

File No. 110286

Committee Item No. 3
Board Item No. _____

COMMITTEE/BOARD OF SUPERVISORS
AGENDA PACKET CONTENTS LIST

Committee: Budget and Finance SUB-Committee Date: March 23, 2011

Board of Supervisors Meeting Date _____

Cmte Board

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|-------------------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Motion |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Resolution |
| <input type="checkbox"/> | <input type="checkbox"/> | Ordinance |
| <input type="checkbox"/> | <input type="checkbox"/> | Legislative Digest |
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| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Ethics Form 126 |
| <input type="checkbox"/> | <input type="checkbox"/> | Introduction Form (for hearings) |
| <input type="checkbox"/> | <input type="checkbox"/> | Department/Agency Cover Letter and/or Report |
| <input type="checkbox"/> | <input type="checkbox"/> | MOU |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Grant Information Form |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Grant Budget |
| <input type="checkbox"/> | <input type="checkbox"/> | Subcontract Budget |
| <input type="checkbox"/> | <input type="checkbox"/> | Contract/Agreement |
| <input type="checkbox"/> | <input type="checkbox"/> | Award Letter |
| <input type="checkbox"/> | <input type="checkbox"/> | Application |

OTHER

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Completed by: Victor Young
Completed by: Victor Young

Date: March 18, 2011
Date: _____

An asterisked item represents the cover sheet to a document that exceeds 25 pages. The complete document is in the file.

1 [Accept and Expend Grant - San Francisco Bridge to Success Program - \$3,000,000]

2

3 **Resolution authorizing the Department of Children, Youth & Families to retroactively**
4 **accept and expend grant funding in the amount of \$3,000,000 from the Bill and Melinda**
5 **Gates Foundation to fund the San Francisco Bridge to Success Program, a partnership**
6 **between the City and County of San Francisco, City College of San Francisco, and the**
7 **San Francisco Unified School District, to double the number of low income youth who**
8 **earn post-secondary credentials by age 26 for the period of August 13, 2010, through**
9 **August 31, 2013.**

10

11 WHEREAS, The City and County of San Francisco was awarded a grant on August
12 13, 2010 in the amount of \$3,000,000 from the Bill & Melinda Gates Foundation to fund
13 the San Francisco Bridge to Success Program, a partnership between the City and
14 County of San Francisco (the City), City College of San Francisco (CCSF) and the San
15 Francisco Unified School District (SFUSD) to double the number of low income youth
16 who earn post-secondary credentials by age 26; and,

17 WHEREAS, The Bridge to Success is designed to improve post-secondary
18 completion rates through increased commitment from each partner, the use of data to
19 inform decisions, improving the partnership structure between the partner entities, and
20 implementing policy and practice changes that will enable students graduate high
21 school college ready and graduate college career ready; and,

22 WHEREAS, The City and County of San Francisco will support these goals through
23 participation in data sharing and joint research opportunities, the existing alignment of

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1 its youth workforce dollars with educational attainment goals, the existing alignment of
2 its afterschool for all and preschool for all dollars with the goals of school readiness and
3 school success, and its continued support of programs that provide financial and
4 programmatic resources that support students college attendance; and,

5 WHEREAS, City College of San Francisco will support these goals through
6 participation in data sharing and joint research opportunities, participation in joint
7 professional development and curricular alignment work with SFUSD, implementing
8 program and policy changes to improve access for SFUSD students to classes and
9 resources at the college, and improving course sequencing to enable shorter paths to
10 graduation; and,

11 WHEREAS, The San Francisco Unified School District will support these goals
12 through participation in data sharing and joint research opportunities, participation in
13 joint professional development and curricular alignment work with CCSF, implementing
14 program and policy changes to improve the core curriculum and college going
15 curriculum for high school students, and improving student preparation for the Early
16 Assessment Program test; and,

17 WHEREAS, The Department of Children, Youth and Their Families will submit all fiscal
18 and programmatic reports to the Bill & Melinda Gates Foundation; and,

19 WHEREAS, The grant terms prohibit including indirect costs in the grant budget; and,

20 WHEREAS, The grant does not require an ASO amendment; now, therefore be it

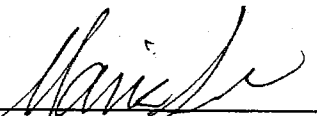
21 RESOLVED, That the Department of Children, Youth and Their Families is hereby
22 authorized to retroactively accept and expend the grant from the Bill & Melinda Gates
23 Foundation in the amount of \$3,000,0000 from August 13, 2010 through August 31, 2013.

FILE NO.

RESOLUTION NO.

