facility design. Finally, an implementation strategy is outlined. This report will provide the community with a reference and guide throughout the site planning, programming and schematic design process to follow.

Although the facility has been described in the Tully-Senter Neighborhood Improvement Plan as a “School Hub,” this report uses the term “Hub” and “School-Community Hub” interchangeably to describe the proposed building. Since the intention of the facility is to serve the entire community, the inclusion of the term community more accurately describes the intent of the proposed Hub. The more inclusive term is recommended as a term to define this project.



¹ City of San José Strong Neighborhoods Initiative. *Tully-Senter Neighborhood Improvement Plan*: San José, 2002.

² Ibid.

Vision



The vision statement was crafted from information gathered during the data collection and analysis process. Focus groups, community meetings and the Tully-Senter Neighborhood Improvement Plan, all laid the foundation. Input from the Task Force and other community members helped further the scope of the Vision.

The Tully-Senter School-Community Hub is envisioned as a multi-generational, inclusive, highly visible, accessible and centrally located place where:



- The community has access in a single location to information and community services for users of all ages, from infancy to the golden years.
- Welcoming, friendly, warm and knowledgeable staff assist users of all ages and social background to navigate through the social services system and find the services they need.
- The wealth of cultural skills and talents available in the community are shared, and residents come to learn from and support each other.
- A strong sense of civic engagement and volunteerism are fostered.
- Lifelong achievement is supported through education, school readiness and personal enrichment.
- A culture of success is fostered by helping users successfully operate within the American social system while honoring and celebrating the cultural diversity of the community.
- The community, school, city, non-profit and private sectors advance a unique model of collaboration.
- Culturally specific outreach will be employed, reaching out to its users not only in the various languages spoken in the community, but also in culturally sensitive ways.

Services and Facilities Assessment

The assessment, a five-month community-driven process conducted from August to December 2003, was the first stage in the implementation process for the School-Community Hub. It employed an asset-based approach to the data collection and analysis process, which included surveying existing services and facilities, and interviewing community members through focus groups and community-wide meetings. The assessment benefited from the collaboration of many organizations and individuals dedicated to the project, including San José Department of Parks, Recreation and Neighborhood Services (PRNS), San José Redevelopment Agency (SJRA), Franklin McKinley Education Foundation (FMEF), Franklin McKinley School District (FMSD), San José State University Urban and Regional Planning Department, and a 15-member Community Task Force. The purpose of the assessment was to determine if a new community facility was indeed needed, before proceeding with the programming and conceptual design process.



Methodology

San José State University conducted most of the data gathering, relying on the City, FMEF and the Community Task Force to provide guidance and feedback along the way. Three distinct sources of information were targeted: (1) existing services and facilities, (2) current or potential users of area services, (3) and census data.

Inventory of Service Providers and Facilities

Seventy-nine (79) service providers and facilities were contacted for specific information on the services provided and audience targeted. Of the seventy-eight, forty-six responded either through a personal interview or a survey form. This information has been collected in an electronic database, which is updated on an ongoing basis as new information becomes available.

Community Input

Over 250 community members contributed to the data collection process, either through smaller focus groups or large-scale community-wide meetings. Five focus groups were conducted, and two community meetings were held in October 2003 and January 2004. Focus groups and informal interviews targeting the following populations were held: seniors, youth, parents with young children, and residents of Asian and Hispanic background. The primary purpose of the user focus groups was to determine:

- Which community services are used and valued the most, and why.

- How community services and facilities can be improved to meet users' needs.
- Which additional community services or facilities would be most useful for area residents.



Focus group with adults



Ideas get recorded

Examining services both from the provider and user perspectives lent insight into what services were most utilized and valued, and more importantly, what gaps existed within the family of services offered in the Tully-Senter area.

The map on page 6 (Figure 2) illustrates the geographic distribution of services and facilities within and immediately surrounding the Tully-Senter area. The map on the next page (Figure 1) indicates where some of the focus group participants live. Focus group participants represent a reasonably wide range of neighborhood sub-areas. The area west of Lucretia Avenue comprises a small percentage of the Tully-Senter population. In fact, approximately 90% of the population lives within the grey shaded area.

Demographic Information

A third component was added to the data collection phase in the gathering and analysis of demographic data from the 2000 U.S. census. Information such as income levels, linguistic isolation, place of birth, education attainment, age distribution and family composition was examined. Demographic data proved valuable in understanding and confirming many of the conclusions reached through the collection and analysis of service user and provider information.

Three Point Data Analysis

As Figure 3 on page 8 illustrates, the recommendations reached as part of the needs assessment were generated through the intersection of the three data points: services and facilities, users, and demographics. Through this approach, conclusions reached from one data source could be confirmed or even voided through information gleaned from a different source. The strength of this technique emerged in instances when one data source did not support the conclusions drawn from another. For example, many users stated the need for services already plentiful in the area, as confirmed by the services inventory. This was often symptomatic of the need for greater awareness, coordination and sometimes expansion of existing services. Indeed, a major theme that emerged during the needs assessment was a significant need for improved awareness and coordination of services. It soon became evident this was a key role the Hub should fulfill.

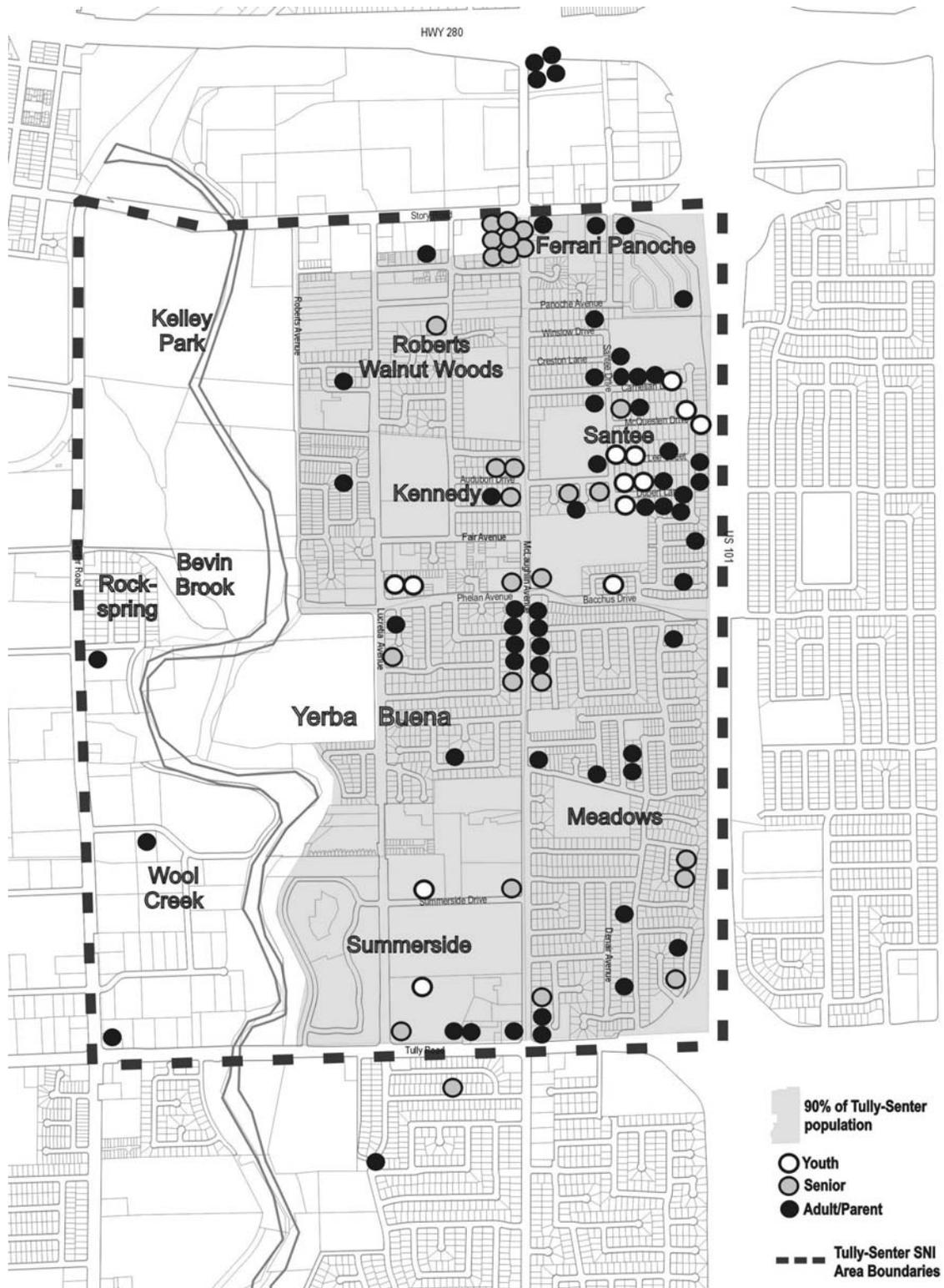


Figure 1. Geographic Distribution of Focus Groups Participants



Figure 2. Geographic Distribution of Facilities, Services and Programs

Facilities

1. Maranatha Bible Church
9. Leininger Community Center
10. History Park
13. The Fathers House
14. San José Public Library - Tully Branch
15. San José Sports Complex - Little League Field
16. Christian Community Church
17. Fair Youth Center
18. Shirakawa Elementary
19. Stonegate Skate Park
20. Duc Vien Buddhist Temple
28. Joséfa Chaboya de Narvaez Mental Health Center
32. Iglesia Ni Cristo (Church of God)
33. Kindom Hall of Jehova's Witness
34. Meadows Elementary School
35. Fair Middle School
36. Chaboya Clinic
40. Franklin McKinley Health Clinic
48. Santee Elementary School
49. Kennedy Elementary School
50. Santee Child Development Center
51. Kennedy Recreation Portable
52. George Shirakawa Community Center/Iola Williams Senior Center
53. Santee Neighborhood Action Center
55. Franklin McKinley Valley Health Center
56. San José Christian Alliance Church
57. Fair Swim Center
58. Logitech Ice
59. Yerba Buena High School
60. Faith Tabernacle, Church of God
64. Santee Library
77. Happy Hollow Zoo
78. Vietnamese Cultural Heritage Garden
79. Japanese Friendship Garden