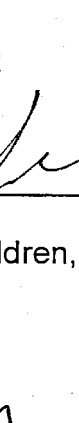
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RECOMMENDED:



Maria Su, Director
Department of Children, Youth and Their Families

APPROVED:



Edwin M. Lee
Mayor



Ben Rosenfield
Controller

TO: Angela Calvillo, Clerk of the Board of Supervisors

FROM: Maria Su, Director
Department of Children, Youth & Their Families

DATE: February 24, 2011

SUBJECT: Accept and Expend Resolution for Subject Grant

GRANT TITLE: Communities Learning in Partnership

Attached please find the original and 4 copies of each of the following:

Proposed grant resolution; original signed by Department, Mayor, Controller

Grant information form, including disability checklist

Grant budget

Grant application

Grant award letter from funding agency

Other (Explain):

Special Timeline Requirements:

Departmental representative to receive a copy of the adopted resolution:

Name: Taras Madison

Interoffice Mail Address: Taras.Madison@sfgov.org

Certified copy required Yes

No

(Note: certified copies have the seal of the City/County affixed and are occasionally required by funding agencies. In most cases ordinary copies without the seal are sufficient).

File Number: _____
(Provided by Clerk of Board of Supervisors)

Grant Information Form
(Effective July 2006)

Purpose: Accompanies proposed Board of Supervisors ordinances authorizing a Department to accept and expend grant funds.

The following describes the grant referred to in the accompanying ordinance:

1. Grant Title: Communities Learning In Partnership (CLIP)
2. Department: Department of Children Youth and their Families
3. Contact Person: Taras Madison Telephone: 554-8959
4. Grant Approval Status (check one):
 Approved by funding agency Not yet approved
5. Amount of Grant Funding Approved or Applied for: \$3 million over 3 years
- 6a. Matching Funds Required: None
b. Source(s) of matching funds (if applicable):
- 7a. Grant Source Agency: The Bill & Melinda Gates Foundation
b. Grant Pass-Through Agency (if applicable):
8. Proposed Grant Project Summary: Partnership with San Francisco Unified School District, City College of San Francisco and the Mayor's Office to double the number of low income students who earn a post secondary credential by the age of 26.
9. Grant Project Schedule, as allowed in approval documents, or as proposed:
Start Date: August 13, 2010 End Date: August 31, 2013
10. Number of new positions created and funded: None
11. Explain the disposition of employees once the grant ends? N/A
- 12a. Amount budgeted for contractual services: \$2,739,000
b. Will contractual services be put out to bid? No
c. If so, will contract services help to further the goals of the department's MBE/WBE requirements?
d. Is this likely to be a one-time or ongoing request for contracting out? Ongoing
- 13a. Does the budget include indirect costs? Yes No

c. If no, why are indirect costs not included?

Not allowed by granting agency

To maximize use of grant funds on direct services

Other (please explain):

C2. If no indirect cost are included, what would have been the indirect cost? \$0

14. Any other significant grant requirements or comments:

****Disability Access Checklist****

15. This Grant is intended for activities at (check all that apply):

Existing Site(s)

Existing Structure(s)

Existing Program(s) or Service(s)

Rehabilitated Site(s)

Rehabilitated Structure(s)

New Program(s) or Service(s)

New Site(s)

New Structure(s)

16. The Departmental ADA Coordinator and/or the Mayor's Office on Disability have reviewed the proposal and concluded that the project as proposed will be in compliance with the Americans with Disabilities Act and all other Federal, State and local access laws and regulations and will allow the full inclusion of persons with disabilities, or will require unreasonable hardship exceptions, as described in the comments section:

Comments:

Departmental or Mayor's Office of Disability Reviewer: _____

Susan Mizner (Name) Dir. Mayor's Office on Disability

Date Reviewed: _____

Department Approval: _____

Maria Sa
(Name)

Director
(Title)

Maria Sa
(Signature)



To: Nisha Patel, the Bill & Melinda Gates Foundation
From: Mayor Gavin Newsom
Chancellor Don Griffin, City College,
Superintendent Carlos Garcia, SFUSD
Re: San Francisco Communities Learning in Partnership (CLIP) Submission

June 1, 2010

Ms Patel-

The San Francisco Partnership for Postsecondary Success (SF-PSP) is pleased to submit this proposal for a communities learning in Partnership (CLIP) implementation grant. The CLIP planning process has been an invaluable opportunity to bring together the Community College, School District and Mayor's office to address the critical issue of helping more young San Franciscans achieve postsecondary credentials.

San Francisco has long been a city that believed deeply in the importance of education and issues of equity, however while each of our institutions has made strong individual commitments to increasing educational attainment and equity in our city, prior to the CLIP planning process San Francisco lacked a collective approach. CLIP has enabled us to form a strong partnership that draws in critical stakeholders from both within our institutions and without. It has brought data to bear on the decisions we must make about where to focus our resources in these challenging times, and it has helped us to identify a focused agenda of policy and practice changes that individually we could not achieve, but collectively we can pursue to make deep, systemic changes that will improve educational outcomes for our youth.

We appreciate the opportunity the CLIP planning process has given us to both learn from other cities that are equally committed to this important work and to share exciting strategies that we are developing here in San Francisco. Participation in this network of cities and as part of the larger community of the Foundation's grantees will enable us to continue and refine our approach in ways that are difficult to do alone.

The attached proposal outlines an ambitious, but achievable, agenda for doubling the number of low-income youth who receive postsecondary credentials in our city. We look forward to the opportunity to work with the Bill & Melinda Gates Foundation on this important initiative.

Sincerely,

Mayor Gavin Newsom
City of San Francisco

Chancellor Don Griffin
City College of San Francisco

Superintendent Carlos Garcia
San Francisco Unified School District

I. Overview

It is with great enthusiasm that the San Francisco Partnership for Postsecondary Success (SF-PSP) submits this proposal for a Communities Learning in Partnership (CLIP) implementation grant. SF-PSP is a joint effort of the City and County of San Francisco (the City), City College of San Francisco (CCSF), and the San Francisco Unified School District (SFUSD) designed to promote postsecondary success for all students. SF-PSP was formed in recognition of the following:

1. Too many students exit San Francisco's educational systems without achieving a postsecondary credential, limiting future job prospects and creating an unskilled class of workers in a highly competitive economic environment.
2. African-Americans and Latinos disproportionately do not achieve credentials, a situation fundamentally at odds with San Francisco's values and public commitment to equity.
3. The City, CCSF, and SFUSD must elevate postsecondary success to the forefront of the public agenda and develop new ways of working together that will achieve real change.

To alter this picture, the City, CCSF, SFUSD, and their community partners have come together—in many cases for the first time—to build a long-term sustainable partnership focused on increasing postsecondary completion among low-income students. SF-PSP builds upon San Francisco's existing strong commitment to educational attainment and equity of outcomes and the many strong pieces each entity has begun to build towards those ends. It does so by bringing these efforts together in a *coordinated and intentional system* such as has never been achieved before in San Francisco. To realize this vision, SF-PSP will galvanize political will and empower students and communities to work toward increased postsecondary attainment. It will capitalize on San Francisco's strong data infrastructure to maintain momentum and accountability and to drive decisions as future work unfolds. Finally, SF-PSP will institute a set of policy and practice changes in five critical areas: (1) strengthening and aligning curriculum and teaching across systems; (2) creating counseling and support relationships to help students navigate to and through college; (3) increasing access to CCSF for SFUSD students; (4) ensuring multiple pathways to graduation; and (5) providing work experiences tied to education that are designed to increase graduation and enrollment rates among vulnerable students.

The estimated budget for SF-PSP is \$6.7 million per year. SF-PSP will leverage 80 percent of funding from local public and private resources, and is requesting support from the Gates Foundation in the amount of \$1 million per year for the next three years. If awarded a CLIP implementation grant, the City, whose mission is to support all of its residents to achieve their fullest potential, will serve as lead agency and fiscal agent for CLIP.

SF-PSP is driven by the strong leadership of Mayor Gavin Newsom, CCSF Chancellor Don Griffin, and SFUSD Superintendent Carlos Garcia, as well as staff and faculty at all levels of these institutions and nonprofit leaders. It has the support of the governing bodies of each institution and a broad community constituency. The CLIP planning process has built upon the foundation local partners have laid for increasing equity, access, and educational outcomes for San Franciscans and provided the opportunity to magnify individual efforts through the lens of cooperation. If awarded an implementation grant, SF-PSP estimates that within the next ten years, over 1100 more low-income San Francisco students will earn a postsecondary credential annually.

II. Project Description

The San Francisco Partnership for Postsecondary Success (SF-PSP) submits this proposal for a Communities Learning in Partnership (CLIP) implementation grant. SF-PSP is a joint effort of the City and County of San Francisco (the City), City College of San Francisco (CCSF), and the San Francisco Unified School District (SFUSD), working with key community organizations, to promote postsecondary success for all students. The proposed CLIP project is designed to implement critical changes in both systems and practice. It includes a call to action that will build and sustain a strong accountable partnership to drive the systems and practice changes necessary to substantially increase the number of low-income San Francisco students who achieve postsecondary success. It will utilize sophisticated data systems to help guide and monitor system changes and improvements in student outcomes, as well as practice changes in the areas of teaching, counseling, postsecondary access, multiple pathways to graduation, and work experiences designed to enhance the educational attainment of high school students. As discussed later in this proposal, San Francisco is placing a special emphasis on reaching low-income African American and Latino students who are currently not successfully attaining postsecondary credentials.

SF-PSP, which is designed to serve as the umbrella for CLIP as well as other related local initiatives and efforts, brings together the full range of people and resources critical to realizing these goals. The Executive Committee currently includes Mayor Gavin Newsom, CCSF Chancellor Don Griffin, SFUSD Superintendent Carlos Garcia, top administrators from CCSF and SFUSD; the directors of the City's Departments of Workforce Development (OEWD) and Children, Youth, and Families (DCYF); the Mayor's Education Advisor and Director of Interagency Planning; and representatives of the Chamber of Commerce, and the Youth Council of the Workforce Investment Board. Both the elected SFUSD Board of Education and CCSF Board of Trustees have made successful implementation of the proposed project, and attainment of its goals, a major priority. The City will serve as both the designated lead agency and fiscal agent.