Services and Programs

2. Santee Mission Guadalupana
3. Family Support Team
4. Private Counseling
5. Success for All
6. Next Door Solutions to Domestic Violence
7. Franklin McKinley Education Foundation/Fair Exchange
8. Even Start
11. Girl Scouts of Santa Clara County
12. Juniors for Success
21. American G.I. Forum
22. 21st Century Grant
23. Santa Clara County Application Assistance Center
24. Santa Clara County Social Services: CalWorks
25. Santa Clara County Social Services: Food Stamp Program
26. Santa Clara County Social Services: Refugee Resettlement Program
27. Santa Clara County Social Services: Adolescent Family Life Program
29. Asian Americans for Community Involvement
30. School Age Growth and Enrichment (SAGE)
31. KidPower
38. St. Vincent de Paul, St. Francis Career Center
39. Head Start
41. Community Boards
42. Teen Talk/Planned Parenthood
43. Asian American Recovery Services
44. Safe Schools Campus Initiative
45. Asian Pacific Family Resource Center
46. Parent Institute for Quality Education
54. The Right Connection
61. Catholic Charities: Youth Empowered for Success
63. California Youth Outreach
65. Toothmobile
66. San José Homework Center
67. Mini CORE
68. Alano Club
69. Cornerstone Project
70. SHARP Truancy Program
73. Adult Child Guidance Center FAST
74. Pathways Society
75. Safe School Healthy Students Initiative
76. Gardner Family Care



Figure 3. Sources of Information

The diagram to the left (Figure 3) illustrates the intersection of the three data points concept. Later on in the report, primary and secondary services to be housed at the Hub will be discussed. It may be helpful to think of primary services as those embodied in the space where the three circles intersect, whereas secondary services lie in the space occupied by two circles. Essentially, the need for primary services, while not necessarily greater, is more strongly evidenced by the data. Secondary services are also strongly supported by the information, but to a lesser extent. It is also important to remember that these classifications are not static. The neighborhood, its assets, needs and available services are constantly changing.

Is a Hub Needed?

The needs assessment concluded that a Hub is needed in the community. Several obstacles have been identified that make community building in Tully-Senter difficult, which will be addressed through the development of a School-Community Hub. The demographic and geographic characteristics of the neighborhood support the need for a centralized facility for the delivery and coordination of community services. Focus group and interview results also support the need for a facility in a central location where residents can access various needed services.

A Diverse Neighborhood

The Tully-Senter neighborhood, while indicative of its larger geographic context in many ways, exhibits several unique demographic characteristics that speak to its specific needs and service requirements. Most notably, Tully-Senter has a high ratio of immigrant families, a younger population than San José as a whole, larger family sizes, lower income levels and lower educational attainment rates. These unique characteristics create many challenges, but can also be viewed as assets because of the opportunities they foster. The diversity inherent in the neighborhood can be utilized to cultivate a community rich in social, cultural and economic opportunities.

Tully-Senter is ethnically diverse (see Figure 12 on page 24) and has a high percentage of immigrants (see Figure 10 on page 22). The majority of Tully-Senter residents (57%) are foreign-born. The two largest ethnic groups are Hispanics (47%) and Asians

(38%). Linguistic isolation rates indicate 28.8% of the neighborhood population has at best, rudimentary English speaking capabilities. Among Hispanic households, 37% of the household heads are linguistically isolated. Among Asian households, the rate is even higher (47%). Such diversity can result in communication barriers; residents may have difficulty integrating into the larger community and accessing needed services. A visible, welcoming, and easy to access facility could draw those in need to available services and provide a place for residents from diverse cultures to meet.

Tully-Senter residents are younger across the board in comparison to both San José and Santa Clara County residents. For instance, 31% of Tully-Senter residents fall in the 0-17 age bracket, while 26% of San José and 25% of County residents do. This trend starts to reverse at age 35. The percentage of residents in each ten-year age bracket from 35 onward is greater at both the City and County levels (see Figure 7, Age Distribution, on page 20).

Not surprisingly, families in Tully-Senter tend to be younger and in many cases, larger than their counterparts in the City and County. Sixty-one percent of Tully-Senter family households have school age children, whereas only 52% of San José and 51% of Santa Clara County families have children. This dichotomy is particularly marked in the larger family households. In Tully-Senter, 25% percent of family households have 6-7 people, compared to 11% for the City and 8% for the County. The relatively high proportion of single parent households in Tully-Senter (17%) is also notable, as it is 55% greater than the single parent household rate in San José (11%) (see Figure 6, Family Type on page 19).

Income levels (see Figure 8 on page 21) and educational attainment (see Figure 9 on page 21), two related indicators, are also relatively low. The median household income in Tully-Senter (\$53,262) is 76% of San José's median income (\$70,243) and 72% of the County median income (\$74,335). The proportion of households receiving public assistance income (8%) is double that of San José and nearly triple that of Santa Clara County. Furthermore, given the high proportion of linguistic and cultural isolation, it is quite likely many who might qualify for public assistance do not apply.

Lower income residents may struggle to provide for even their basic needs and may not have the time or energy to seek out services. The Hub will make it easier to provide additional educational opportunities, and will enhance access to these and other services.

Forty-three percent of the neighborhood population over 25 has not completed high school, and only 11% holds a college degree. In comparison, 74% of San José residents have at least a high school diploma and 32% have a college degree or higher. This marked difference emphasizes the need to provide greater

educational opportunities for all Tully-Senter residents, including adults.³

Geography

In addition to the divisions caused by race, language and cultural diversity, Tully-Senter is divided by three major geographic barriers. McLaughlin Avenue, Lucretia Avenue and Coyote Creek divide the neighborhood into four long, narrow north-south corridors (see Figure 2 on page 6). Note that other priority action items in the Tully-Senter Neighborhood Improvement Plan are designed to address this situation. These actions will improve access across these barriers, but the barriers will not be completely removed.

A central and visible location is key to reaching the unifying potential of a new School-Community Hub facility. A central location that takes advantage of other planned improvements in the neighborhood will provide easier and safer access to the greatest number of residents. A visible location will encourage frequent use of the facility and create a focal structure to solidify a sense of community for the entire Tully-Senter area.

Community Input Results

Current and prospective service users were interviewed to determine what services are currently used and valued, how existing services could be improved to meet the community's needs and what additional services are needed in the community. Three data collection methods were employed to gather this information: targeted focus groups, individual interviews and community-wide meetings. The data collection effort included youth, parents and seniors. It captured information from a wide range of ethnic groups as well, most notably Asians and Hispanics. The findings of this data collection effort complement the service and facilities findings because they indicate which services are the most valued, accentuate where gaps exist in essential neighborhood services and perhaps most importantly, speak to the barriers residents encounter in accessing available services.

A common theme that surfaced in the adult focus groups, interviews and community meetings was a desire for more information about the services and programs available. A one-stop center for services will make it easier for residents to find the services and programs they need and want to use.

Focus groups and interviews also revealed that people of all age groups want increased computer access and computer education. The community needs a place to go and not only have access to computers, but also learn how to use them. A

³ All statistics are derived from the 2000 U.S. Census <www.census.gov> and refer to census tracts 5031.03 (block group 1), 5031.05, 5031.06, 5031.10 and 5031.06.

community hub facility would be the ideal location to provide such a service.

Latino and Asian focus group participants also expressed a need for additional counseling services. Although counseling is currently provided in several locations in the area, a central facility with counseling rooms would increase the convenience of counseling services.

Youth focus groups expressed a need for a youth center with better games and computers and more spaces for separate activities. The Fair Youth Center is currently housed in a portable classroom, so the youth in Tully-Senter do not have a permanent facility where they can go for fun and support after school. A School-Community Hub facility would provide a safe location for such a facility, and would encourage youth, adults and seniors to interact as they use the facility to access a variety of services.

Youth and Parents of Young Children

Interviews with youth and parents of young children provided significant insight into the service dynamic of the under 18 population in Tully-Senter. Recreational activities, most notably sports, were the most widely used services for this age group. The Fair Youth Center, Fair Swim Center and Soccer League were all highly used and valued outlets for youth recreation. Parents also placed a high value on after school/child care and health services.

Most of the stated service gaps were for services already available, but in insufficient quantity to meet the needs of the population. Both parents and youth indicated a desire for additional recreational opportunities. Specific suggestions included music, art, hip-hop and dance classes, as well as wrestling, football and “girls only” sports leagues. Both groups also stated additional Internet and general computer access as important for completing homework assignments. Child care and after school activities, while used by many parents, was still emphasized as a service need in the neighborhood.

The primary barriers to use of existing services were: lack of awareness, fees, safety concerns, limited hours and transportation. Many interviewees simply were unaware of the existence of services they would be inclined to use. Hence, additional publicity was emphasized as an important factor in increasing use of existing services. Although most services are subsidized, many parents still had a difficult time paying the fees, particularly in families with multiple children. For example, the soccer league fee was \$15 per child per season. When compounded for multiple children and multiple activities, the fees can become prohibitive. Some parents had concerns about leaving their children in areas known for gang activity after school hours. The youth interviewed confirmed that this presented a real barrier to accessing after school



Neighborhood children participate in a focus group

programs. Youth in particular noted that limited hours presented an issue. After school programs often did not extend into the evening and other services were mostly available during standard working hours. Parents stated the need for bus service to transport their children to many of the activities available in the neighborhood.

Seniors



Seniors at a focus group

Although the senior population within the Tully-Senter area only represents a small percentage of the community (5%), their needs are unique because of life stage, limited income and mobility restrictions. Hence, they are an important group to interview and assess for service requirements.

The services most seniors considered important were transportation services, food programs and recreational activities. Each individual's awareness of community services and perspective on the importance of specific services depended on his/her background and current situation. Individuals that could not communicate in English or were fairly new to the area valued services that assist with day to day living, such as translation services and food programs. English-speaking seniors already established in the community and more active at senior centers stressed the importance of recreational classes. However, both groups agreed transportation was crucial in utilizing the programs and services available.

In terms of service gaps, seniors recommended providing a greater range of recreational and physical fitness activities. They also noted the need for more facility space. For those seniors newer to the neighborhood, the need for more frequent ESL classes was also mentioned.