The opportunity to participate in CLIP comes at an opportune time. In the past three years, SFUSD, CCSF, and the City have placed a renewed focus on educational attainment and equity, allowing SF-PSP to build from what is happening in the field both locally and nationally. Specifically:

- In 2008, SFUSD adopted a new strategic plan, *Beyond the Talk*, that identifies postsecondary completion as a core measure of performance for the District, and its Board of Education recently amended high school graduation requirements to ensure every graduate has completed the course requirements necessary to attend a California public four-year college.
- During the past year, CCSF started developing its 5-year Strategic Plan. Particular attention is being given to improving student retention, persistence, and completion rates, with a special focus on reducing the income and racial/ethnic achievement gap. Those charged with developing the plan have incorporated findings and recommendations from the CLIP planning process for improving student success and closing the achievement gap.
- Last year, in partnership with SFUSD and San Francisco State University (SFSU), the City launched SF Promise, a program guaranteeing admission and financial aid for any SFUSD

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SF-PSP is driven by the strong leadership of Mayor Gavin Newsom, CCSF Chancellor Don Griffin, and SFUSD Superintendent Carlos Garcia, as well as staff and faculty at all levels of these institutions and nonprofit leaders. It has the support of the governing bodies of each institution and a broad community constituency. The CLIP planning process has built upon the foundation local partners have laid for increasing equity, access, and educational outcomes for San Franciscans and provided the opportunity to magnify individual efforts through the lens of cooperation. If awarded an implementation grant, SF-PSP estimates that within the next ten years, over 1100 more low-income San Francisco students will earn a postsecondary credential annually.

student who graduates high school and meets the requirements to attend SFSU. This spring, the city's the Office of Economic and Workforce Development (OEWD) and DCYF awarded nearly \$5 million to youth workforce programs designed to enhance educational attainment.

- Finally, there are several other foundation-supported efforts to improve postsecondary success. The San Francisco Education Fund recently received a five-year grant from the National Public Education Network and the Citi Foundation to develop partnerships between three SFUSD high schools and community organizations to support college and career success for low-income and first-generation college going students. The Mott Foundation has awarded SFUSD a grant for the New Day for Learning Initiative, which is focused on developing more productive relationships between schools and community service providers to improve all educational outcomes. These efforts will be aligned with SF-PSP.

These are critical beginnings. However, while the local partners have demonstrated *individual commitment* and attention to postsecondary education, until CLIP San Francisco lacked the *collective approach* that is needed to deepen, focus, and connect these efforts. The CLIP planning grant has catalyzed deeper analysis and communication around the issue of postsecondary attainment by creating a mechanism for key partners to come together across institutions and organizations to jointly own the issue, share student data, and identify collaborative strategies. Tremendous progress has been made in identifying the elements of a coordinated system. Participation in the CLIP implementation program will provide critical glue for the continuation of these efforts, significantly enhancing the ability of San Francisco to implement a system-wide approach that will make a substantial difference in postsecondary attainment among San Francisco youth.

III. Implementation Plan: Capacity for Impact over Time

San Francisco is recognized for its progressive values and spirit of innovation. Consistent with this reputation, a high level of political will around equity and educational attainment was already in place, as was a history of creative, though piecemeal collaborations across institutions. The challenge with respect to CLIP was two-fold. First, San Francisco needed to focus and strengthen existing political will to create shared ownership of the responsibility for increased postsecondary attainment. Second, San Francisco needed to implement a deliberate partnership that moves beyond philosophical agreement, and general willingness to collaborate, into the details of strategically and specifically defining the on the ground changes needed to make a real difference for low-income students. The CLIP planning process provided a mechanism to build commitment at all levels, not only for the goal of doubling the numbers but also for the work needed to get there. This section describes San Francisco's planning process and the resulting theory of change and action plan in light of this local context. It identifies potential challenges and ways of measuring progress. Finally, it estimates the impact of the proposed plan on the number of low-income young people in San Francisco who achieve a postsecondary credential.

Planning process and rationale. As noted, when San Francisco began the CLIP planning process, its leaders were already highly committed to the concepts and values of CLIP. But commitments by leaders are not sufficient. Since the implementation of system changes and improvements in student outcomes will ultimately come from changes in specific actions by teachers, counselors, community organizations, and advocacy groups, it is equally essential that

the individuals and groups that will be responsible for implementing the plan be fully committed to the proposed activities and to investing their time and effort.

Thus, the planning process operated under the premise that the key elements of a coordinated strategy needed to be developed by the people who would be responsible for carrying it out—administrators and department chairs at SFUSD, CCSF, and city departments, the directors of leading community nonprofits, and faculty and staff from the schools and college campuses. These individuals have the knowledge of what is currently happening on the ground, the expertise needed to develop new approaches, and ultimately the responsibility for implementing changes. Their views have a heavy influence on the key policy bodies, the SFUSD Board of Education and the CCSF Board of Trustees, and the Mayor and City Board of Supervisors. The design of the planning process deliberately took into account the fact that in San Francisco policy tends to develop in a bottom-up, as opposed to a top-down, manner.

More than 100 people participated in six working teams (as depicted in the appendix), co-led by representatives from CCSF and SFUSD, to develop recommendations for improving postsecondary attainment among low-income students. These teams looked at data, reviewed best practices in the field, and discussed local experience. The work of the teams informed the development of the attached theory of change by the Steering and Executive Committee, as well as the formulation of a detailed strategic plan that served as the basis for the action plan included in this proposal. Another hundred people were reached through community forums designed to mobilize support for postsecondary attainment issues and obtain feedback regarding proposed strategies and actions. These forums reached youth, CCSF faculty and counselors, SFUSD teachers and staff, and community-based organizations (CBOs).

As a result of the CLIP planning grant, there has been a significant breakdown in the previously siloed approach to decision-making and a much greater understanding among people in each institution of the workings and culture of the other institutions. Rarely in San Francisco has there been a mechanism to conduct cross-systems planning. Consequently, there has been both a lack of understanding about how different systems work and perceptions on the part of some stakeholders that poor postsecondary outcomes are attributable to the failures of people in another part of the system. CLIP created space to work through and move past these barriers, resulting in a new understanding of postsecondary issues, increased trust in the capacity of partners to collaborate, and support for an integrated plan. In summary, the process overcame the critical challenge of focusing political will on joint ownership of postsecondary issues.

Actions to drive change. Doubling the number of low-income youth that obtain a postsecondary degree is a challenging task. In order for students to obtain a postsecondary degree, they must be adequately prepared in high school for college work, encouraged by their schools, family, and community to aspire to and enroll in college, and provided the academic, financial, and other support needed to complete a degree. Far too many SF high school students are not being adequately prepared to succeed academically in college. In addition, far too many students, particularly those in low-income families, are not provided with the counseling and support needed to make college success a reality.

Altering the current situation requires substantial changes and coordination at multiple levels: a) between high school faculty and college faculty to align what is taught both substantively and with respect to academic skills; b) between school and community organizations to create a the

counseling and supportive relationships necessary to guide students to and through college; and c) between the workforce system/business community and the schools to create work experiences that enhance educational outcomes. It also requires changes in how community colleges work with students who come to the college not fully prepared academically. Implementing these changes is difficult. Throughout the country, high schools and community colleges operate in separate silos. They have little incentive or opportunity to coordinate; thus, altering this situation requires changes at the system level. There must be political will for both the desired outcomes and a strategic set of *actions* that must be taken to move the needle on postsecondary attainment outcomes. This section describes how the proposed actions in the theory of change will lead to the CLIP System Outcomes regarding stakeholder commitment, data, sustainable partnerships, and policy and practice changes.

Stakeholder commitment. To secure continued stakeholder commitment and engage the broader community, SF-PSP will start with a call to action that highlights the postsecondary completion gap; areas where SF-PSP is working to close it; and the need for common goals and common ownership for postsecondary achievement across local systems.

The call to action will have three critical stages. First, a report card will be published beginning this summer that shows San Francisco's status on a number of dimensions for postsecondary success. The report and initiative will be "branded" through a student logo/naming contest with a name that encourages student and community involvement and excitement (similar to PhillyGoes2College or Success Boston). This report card will be published on a regular basis to maintain focus and build a community constituency for SF-PSP's efforts. Second, SF-PSP will work with local advocacy groups to craft a policy platform that will include preserving policies already in place, as well as new policies and activities necessary to further success. These will be presented for adoption by the two education boards. In addition, given the political transitions that will occur in San Francisco over the next two years, SF-PSP will ask *all* candidates for any local race to endorse it. SF-PSP has already garnered support and enthusiasm from several potential 2011 Mayoral candidates. Finally, the Executive Committee will be expanded to include philanthropy, parents, and students to heighten their ownership of and voice in SF-PSP.

These actions will secure the needed commitment by all stakeholders to the desired system outcomes—political leaders and political bodies advocating for and allocating resources to SF-PSP, staff and partners having ownership of the project, and students and families feeling empowered to achieve their own postsecondary goals. While achieving those ultimate outcomes will take significant time, SF-PSP will be able to document the level of stakeholder engagement almost immediately as the call to action is launched, and then can track it over time to determine who participates in developing the policy platform, who signs on, and how much involvement in the activities and goals of SF-PSP comes from students and families.