Lack of awareness, language barriers and transportation issues were by far the most significant barriers encountered in accessing current services. Sixty percent of seniors reported being unaware of all the services available to them. Language barriers were seen as one factor fostering this lack of awareness. A recommendation was made to increase advertising by developing an outreach plan, creating a bulletin to publicize upcoming events and printing it in multiple languages, including Spanish and Vietnamese. Several seniors mentioned that safe, reliable transportation services were lacking in the neighborhood. During personal interviews, several seniors stated they were afraid to use public transportation because they feared getting lost and at times felt they were too frail to manage on their own. Among those interviewed, 70% never used public transportation and the remaining 30% only used it occasionally. Clearly, current public transportation options are not meeting the needs of the senior population in Tully-Senter.

Services and Facilities Survey Findings

During the data collection phase of the assessment, both facility owners and services providers were surveyed to produce a comprehensive inventory of current facilities and services. The inventory identified underutilized assets and determined which facilities and services were stretched to capacity. This knowledge was essential in determining if a new facility was warranted, and if so, what features and services it should contain.

Facilities

The facilities assessment focused on seven types of facilities: Spiritual Facilities, Educational and Academic Facilities, Youth Service Facilities, Community Development Facilities, Recreational Facilities, Health Facilities and Cultural/Art Facilities. The results indicate the neighborhood is actually quite strong in outdoor facilities but stretched to near capacity at most of its indoor facilities.

Spiritual facilities are perhaps the one exception to this rule. Nine faith-based facilities were identified in the neighborhood. Two of them, Christian Community Church and The Fathers House, have recently closed private schools on their property due to low enrollment. Hence, the classroom space is underutilized. In fact, many of the spiritual facilities have underutilized space during the daytime, since their peak time usage correlates with their service times, which are typically Sundays and one or two nights a week. Though spiritual facilities generally are willing to contribute to the community, they still want to remain autonomous and are not willing to entirely make their facilities available to the public.

The Tully-Senter Strong Neighborhood area has six different schools. Additionally, the Franklin McKinley Education Foundation acts as a support organization to the neighborhood schools and Santee Head Start provides pre-school and family support services to low-income families. Overall, the neighborhood appears to have plenty of primary educational facilities. However, the schools are strained because many are heavily utilized by other service providers. For example, Santee Elementary School also houses the Santee Child Development Center, and the George Shirakawa School sports fields were utilized after school hours and on weekends by community members participating in different recreational activities. Overall, it appears that the school and academic facilities operate at capacity and do not have the physical resources to commit to additional service providers.

The Strong Neighborhood area has one important and central youth facility, the Fair Youth Center, located in a portable on the Fair Middle School grounds. It is a successful service, which runs various activities and provides space for games and other social opportunities for teens in the neighborhood. However,

the Fair Youth Center is limited to a single portable and does not have the space for additional services.

The Santee Neighborhood Action Center coordinates and organizes a variety of services in the community and is an essential liaison between the City and the community. The Action Center is adjacent to Santee Elementary School and is available to the community. However, it is a small portable with space only for about 12 people.

There are a variety of outdoor recreational facilities available. The community is fortunate to count Kelley Park as one of its assets. Within the park, the Leininger Center has a multipurpose hall the community can rent for special occasions. The new Fair Swim Center provides swimming opportunities for children and adults of all ages. The 5,500 Stonegate Skate Park, another recently opened facility, provides skating space just south of the Tully-Senter area. The Logitech Ice Skating facility is also located close to the area. Overall, Tully-Senter has a rich assortment of different recreational spaces. However, the facilities are limited primarily to outdoor recreation.

The County will soon open the Franklin McKinley Valley Health Center, a 53,000-square-foot facility, to meet the primary health care needs of the community. It is located at the intersection of Tully and Senter roads.

The Tully-Senter Strong Neighborhood area has cultural and arts facilities including the History Park of San José and the Japanese Friendship Garden. Also, there are several developments planned or under construction at the moment. The most notable is the Tully-Senter Multi-Use Facility, which will include the Tully Branch Public Library. The Library will have a meeting room, computer facilities, some classrooms and reading spaces available for community use. The Vietnamese Heritage Garden is also planned on Kelley Park grounds.

Services

The assessment indicated that while some service gaps do exist, the neighborhood is also rich in many essential services. Issues related to access are actually more significant than a specific lack of services. These issues include lack of awareness, linguistic isolation, transportation barriers, prohibitive fees and an inability to navigate the service provider system. This finding indicates that while specific services are needed to fill in the gaps, service coordination and promotion are key to improving the quality of life for area residents.

The service assessment found that the following services are either inadequate in the neighborhood or at maximum capacity: child care, support for immigrant and migrant families, technology access and training, employment services, financial services, educational enrichment, youth recreation and gang abatement.

Head Start and the Santee Child Development Center are the largest child care providers in the neighborhood. These providers are currently at or above ideal capacity. Given the high percentage of young children in the area and the relatively high proportion of single parent households, quality child care is essential to the continued health of the community.

Several providers offer support services for immigrant and migrant families, including ESL classes, legal assistance and citizenship classes. However, while most of these providers welcome everyone, they do so through outlets that may be perceived as culturally or religiously specific, such as the Asian Pacific Family Resource Center and the Christian Community Church. Many people do not feel comfortable accessing these services, even though they are readily available to them. Therefore, there is a need for immigrant and migrant services that transcend perceived social boundaries.

There is limited access to technology amongst the adult population. Recently, access has been declining due to budget restraints. School age children have greater access to computers, most notably at the Fair Youth Center Computer Lab, but still often need more computer access to complete homework assignments. The Tully Branch Public Library will alleviate some of this burden once it is built, but technology access will continue to be an important service need.

Employment services are minimal in the neighborhood. In fact, the only dedicated employment services provider is located along the neighborhood's northern border, Story Rd. The St. Francis Career Center is managed by St. Vincent de Paul and is a relatively new addition to the neighborhood.

The community has indicated financial advising is needed. Such services are not widely available in the Tully-Senter area. Credit counseling and savings programs are important for everyone, but the need is especially strong in this community as many residents are new to American credit and banking systems.

Educational enrichment is needed both for adults and youth, although in different ways. The educational attainment rate in the neighborhood is quite low and there is a high illiteracy rate, both in English and in the other native languages. The education level is widely diverse among residents, and resources are needed to service everyone along the spectrum. Services aimed at enriching and supplementing youth education are well represented in the neighborhood. Still, there is a need for career advising and college preparatory work amongst middle and high school students.

The community does have a range of existing youth services, from recreational activities to homework help. However, many of these services are housed in portable units. Newer facilities designed specifically for housing youth development programs are needed.

Gang abatement services do exist in the neighborhood, most notably Right Connection at the Santee Neighborhood Center and California Youth Outreach at Fair Middle School and Yerba Buena High School. However, the status of these services fluctuates because their need is closely tied to the actual level of gang activity and hence, changes are to be expected. At the moment, gang activity is high in Tully-Senter and thus, there is a need for additional gang abatement programs. Youth development programs are preventive measures, whereas gang abatement is reactive. Hence, the need for youth development programs is constant and ongoing.

Service Recommendations

The operating foundation for the School-Community Hub will be the Hub and Spoke model, developed by the Franklin McKinley Education Foundation. The model is designed to meet an identified community need: centralized access to a wide range of services that meet the community's complex needs. The Hub and Spoke model of service delivery is defined by the establishment of a single point of entry (Hub) for residents to easily and conveniently access a wide spectrum of services, in an often complex and overwhelming system. The model also includes partner agencies (Spokes) that actually provide the services. The Spokes may be located at the Hub facility itself, or at a different location. Regardless, community members who access the Hub, encounter a seamless, easy to navigate system for finding and using services. Through this unique model, existing services are used more efficiently and service gaps are transparent.



In addition to providing service coordination and information, the Hub facility will offer various services directly to the community. For the sake of prioritizing services, proposed services at the Hub are categorized as primary and secondary.

Primary services are those which have been identified by all sources of information as most needed by the community at the present time. Primary services will have a strong presence, providing an anchor and a sense of identity to the facility.

Secondary services were also identified in the assessment. These services complement and support primary services and can be integrated into the regular facility operation as needed but may not need to have a permanent space.

The primary and secondary service categories are not static; they reflect conditions present at the time of the data collection and analysis. An ongoing evaluation will be needed to ensure the facility is meeting current community needs.

Based on the assessment, primary services include service coordination, childcare, employment services, financial services, services for immigrant and migrant families and individuals, counseling, computer training and access, youth development programs, education, recreation and health care access. Secondary services include cultural enrichment programs, gang abatement programs and a point of access to city government services. Additionally, support spaces such as offices, meeting rooms and potentially a retail component will ensure the success of the Hub.

Most importantly, the Hub is envisioned as an inclusive, multi-generational center, addressing the needs of all age groups. The matrix on page 18 (Figure 4) illustrates the role of the Hub as a point of access to a wide range of services, covering the entire life spectrum.

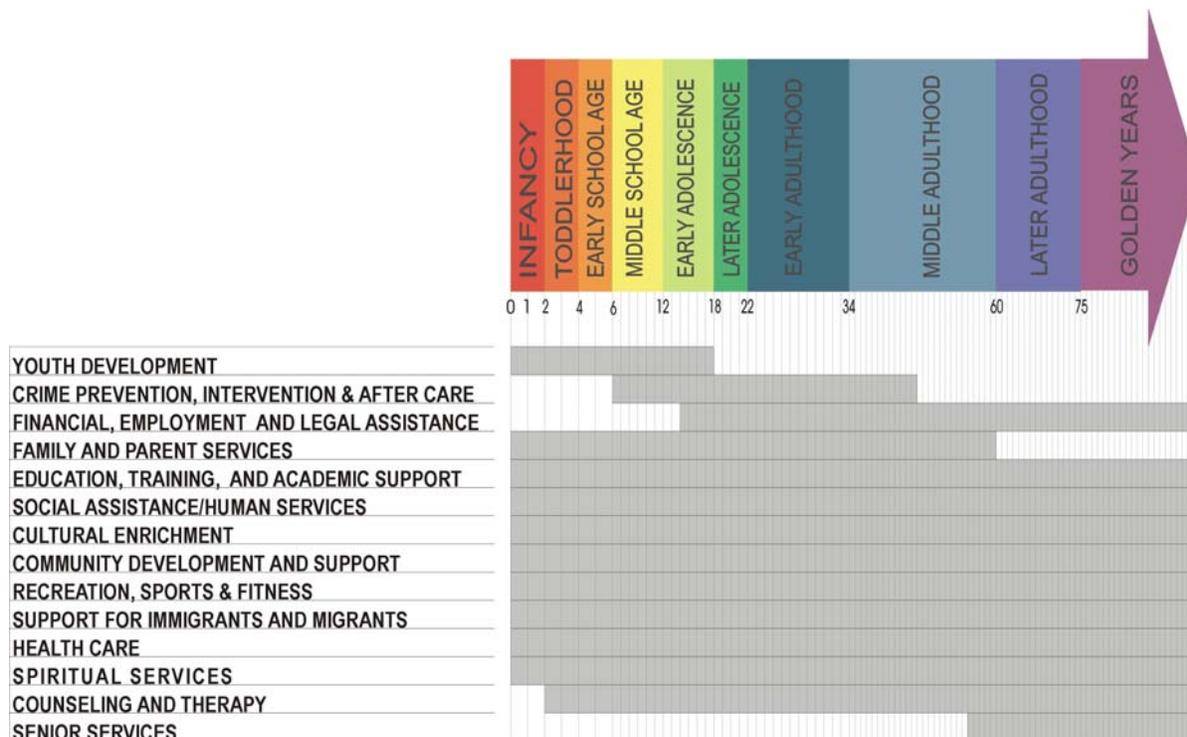


Figure 4. Life Continuum of Services

Primary Services

Service Coordination and Brokerage

Even though there is a wealth of community services and programs currently available in Tully-Senter and the immediate vicinity, the assessment process made evident a need for increased coordination and integration among the many providers who serve the area.

The Hub can play an important service resource management role, whereby the provision of services is efficiently coordinated. In the Hub, users can have access to knowledgeable staff who can broker and advocate to help users obtain service resources. Staff in the Hub can link users with available resources by providing information about choices and alternative resources, as well as facilitate contact and follow up.

Information Center

Focus group participants of all ages identified a need for information about and awareness of existing services. The exchange of information is vital for the community. A highly visible, centrally located Hub can provide a one-stop location for information about services, contacts and referrals.

Childcare

Childcare programs operating in the area are at full capacity and have long waiting lists. Additionally, childcare was identified as a need at community meetings. According to

census data, Tully-Senter’s population of children 5 years and under is 38% of the under 18 population. Furthermore, Tully-Senter contains a higher percentage of single-parent households (17%) than San José as a whole (11%). The need for affordable childcare within the Tully-Center area is a high priority and would allow residents more options for employment and education.

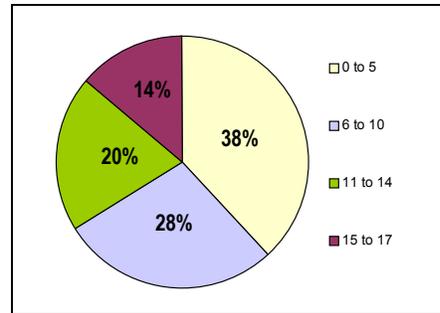
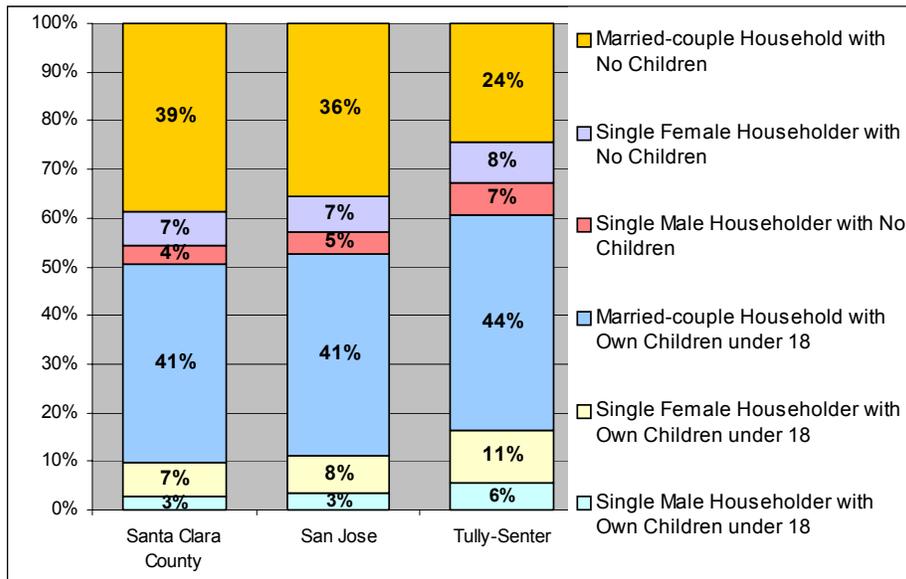


Figure 5. Distribution of School Age Children



Tully-Senter has a larger percentage of families headed by a single parent than the City of San José and Santa Clara County.

Figure 6. Family Type

Youth Development Programs

Children under the age of 18 make up 31% of the Tully-Senter population. Of that, 62% are between the ages of 6 and 17. Parents and youth at community meetings and focus groups identified the need for a youth center. The current youth center at FMEF is in a portable and was described by youth in the community as too small. Dedicating a larger space will attract youth to the new facility and encourage positive activities.

Development programs provide enrichment for youth, while preventing potential negative behaviors. By taking steps early on to encourage positive social activities, development programs can mitigate the need for intervention programs later on.

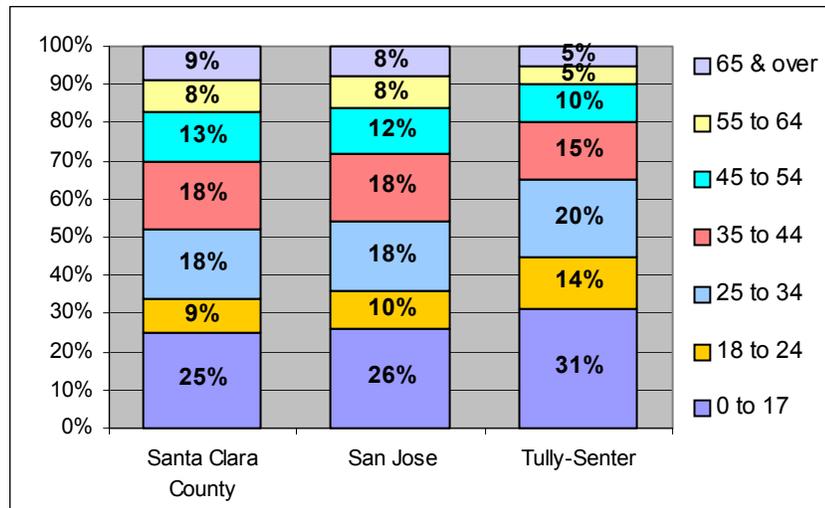


Figure 7. Age Distribution

Technology Access and Training

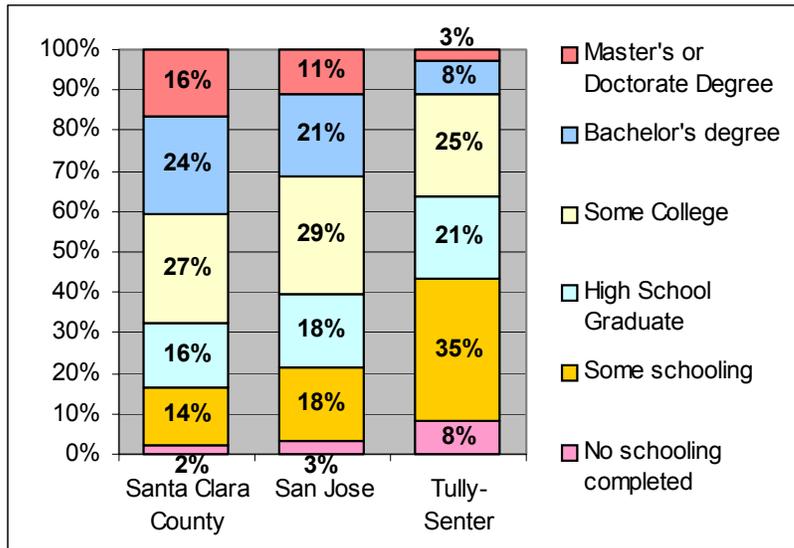
During community meetings and focus groups, Tully-Senter residents specifically requested computer training and access. Computer knowledge and access to the Internet can assist individuals with obtaining gainful employment by equipping them with the skills to operate a computer and search for employment. Computer training and access at the computer labs located at Santee Elementary and Franklin McKinley Education Foundation are restricted to enrolled students. Based on the low educational attainment rates and low income levels in Tully-Senter, the community's request is warranted. Census data indicates 43% of the adult population does not have a high school diploma and 8% of those have no formal education. An area dedicated to computer training and access will enable residents to improve computer skills and access information through the Internet.

Employment Services and Educational Enrichment

Focus groups and interviews revealed a need for employment services and adult education in the community. Census data indicates that 48% of residents in the area earn less than \$50,000 per year and 8% of the population is on public assistance. Programs such as job training, General Education Diploma (GED) assistance and vocational training would counteract the limitations of low educational levels. Increasing educational opportunities will enhance residents' ability to obtain employment and advance within their current positions.

Basic literacy training in the community's many different languages is needed to provide residents with the basic tools required to take advantage of formal education opportunities. Parents have also requested programs to prepare them to effectively help their children with their homework and to succeed in school.

Community input has also highlighted the need for college counseling and assistance among high school students. The schools do have such programs in place, but a more expansive system including standardized test training, financial aid information and general advising is needed and would create an opportunity for coordination between the school system and the Hub.



43% of adults in Tully-Senter do not have a high school diploma.

8% of adults have no schooling at all, four times the county rate.