Data. Using data to drive decisions is critical at the policy level, in making management decisions, and in developing individual interventions with students. During the planning process, SF-PSP used data integrated from SFUSD, CCSF, and the National Student Clearinghouse to track student outcomes, such as college-going rates, persistence, and completion. The use of data will be expanded during implementation to monitor and track student-level progress towards graduation in SFUSD, including an early warning system that identifies when a student is off track. CCSF has a data system in place that enables it to track student progress and relate student

progress to participation in various programs and activities at the College. These data will be shared regularly with students' academic and support counselors. A data team, consisting of a representative from the data and research departments of CCSF, SFUSD, and DCYF will review all policy-level analysis and work together to frame specific questions and vet requests from the Steering Committee for data analyses. They will also develop protocols for how outside researchers access data and will advise decision-makers on how best to communicate implications and limitations of the analysis.

The plan also includes creating a research partnership, modeled after the Consortium for Chicago School Research. The research team will work with the combined data sets to answer strategic questions posed by the Steering and Executive committees. Tapping into the research community within local Bay Area universities will allow SF-PSP to explore additional questions and maintain an evidence-based orientation that will be critical to long-term success. Either as part of this research partnership or in concert with it, SF-PSP will conduct qualitative research to inform specific elements of plan implementation, including assessments of the efficacy of specific programs (e.g., summer bridge) and the functioning of the Partnership overall. Data will be gathered from participants and external partners (e.g., CBOs and business partnerships). In addition, there will be an expansion of the qualitative data that is now collected annually by SFUSD through a senior year student survey.

These combined actions will allow SF-PSP to make data-driven decisions because they will ensure that the data are available and consistent and that there is shared understanding of what they mean. It will also give San Francisco access to a greater number of experts who can help use the data to better understand more complex problems and discover key inter-relationships that will improve policy and program decisions.

Sustainable partnerships. The third element of the action plan focuses on how to insure the sustainability of the partnership that will implement SF-PSP. In the past, partnerships have been created with substantial philosophical agreement upfront, but they have broken down when confronted with decisions regarding who will do what differently going forward, either in terms of actions or resources. To ensure SF-PSP has a strong and enduring partnership, the plan has built in three key elements: strong leadership, codified roles and responsibilities, and dedicated staffing to manage the process and maintain momentum.

Leadership at the highest levels has driven SF-PSP. Mayor Newsom, Chancellor Griffin, and Superintendent Garcia have made SF-PSP a priority through their own involvement and through the resources they have dedicated to the planning process and committed to implementation. Strong executive leadership ensures each institution will maintain focus on SF-PSP, despite competing priorities for time and resources.

SF-PSP also will codify the roles and agreements made during the planning process in a memorandum of understanding (MOU) that will be signed by all the three partners, and adopted by their Boards. The work has been designed to capitalize upon existing infrastructure and accountability mechanisms. For example, SFUSD operates under a strategic plan that includes a set of outcomes that each individual school must meet (i.e., the Balanced Score Cards). The District will be requiring high schools to incorporate postsecondary success goals into their site-specific Score Card. Similarly, CCSF is building the CLIP goals into their new strategic plan.

Finally, each institution is dedicating a staff member to manage the implementation of SF-PSP. Collaboration requires frequent communication, follow-up, detail, and dedication. Having staff responsible for those efforts that are familiar with each institution's culture, staff, and processes will enable SF-PSP to move more nimbly through the bureaucracy and keep key partnership and program elements from falling through the cracks.

Policy and practice changes. This section discusses strategic policy and practice changes needed to achieve the desired outcomes. All require coordinated efforts among different institutions, making the SF-PSP commitment, data, and partnership structure described above so critical.

The first practice change is around teaching in support of improved student preparation. The data show that 90 percent of SFUSD students entering CCSF are under-prepared in English and 68 percent are under-prepared in mathematics. These data suggest a profound lack of alignment between what is being taught, tested, and expected in SFUSD vs. CCSF classrooms. To address this, SF-PSP includes a plan for professional learning communities where faculty from SFUSD and CCSF will discuss expectations and look at specific samples of student work designed to highlight disconnects and allow them to better define and align expectations for students.

The second practice area is increasing supportive relationships for low-income students. National data show that students who receive quality college-going supports from a high school counselor or CBO are more likely to enroll in college. SF-PSP will focus on improving SFUSD and CCSF partnerships with CBOs. DCYF, which provides resources for many of these partnerships, will take a leadership role in improving coordination. Counselors from CCSF will engage with their counterparts in SFUSD to ensure clarity of information and to develop mechanisms to link SFUSD students with expanded CCSF Retention Programs, since students who enroll in these programs have higher GPAs and are more likely to persist to a second year.