Figure 8. Educational Attainment: Population over 25

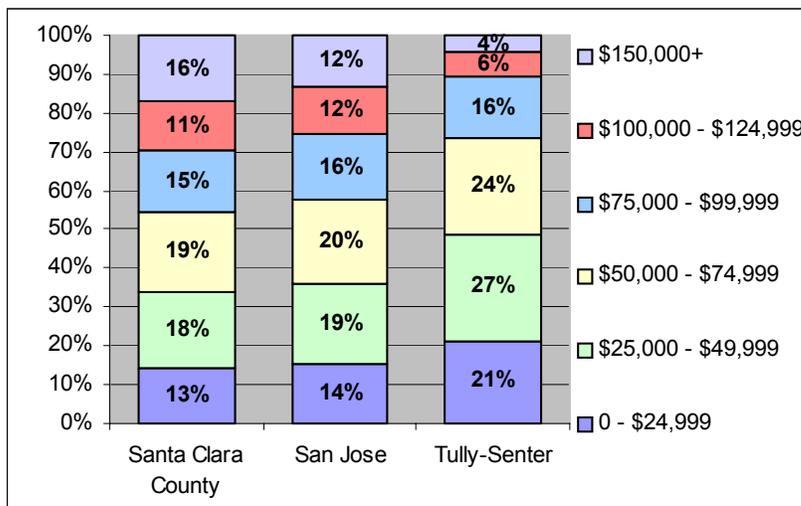


Figure 9. Household Income Distribution

Immigrant and Migrant Services

The need for immigrant and migrant services is evident from census data; 57% of Tully-Senter residents are foreign born and 39% are not United States citizens. Nearly 29% of the population encounters linguistic isolation because they are not fluent in English. Services provided to the immigrant and

migrant population at the Hub should include English as a Second Language (ESL) classes and legal assistance, particularly in the areas of citizenship and immigration status.

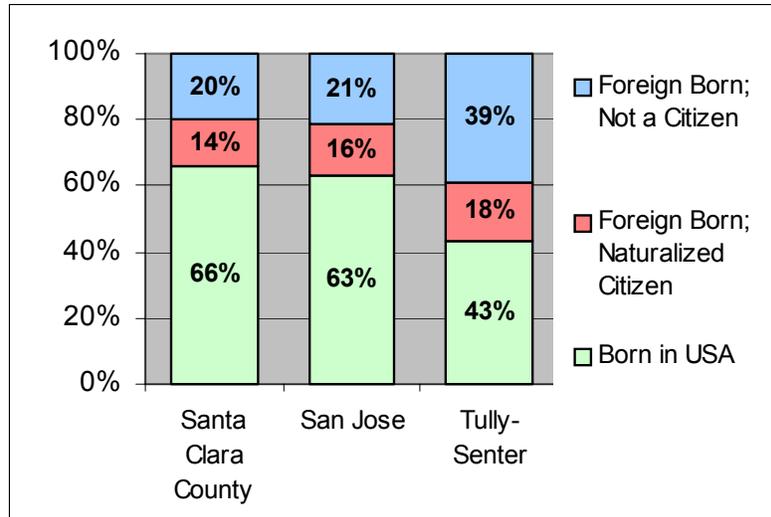


Figure 10. Place of Birth

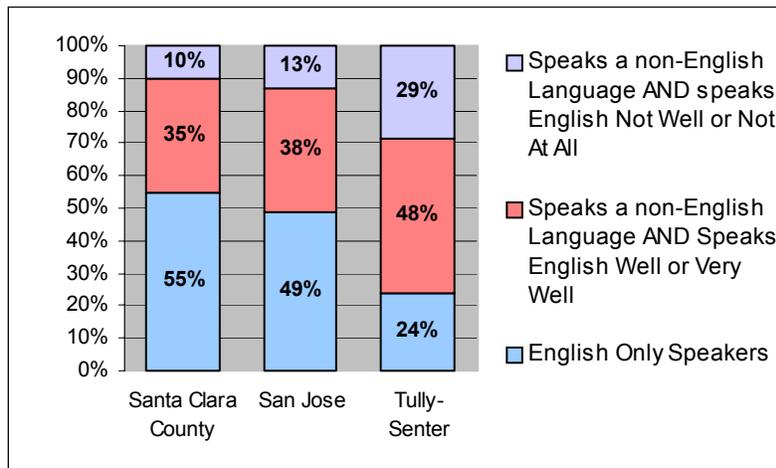


Figure 11. English Speaking Ability

Counseling

The need for a variety of types of counseling programs is reinforced by several sources. Counseling was identified as a need by Latino and Asian focus group participants. FMEF coordinates several types of counseling services including emotional, behavioral and some health counseling. More specifically, the community has indicated that substance abuse prevention programs and parenting classes are needed. Counseling services at the Hub should be flexible and adapt with the changing needs of the community.

Financial Services

Financial management skills are essential for everyone. However, the need is perhaps greater in this low-income community since many of the residents may be new to the American credit extension and finance system. The need for credit counseling, as well as savings and household budgeting advice has been noted several times in public forums.

Physical Fitness and Recreation

The Hub can provide expanded opportunities for indoor physical fitness and recreation for residents of all ages. Seniors and youth have identified a need of age-specific fitness and recreation options.

Health Care

The Tully-Senter community will soon have access to a wide range of health care services available nearby in the New Valley Health Center. However, community members have repeatedly identified the need to provide health screening, basic treatment and information services within walking distance for most Tully-Senter area residents.

A number of mobile health units already serving the area such as the Toothmobile and the Bloodmobile can be hosted at the Hub. Basic health screening and referral services can also be provided on a rotating basis. Most importantly, the Hub will serve as a central point of access to information on health issues, services and referrals.

Secondary Services

Gang Abatement, Awareness and Suppression

Currently there are several gang abatement programs dealing with the gangs in the Tully-Senter area. However, in light of a recent gang related incidents of violence and homicides in the area,⁴ the community has requested additional gang intervention efforts. A shared space should be provided at the Hub to coordinate the current gang abatement and prevention efforts.

This might also be an opportunity to increase cooperation with the police department by creating a community-police liaison. Community policing centers, satellite police stations in San José neighborhoods, have recently opened in several neighborhoods. The policing center program might work in conjunction with and possibly provide a funding source for the community-police liaison.

City Hall-Community Liaison

During a Task Force meeting, the concept of a community liaison was introduced and explored. The liaison would be a City employee staffed at the Hub part-time. He/she would be available to answer general questions and assist residents in navigating the local government. This would be a mechanism for residents to express concerns or opinions about the City. The liaison may be modeled after and incorporate the City's Community Policing Center (CPC), where residents can speak directly with police officers about police services and programs.

⁴ San José Mercury News. *Eastside School District to Consider Dress Code*: Feb. 12, 2004.

< http://www.mercurynews.com/mld/mercurynews/news/breaking_news/7943077.htm > Feb. 19, 2004.

Cultural Enrichment Programs

Focus groups and interviews revealed a desire for cultural programs in the area. Tully-Senter is ethnically diverse with 47% Latino and 38% Asian residents. Cultural programs build a sense of community and an awareness of cultural diversity. Potential programs include cultural dance classes, celebration of holidays, and sharing of foods and customs.

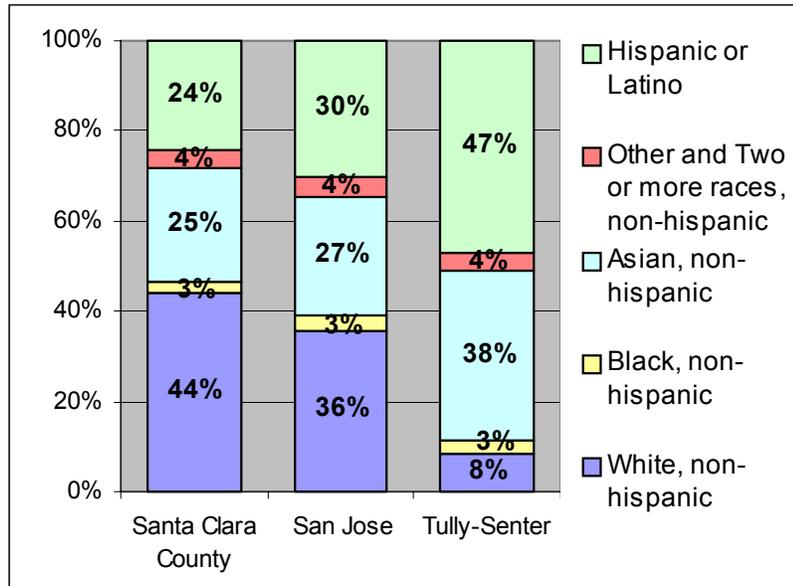


Figure 12. Race and Hispanic Distribution

Support for Services

Office Space

Space for administration and service providers will be required. Offices should be provided for permanent and seasonal, mobile, and rotating providers. Allowing flexible office space is important for bringing in service providers who need a temporary space to administer their programs effectively.

Meeting Space for Various Activities

Flexible meeting space should be included to accommodate community activities and gatherings of various sizes. The details of the space should be decided with the community through the facility planning process.

Retail-Food Vendors

The facility design process should include a discussion regarding the space trade-offs and financial feasibility of a retail space at the Hub. A retail space might help offset ongoing Hub operation costs and could also provide jobs and job training to the community. Such space must be designed to attract and support a sustainable retail operation.

Facility Recommendations

The School-Community Hub will serve as a central location for services and referrals to the residents of the Tully-Senter neighborhood. The overall physical design of this facility should consider basic principles of urban design, flexibility, site planning and safety. The design of the Hub should also provide adequate space for services and programs requested by the community. Spaces should be compatible with their specific uses and corresponding programs.



Urban Design

The facility design should consider the overall urban context, including connections and circulation patterns throughout the school campus and neighborhood, pedestrian, bicyclist and bus transit users' needs, a shared parking strategy and a functional layout.

Flexibility

The design of the building should reflect the need for spaces that accommodate a variety of uses that may change throughout the day and over the building's life. This will allow the facility to serve the current and future needs of Tully-Senter residents.

Site-Planning

The School-Community Hub should take advantage of its location using orientation, scale and setback, taking into account access and visibility. In addition, an orientation that takes advantage of sunlight and shade should be considered, as this can help reduce lighting and heating costs.

Safety

Interviews with youth and parents in the neighborhood revealed that their use of community facilities targeted to youth is restricted due to safety concerns. The design of the Hub should consider the safety of all users. A sense of security and safety will enhance the accessibility of the Hub for all users. Safety should be addressed through the design of the building with measures such as adequate lighting, ample visibility, etc.

Dedicated and Flexible Spaces

To better understand the components of the building, the spaces in the building can be categorized as:

- **Dedicated**

These are permanent spaces in the building. Examples include office space for service providers that have a permanent presence in the community, such as FMEF and the Fair Youth Center.

- **Flexible/Shared/Joint-use**
These are spaces that can adapt to the needs of service providers, the community, and the school. Examples include classrooms and counseling rooms.
- **Outdoors**
Examples include play areas for a child care center, courtyard and picnic areas for social gatherings and events.
- **Support**
These are spaces that provide support to all the other spaces, such as restrooms, utility and storage rooms.

The coexistence of permanent, or dedicated space, and flexible space for rotating (temporary) programs will accommodate a variety of services and programs within the Hub facility. Dedicated space should be provided for uses such as a childcare center, technology center, youth center, information center, food service and offices for the service-coordinating agency. Since rotating, seasonal and mobile services vary from year-to-year, and even week-to-week, these services will share classroom space, office space, conference rooms and meeting rooms on an alternating schedule. Examples of rotating services needed in the community include training and education, employment services, immigrant and migrant services, gang abatement, counseling and cultural enrichment.

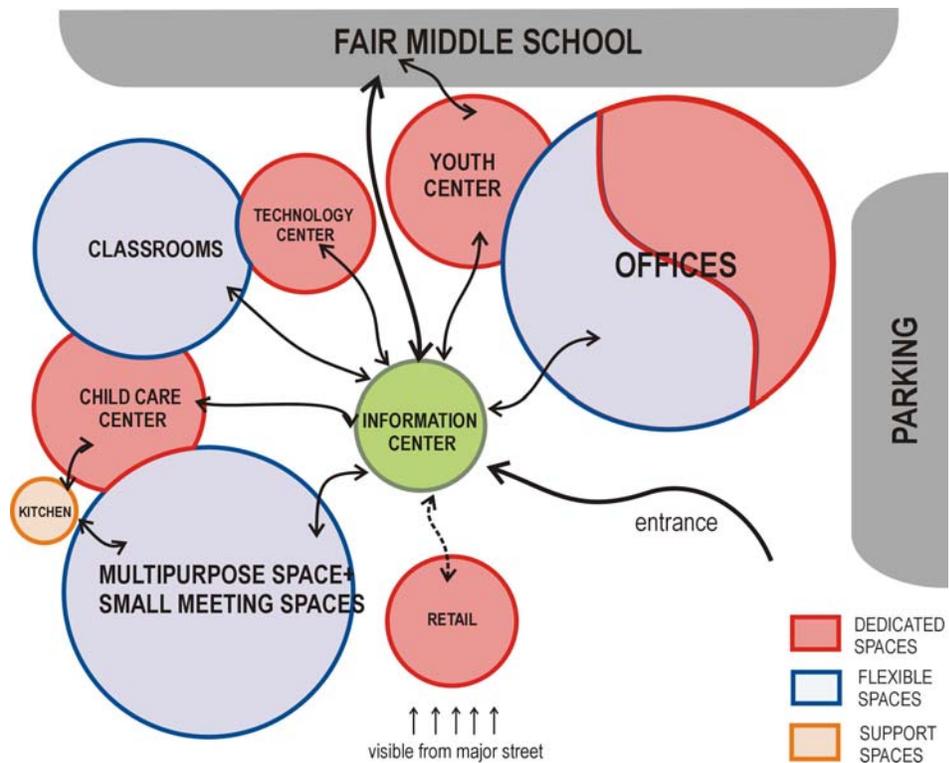


Figure 13. Organizing Concept for Dedicated and Flexible Spaces

Dedicated Spaces

The dedicated spaces have fixed designated uses. For example, the offices for the Franklin McKinley Education Foundation (FMEF) would be designed with their needs and requirements in mind. Other dedicated spaces may include a youth center, a computer center, a childcare center and retail space.

Other criteria to consider for dedicated spaces are connectivity between the youth center and the computer center, central placement of the information center to enhance internal connectivity, placement of offices with easy access to parking and the provision of a private entrance for people who work in the offices.

In addition, there could be support spaces that require dedicated space, but have flexible uses. For example, a kitchen could service events in the multipurpose area and support other activities like cooking classes.

Flexible Spaces

Flexible spaces would be used by rotational service providers, the community and the school. Flexible spaces could be rented out to help offset building maintenance costs. These spaces could have partitions that could be divided when necessary. Examples of such spaces include a multipurpose room, classrooms and offices used by different services providers at different times of the day on a rotating basis.

| Dedicated Spaces | Flexible/Shared/Joint-use Spaces | | Outdoors |
|---|----------------------------------|---|--------------------------|
| Space | Space | Uses | Space |
| Information Center/Reception | Multi-purpose space | Community meetings, cultural enrichment programs and activities, fitness and recreation | Picnic area |
| Computer Training Center | Small meeting rooms | Counseling, small group meetings | |
| Recreation Room | Classrooms | Training and classes (ESL, literacy, arts and crafts, adult education, teacher training, citizenship classes), workshops and activities | Small Amphitheater |
| Child Care | | | |
| FMEF offices | | | |
| Retail | General purpose | Referral, rotating and mobile services (e.g. legal assistance, substance abuse counseling, family counseling, gang prevention, health care) | Play area for child care |
| Support Restrooms, storage, kitchen | | | |

Figure 14. Dedicated and Flexible Spaces

Site Selection Criteria

Four parcels of land in Tully-Senter were evaluated as possible locations for a School-Community Hub facility. These opportunity sites are compared using four criteria that highlight the advantages and disadvantages of each site.

- **Visibility**

A highly visible site will increase awareness of the School-Community Hub and the services available to the residents of the Tully-Senter neighborhood. Visibility will also ensure safety.

- **Easy Access**

The site should provide easy access to the residents of the Tully-Senter neighborhood by car, public transit or walking. Most minor streets in Tully-Senter lead into one of three main routes: McLaughlin, Lucretia and Phelan Avenues. The Hub should be centrally located on these primary north-south and east-west thoroughfares. In addition, since there is a bus line running along McLaughlin Avenue, a site on McLaughlin will be more accessible via public transportation.

- **Central Location**

The site should be centrally located within the Tully-Senter neighborhood. Since Kelly Park utilizes a large proportion of the land west of Lucretia Avenue, a central location would not be located in the geographical center of the area. Rather, a location central to where most residents live should be chosen. The grey shaded area on the map below (Figure 15) represents the area of greatest population density. The intersection of Phelan and McLaughlin is perhaps the most central intersection in the neighborhood.

- **Land Cost**

Cost is a major factor to consider for the site on which the School-Community Hub will eventually be built. This project will be funded through grants and city resources including San José Redevelopment Agency funds, so fundraising and cost constraints are a concern in the site selection. Land in Tully-Senter is expensive, as it is throughout San José, where an acre of land costs one million dollars on average.

Each site was given a rank, from excellent to low, based on the degree to which it meets the criteria above (see Site Selection matrix on page 35).

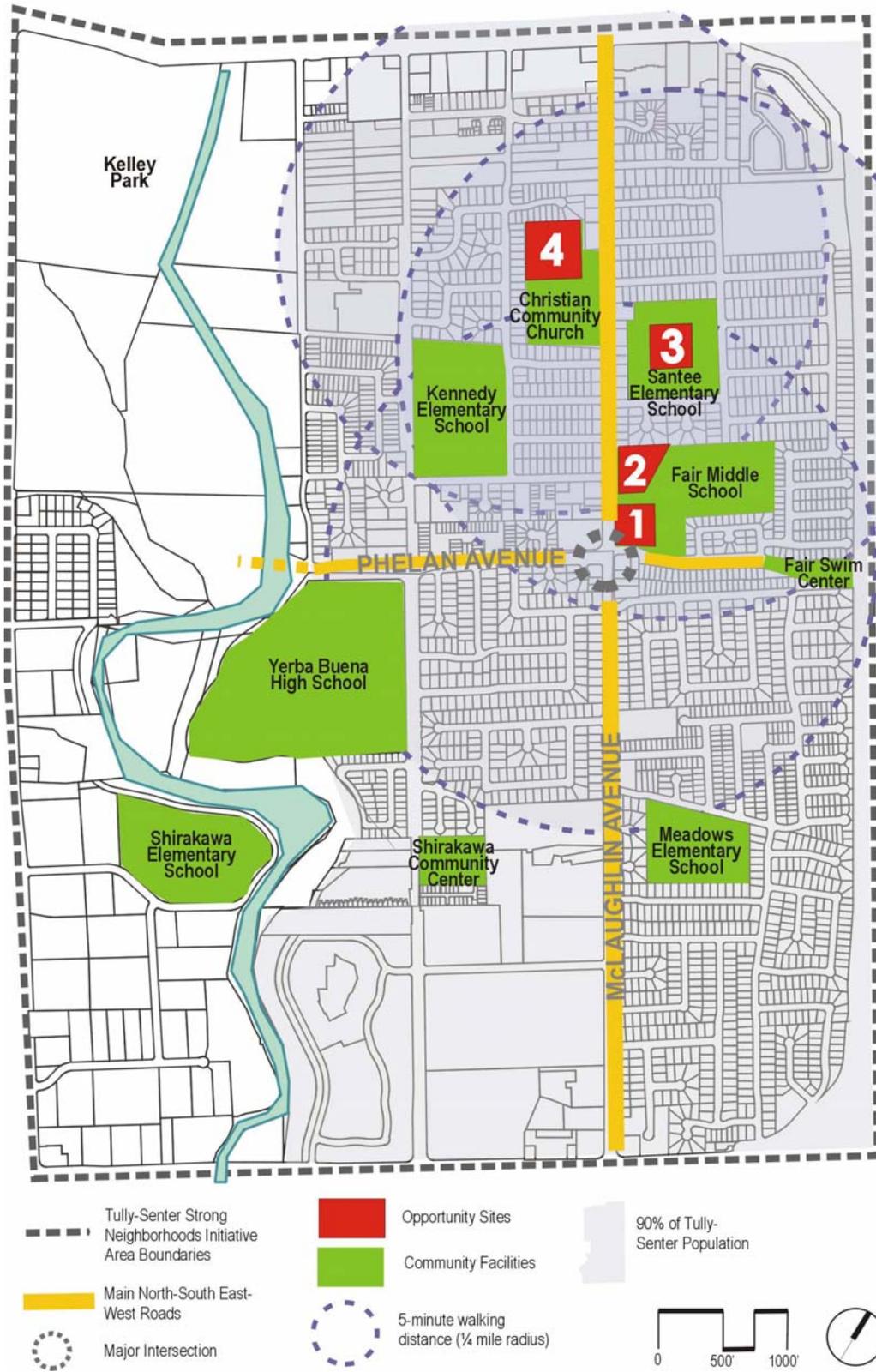


Figure 15. Opportunity Sites

Opportunity Sites

Fair Middle School

Fair Middle School is located at 1702 McLaughlin Avenue, at the intersection of Phelan and McLaughlin Avenues. Two sites on the Fair Middle School campus were evaluated.