Third, several policy changes designed to increase access for low-income students to postsecondary institutions will be implemented. Current policies around placement testing and low priority for new students in CCSF class enrollment make it difficult for students to access courses they need. This situation, along with long remedial sequences for those placed below college level in English and math, presents daunting challenges to students trying to complete a postsecondary pathway. Changes in those policies, coupled with improvements in basic skills courses and sequences, will enable students to complete degree requirements more rapidly, thereby encouraging persistence. To address students who enroll but never matriculate at CCSF, SF-PSP will also pilot a summer "bridge" program similar to the Success Boston model discussed at the Philadelphia cross-site meeting.

Fourth, in order to double the numbers, it is necessary to focus on the dropout problem in SFUSD. Fewer than half of the African American and Hispanic students that enter 9th grade graduate high school. Substantially increasing postsecondary completion rates for these groups requires greatly increasing their high school graduation rates. This is a top priority for SFUSD. SF-PSP therefore will leverage and support the District's burgeoning work on multiple pathways to graduation, use of early warning systems, and improving the transition to high school for students that have struggled in middle school.

Finally, another important element relates to providing work experiences to struggling students that are designed to enhance their academic skills and commitment. This involves coordination

between SFUSD and the two city departments, DCYF and OEWD, which support youth workforce programs. This process has already begun. Using dollars from the SF Children's Fund, administered by DCYF, three workforce organizations have been chosen to work in partnership with four schools that serve students experiencing serious academic problems. Hundreds of other placements are also being designed by CBOs experienced in workforce development with the specific goal of using the placements to help students improve their academic performance and plan for postsecondary education.

In summary, the articulation of this theory of change in the CLIP planning process represented a truly unprecedented effort on the part of the city, CCSF, SFUSD, and community partners to put in place a coordinated and intentional system designed to substantially increase the number of low-income students who attain a postsecondary credential. Through CLIP, San Francisco has moved beyond philosophical agreement on the importance of postsecondary outcomes, and piecemeal efforts toward specific commitments, to implement the actions needed to drive systems change.

Anticipated challenges. Local partners are experienced enough to know that there will be challenges ahead given the scope of this effort. Two major challenges, in particular, could impact the success of SF-PSP. First, Mayor Gavin Newsom, who has exercised tremendous leadership around education issues, will be exiting office in 19 months (or sooner if elected to State Office). To mitigate potential difficulties of this transition, SF-PSP has created a leadership structure strong enough to withstand changes in a single political leader. The Executive Committee includes top administrators from each institution, who are strongly committed to seeing San Francisco achieve its postsecondary success goals. The governing boards of SFUSD, CCSF, and City support this plan. The action plan also includes strategies for mobilizing community-wide support (i.e., report card and summer bridge) that will result in external pressure and hold public institutions accountable to postsecondary success goals.

A broader challenge remains: keeping people's time and energy focused on SF-PSP when it is just one of many things the three partners are doing, together and individually, to improve children's educational prospects, from birth through college and career. This challenge will only be exacerbated by the current budget climate, which has seen all three major partners go through lay-offs and ask existing staff to take on more with less. However, the CLIP planning team made a very conscious effort with SF-PSP to tie together the various pieces each partner is working on and use CLIP and the postsecondary success goal as a way to give focus and continuity to relevant work. A major part of the coordination will be to connect the work of SF-PSP with other work being done by the College, District, and City to maximize leverage, minimize duplicative efforts, and do the most for San Francisco's most vulnerable citizens during these challenging times.

Milestones for monitoring progress. San Francisco's theory of change dictates some high-priority actions and milestones in the near term, as well as some mid-to-long term gauges of the ability to scale and sustain local efforts (see table below). The initial focus will be on the call to action, putting in place the necessary agreements with respect to data-sharing, expanding the Executive Committee to include new partners, designating the core planning team (described later), and launching the alignment and summer bridge work. The Steering Committee will receive regular reports from those responsible for implementing specific elements and will work with the Chancellor, Superintendent, and Mayor to identify and address any barriers to

implementation. Additional information regarding how we will track, measure, and monitor our progress is provided in the section below and in the subsequent section.