Figure 16. Fair Middle School North and South Sites

1) Fair Middle School South Site

This site is located at the crossing of McLaughlin, Phelan and Bacchus Avenues. The area of this lot is approximately four-fifths of an acre.

Visibility: The site is located on McLaughlin Avenue. A Hub facility built on this site will be visible from the busy street. The location at the intersection of McLaughlin and Phelan Avenues further enhances the visibility. This visibility could make the street feel like less of a barrier.

Access: McLaughlin Avenue reduces access to the campus for residents on the western side of Tully-Senter. However, McLaughlin Avenue is a major north-south road, and Phelan Avenue is one of the few roads that run east to west through the entire neighborhood, which increases access to this site. A signalized crossing provides safe pedestrian access to the site for residents who live west of McLaughlin Ave. In addition, a bus line services the site, providing public transit access. The site is adjacent to two parking lots on the Fair Middle School campus and there is a church across the street with a large parking lot. If partnerships can be formed and parking is expanded or relocated, this site will be served by enough parking to support the Hub.

Central Location: Fair Middle School is more centrally located than the other alternative sites. In addition, Fair Middle School is roughly equidistant from other schools in the neighborhood, providing easier access for children after school hours. The southern location is slightly more central than the northern location analyzed below.

Land Cost: The Franklin McKinley School District has agreed to make land available on the Fair Middle School campus for the Hub building. This land is valued at \$1 million.

2) Fair Middle School North Site

This site is located where Fair Avenue ends at McLaughlin. The area of this lot is roughly one acre.

Visibility: The site is located on McLaughlin Avenue. A Hub facility built on this site will be visible from the busy street. This visibility could make the street feel like less of a barrier.

Access: McLaughlin Avenue reduces access to the campus for residents on the western side of Tully-Senter. However, a signalized crossing at Fair Avenue provides safe pedestrian access for residents who live west of McLaughlin Ave. In addition, a bus line services the site, providing public transit access. However, the site is not located at a major intersection, so access by car is slightly more limited. There is a parking lot to the south of the site that may be available to users of the facility. However, the lack of quick access to sufficient parking decreases the feasibility of this site, unless parking is expanded or relocated.

Central Location: Fair Middle School is more centrally located than the other alternative sites. In addition, Fair Middle School is roughly equidistant from other schools in the neighborhood, providing easier access for children after school hours.

Land Cost: The Franklin McKinley School District has agreed to make land available on the Fair Middle School campus for the Hub building. This land is valued at \$1 million.

The central location, visibility, easy access for residents and parking make both the south and north sites suitable for construction of the Hub. The location of the School-Community Hub at a school site will make the facility more accessible and could also allow the community to use the school facilities. Students who come to the school would also use the facility, creating a place where community members of all age groups could interact.

3) Santee Elementary School

The school is located in the middle of the Santee neighborhood at 1313 Audubon Drive. The lot is almost 2 acres.

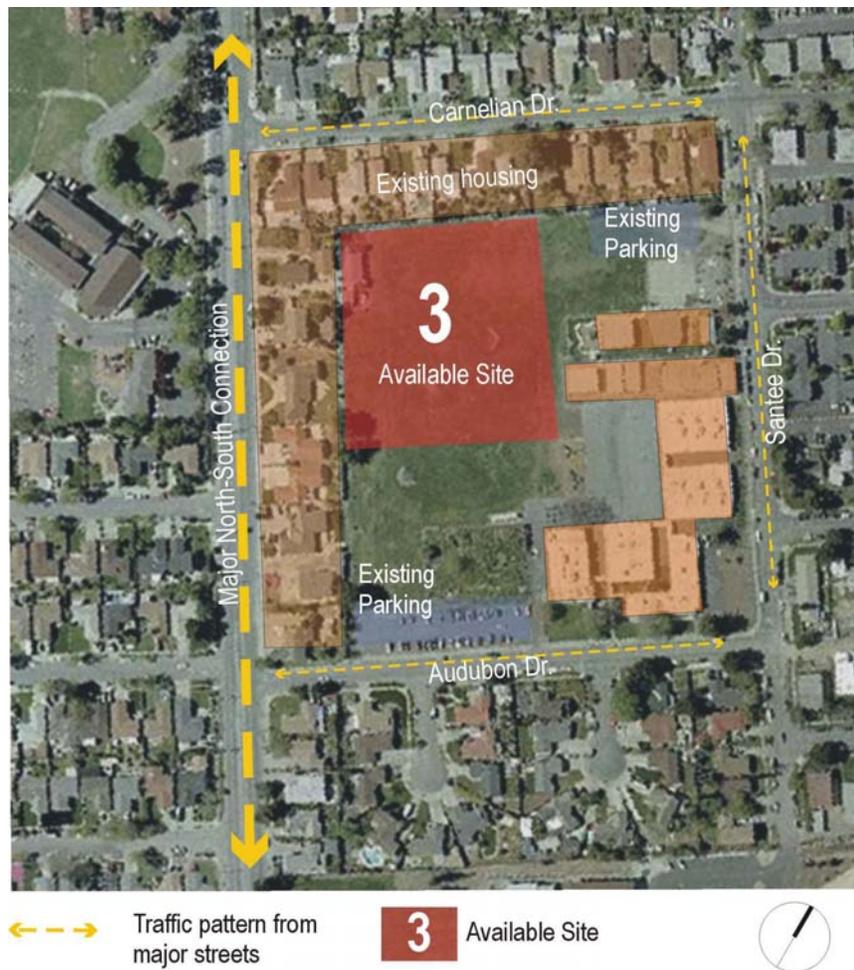


Figure 17. Santee Elementary School Site

Visibility: The site is located slightly off McLaughlin Avenue, behind a row of houses, so a facility at this location will not be visible from McLaughlin. This may create a visual barrier for residents on the western side of McLaughlin.

Access: The site is accessible only from a smaller street in the Santee neighborhood so the location is most accessible to residents who live close to the school. In addition, there is no signalized crosswalk on McLaughlin Avenue near the school, so safety could be an issue.

Central Location: This site is further north than the sites on the Fair Middle School campus and is therefore less centrally located.

Land Cost: If the Franklin McKinley School District would agree to make land available on the Santee Elementary School campus for the Hub building, the cost associated with acquiring this land would be minimal.

4) Christian Community Church

This site is located in the northeast section of the Tully-Senter neighborhood at 1523 McLaughlin Avenue.



Figure 18. Christian Community Church Site

The lot is four acres, more than sufficient for the construction of the Hub, leaving land for playgrounds and picnic areas, or future expansion.

The Tully-Senter Neighborhood Improvement Plan designates the plot as Medium Low Density Residential, so the zoning on this parcel of land would need to change for the Hub to be built on this site.

Visibility: The site is located on McLaughlin Avenue, however visibility would be blocked by existing structures located along McLaughlin Avenue.

Access: This site is not easily accessible to residents on the east side of McLaughlin Avenue because McLaughlin is a wide, busy street that creates a barrier. However, traffic control measures on McLaughlin Avenue are another priority action item in the Tully-Senter Neighborhood Improvement Plan. Such measures could alleviate this problem. There is also a signalized intersection at Carnelian Drive on McLaughlin Avenue, which would provide for safe and easy crossing of this busy street. In addition, a bus line services the site, providing public transit access.

Central Location: This site is further north than the other sites being considered. It is the least centrally located of the four alternative sites.

Land Cost: The Christian Community Church owns the property and as with any privately owned property, market value estimated at approximately \$4 million, would have to be paid for the lot. Since cost is an important factor, this site is not considered a feasible alternative.

Site Selection Summary

The site selection analysis indicates that Fair Middle School is the strongly preferred site. While the analysis slightly favors the south location over the north, both are solid options, which should be considered further.

The two sites offer different benefits. For instance, the north side has some advantage over the south location given its proximity to the Fair Middle School gym and a slightly larger lot size. The south side has a locational advantage with respect to visibility and access because it is positioned at the intersection of the main streets that transverse the neighborhood in the north-south and east-west directions (McLaughlin and Phelan).

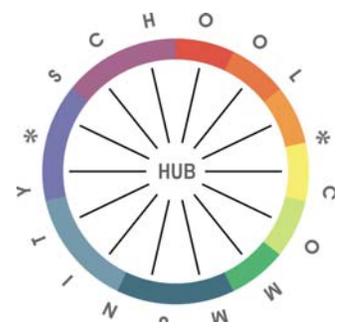
| Site Selection | 1 FAIR MIDDLE-SCHOOL SOUTH SITE | 2 FAIR MIDDLE-SCHOOL NORTH SITE | 3 SANTEE ELEMENTARY SCHOOL | 4 CHRISTIAN COMMUNITY CHURCH |
|--------------------|---------------------------------------|---------------------------------------|----------------------------------|------------------------------------|
| Visibility | ● | ◐ | ○ | ◑ |
| Access | ◐ | ◐ | ○ | ◑ |
| Central Location | ● | ◐ | ◑ | ○ |
| Land Cost | None | None | None | Market Value |
| Overall Evaluation | ● | ◐ | ○ | ◑ |

- Excellent
- ◐ Good
- ◑ Average
- Fair
- Low

Figure 19. Site Selection Matrix

Implementation Action Plan

To achieve the community’s vision for the Hub, a clear implementation strategy will be required. Suggestions are outlined below to guide the City, Franklin McKinley Education Foundation, the design consultant, service providers and neighborhood residents as they begin the development process for the School-Community Hub.



Lead Agency

The lead agency will play a key role in implementing the Hub, coordinating the various services in the community and operating the facility. Four organizations, two public and two non-profit, with a strong presence in the Tully-Senter area were evaluated to determine which is best poised to lead the Hub: the Franklin McKinley Education Foundation/Fair Exchange (FMEF), the City of San José Department of Parks, Recreation and Neighborhood Services (PRNS), the Franklin McKinley School District (FMSD) and Catholic Charities’ Communities Organizing Resources to Advance Learning (CORAL). The criteria and analysis are illustrated below (Figure 20).

| Lead Agency Criteria | FRANKLIN-McKINLEY EDUCATION FOUNDATION/FAIR EXCHANGE (FMEF) | CITY OF SAN JOSE DEPARTMENT OF PARKS, RECREATION AND NEIGHBORHOOD SERVICES (PRNS) | FRANKLIN McKINLEY SCHOOL DISTRICT (FMSD) | CATHOLIC CHARITIES (CORAL) |
|--|---|---|--|----------------------------|
| Mission Alignment | ● | ◐ | ◐ | ● |
| Relevant Expertise | ● | ◐ | ◐ | ◐ |
| Resources (<i>short, medium and long term</i>) | ◐ | ◐ | ◐ | ◐ |
| Staff Qualifications | ◐ | ◐ | ◐ | ◐ |
| Commitment to Leading Role | ● | ○ | ◐ | ◐ |
| Overall Capacity | ◐ | ◐ | ◐ | ◐ |



Figure 20. Potential Lead Agencies

Each agency was evaluated in terms of the following criteria in relation to the specific requirements and the vision for the Hub facility: relevance of the organization’s primary mission, its experience in providing, brokering and coordinating

community services, its operational and staff capacity, and its ability to commit and obtain resources to manage the Hub facility in the long term. While all potential agencies are committed to the health of the community, not all have a mission, expertise or resources that enable them to play the primary role in implementing and operating the Hub.

For instance, even though PRNS has been vital in making the Hub a reality, the agency's overarching purpose is to provide the community with the tools it needs to grow and develop on its own. PRNS is committed to support a local community-based organization to oversee the operation of the Hub.

The Franklin McKinley School District has expressed an interest in making its land available to build the Hub and in exploring joint-use opportunities. However, the day-to-day operation of the facility does not closely align with the central mission of the School District, which focuses specifically on providing education to youth from pre- through high-school. Managing the Hub will entail developing, tailoring and providing support services for users of all ages and backgrounds with very diverse needs, as well as coordinating a wide range of service providers.

Catholic Charities is a non-profit organization with a long established record in the provision of social services throughout Santa Clara County. Catholic Charities provides community services through a number of programs. Communities Organizing Resources to Advance Learning (CORAL), for instance, is dedicated to improving academic achievement for children in neighborhoods and communities. Catholic Charities also provides economic development, health and senior services. Even though Catholic Charities' mission and expertise are closely aligned with the vision for the Hub, it is unlikely this organization will be in a position to further extend its operations and resources to lead the Tully-Senter Hub.

The Franklin McKinley Education Foundation has the resources and commitment to function as the lead agency for the Hub in the long run. FMEF was established with the primary mission of bringing resources and social services to the entire community. Services coordinated through FMEF's Fair Exchange program include, among others, case management, counseling, youth and family services, mental health services and crisis intervention. Furthermore, Fair Exchange uses outreach and service delivery methods carefully tailored to reach this multi-lingual, multi-cultural community. Due to their extensive work and expertise in the Tully-Senter community in the areas of outreach and service coordination, FMEF is recommended to manage and operate the facility. FMEF's demonstrated ability to reach and serve many neighborhood residents will also increase the visibility and

success of the Hub.⁴ In addition, FMEF has demonstrated an ability to secure funding and resources to manage the provision of services in the area.⁵

The Tully-Senter Strong Neighborhoods Coalition (SNC) and the Task Force have unanimously voted FMEF as the lead agency for the School-Community Hub.

Ownership

The final ownership of the facility will be determined as funding sources are identified and secured. In the meantime, the City, FMEF and the School District have initiated the process of developing a joint-use agreement detailing each agency's responsibilities. As the joint-use agreement process progresses, the question of ownership will be clarified.

Partnerships

It will take effective partnerships to develop, operate and maintain the Hub. Essential partners include the Franklin-McKinley School District, City of San José Department of Parks, Recreation and Neighborhood Services, San José Redevelopment Agency (SJRA), FMEF and other community-based organizations and non-profits that provide services in the community. All of these agencies will play a vital role in the implementation of the School-Community Hub.

Implementation Timeline

Development and construction of the Hub is expected to take a minimum of five years. Before the Hub is constructed, several interim steps can and have been taken to increase access to existing services in the area. These suggestions are presented below as Recommendations #1 and #2. In addition, this section recommends specific actions to guide the development of the School-Community Hub. The action items are assigned one of four time frames: ongoing, immediate (0-12 months), short (1-3 years) and medium (3-5 years). Lead implementation agencies are also recommended for specific action items (Figure 21, next page).

⁴ FMEF provides a trilingual newsletter that reaches about 10,000 residents, or half of the population of the Tully-Senter area.

⁵ FMEF has recently received a 2.5 million grant from the Knight Foundation to provide and coordinate social services in a neighboring community.

Figure 21. Action Plan Matrix

| Recommendation #1 - Increase outreach and awareness of existing services | | | |
|---|--|-------------------|--------------------|
| | Action | Time Frame | Lead Agency |
| 1.1 | Continue to distribute trilingual newsletters through schools as a way to relay information on community events, services and programs | Immediate | FMEF |
| 1.2 | Consider consolidating publications from other service providers into one collaborative newsletter | Immediate | FMEF |
| 1.3 | Develop a user-friendly database and train care management staff on how to use and update the facilities and services database, and then operate the database as a tool for referrals | Short | SJSU/FMEF |
| 1.4 | Provide an informational hotline to inform residents of services and programs offered in and around the community. It can be advertised through the newsletter and utilize the facilities and services database as a reference | Short | FMEF |

| Recommendation #2 – Enhance transportation access to existing services in the area | | | |
|---|--|-------------------|----------------------------|
| | Action | Time Frame | Lead Agency |
| 2.1 | Enhance pedestrian connections between service sites in the community, especially across McLaughlin, as described in the Strong Neighborhoods Initiative Plan, Action #2 | Immediate | SJRA/DPW /DOT |
| 2.2 | Ensure information about public transit is available and visible at service sites. Consider having facility personnel research and provide directions via public transit to their facility in multiple languages | Immediate | FMEF/ Service providers |
| 2.3 | Explore ways to expand the use of the existing Iola Williams Senior Center shuttle to the Hub | Immediate | PRNS |
| 2.4 | Conduct a lighting study to explore means to provide safe and adequate pedestrian lighting around the Hub | Medium | SJRA |

| Recommendation #3 – Strengthen partnerships between organizations by agreeing upon financial and operational responsibilities | | | |
|--|---|-------------------|--------------------|
| | Action | Time Frame | Lead Agency |
| 3.1 | Establish development agreements between FMEF, SJRA, PRNS and the Franklin McKinley School District | Immediate | PRNS/SJRA |
| 3.2 | Establish joint use/operations agreements between FMEF, FMSD, PRNS and the Fair Youth Center | Immediate | PRNS/FMSD /FMEF |
| 3.3 | Secure capital improvement funding | Short | SJRA/FMEF |
| 3.4 | Explore fundraising potential for the long-term operation of the School-Community Hub | Short | FMEF/PRNS /SJRA |

| Recommendation #4 - Create community interest and involvement with the School-Community Hub development process | | | |
|--|---|-------------------|--------------------|
| | Action | Time Frame | Lead Agency |
| 4.1 | Keep the residents informed on the development process through the newsletter, existing programs and frequent press releases | Ongoing | FMEF/PRNS |
| 4.2 | Involve residents in the facility programming and schematic design process for the Hub | Immediate | PRNS |
| 4.3 | Involve service providers in the implementation of the Hub and Spoke Model and the development of the Hub design process | Immediate | PRNS/FMEF |
| 4.4 | Establish a marketing graphic or catch phrase to foster a sense of identity and to help explain the Hub concept. This may include a "Future Home of the Hub" sign on-site | Immediate | FMEF/PRNS |

| Recommendation #5 –Implement a Hub development process that takes into consideration the unique characteristics of the Tully-Senter area | | | |
|---|---|-------------------|-----------------------------|
| | Action | Time Frame | Lead Agency |
| 5.1 | Regularly assess the needs of the community and make changes in programming as needed | Ongoing | FMEF |
| 5.2 | Develop a flexible program for the facility that addresses the changing needs of the community | Immediate | Design Consultant/SJRA/SJSU |
| 5.3 | Develop a facility conceptual design that incorporates community and service provider input | Immediate | Design Consultant/SJRA/SJSU |
| 5.4 | Determine the feasibility of retail space at the Hub. Study successful models of retail/public partnerships in community facilities to see if retail space at the Hub would help offset long-term operational costs | Immediate | FMEF/SJRA/SJSU |
| 5.5 | Identify agencies to be located permanently at the Hub as well as service providers that will utilize the Hub on a rotating basis | Immediate | FMEF |
| 5.6 | Determine which hours and days will best serve the community and establish staffing patterns | Immediate | FMEF |
| 5.7 | Finalize design and develop construction documentation | Short | Design Consultant/SJRA |
| 5.8 | Bid and construct facility | Medium | Contractor/SJRA |

Agencies

- DPW: City of San José Department of Public Works
- FMEF: Franklin McKinley Education Foundation
- FMSD: Franklin-McKinley School District
- PRNS: City of San José Department of Parks, Recreation and Neighborhood Services
- SJRA: San José Redevelopment Agency
- DOT: City of San José Department of Transportation
- SJSU: San José State University Urban and Regional Planning Department