High-priority, near term milestones	Three-year milestones
Shift stakeholder commitment	
<ul style="list-style-type: none"> • Mayor, Superintendent, and Chancellor issue a joint call to action within 3 months of project start • Broad representation of schools and site-based community organizations at launch events for teacher, faculty, and community organizations 	<ul style="list-style-type: none"> • 90% of political candidates adopt policy platform • Improvement achieved in 75% of report card categories • 90% of SFUSD students express PS aspirations • 50% of teachers, faculty, key community leaders are involved in PSP implementation efforts at the pilot sites
Use data to drive strategy	
<ul style="list-style-type: none"> • Pilot schools successfully adopt the new data system • Continue to collaborate with YouthVote on annual student surveys, which included 8,170 SFUSD high school students in March 2010 	<ul style="list-style-type: none"> • 100% of workgroups regularly consult data in their decision making • Bi-annual reports generated by the research consortium to inform Executive and Steering Committees • New data system rolled out to 80% of high schools
Build sustainable partnerships	
<ul style="list-style-type: none"> • All SF-PSP partners sign MOU and it is adopted by respective Boards • Staff leads are hired/assigned from each institutional partner and dedicated to CLIP • Executive Committee identifies and adds leadership from philanthropy, parents, students 	<ul style="list-style-type: none"> • Less than 15% absentee rate at Executive and Steering Committee meetings • Joint Board and Executive Committee receive bi-annual updates on progress and challenges • Steering Committee meets regularly to discuss SF-PSP progress and challenges each semester
Implement policy and practice changes	
<ul style="list-style-type: none"> • 2 schools selected to participate in alignment work • Provide professional development for “Plan A” (career planning class for 9th graders) to teachers and counselors at 75% of SFUSD high schools • Roll out college-going resource guide/tool at 100% of SFUSD high schools • 100% of SFUSD students receive outreach about and have access to: career-related programs, college-going information, and transition activities • 50% of SFUSD students registered for CCSF attend at least one transition activity • 2 joint PD seminars per semester for counselors, teachers/faculty, and staff at SFUSD and CCSF. 	<ul style="list-style-type: none"> • Roll out alignment framework to 50% of SFUSD high schools through professional development • 50% of students improve placement test scores • 100% of school-based college access CBOs have formalized relationships with the school • 75% of SFUSD graduates registered for CCSF actually enroll in CCSF (or another postsecondary institution) • 75% of SFUSD graduates enrolling at CCSF receive placement into at least one core class in math or English • SFUSD-CCSF joint multiple pathways system re-engages 50% of drop-out students • Expand availability of work experience and volunteer opportunities by 20% annually to meet student need

Estimated impact. This section estimates the impact of the proposed action plan and identifies milestones related to SF-PSP student outcomes. Between 5500 and 6,000 9th graders enter high school in San Francisco each year; over half are classified as low income based on eligibility for school lunch. In recent years, thirty to thirty-five percent (1500-2000) of these students have obtained a postsecondary credential by the age of 26. In understanding the San Francisco context, it is essential to look at these numbers by ethnicity, which is a stronger predictor of outcomes in SFUSD than income, (the majority of SFUSD students of most ethnicities live in low-income families.) For example, nearly one third of students entering 9th grade are of Chinese background, another third are Hispanic or African-American (18 percent and 14 percent respectively)¹. Currently, at least forty-five percent of Chinese students obtain a postsecondary

¹ The final third is made up of White (11%), other (10%), Filipino (8%) and Asian/Pacific Islander (3%).

degree within four years of graduating high school. In stark contrast, only about ten percent off African-American and Hispanic students obtain a postsecondary degree in the same timeframe.

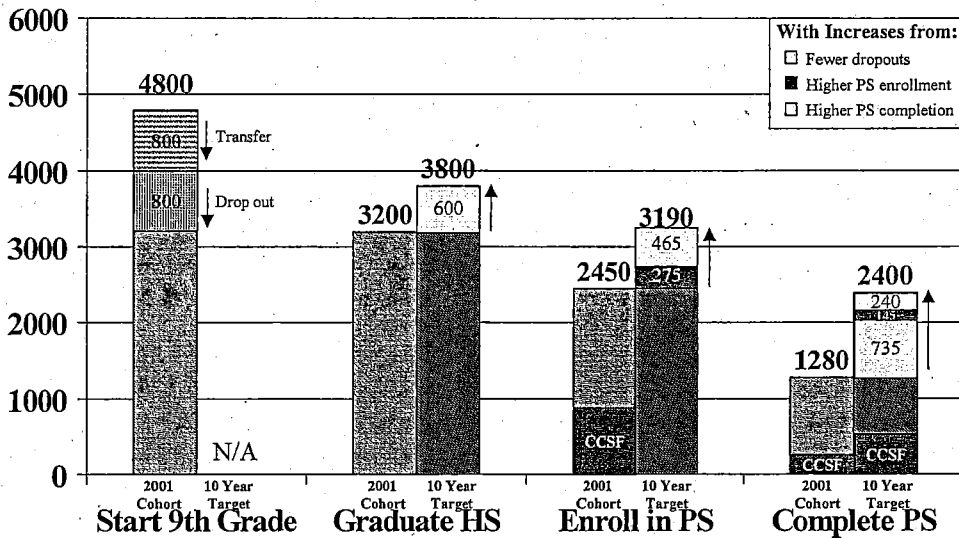
The target goal of SF-PSP is to increase the percentage of entering 9th graders that obtain a postsecondary degree, from the current thirty to thirty-five to at least fifty. Moreover, the target goal is to at least double the numbers of African-American and Hispanic students that complete a postsecondary credential. “Doubling the numbers” for these youth is a tough problem that gets at the root of equity and racial divides. But it is also a problem at a scale that is doable since it is possible to know and intervene with 1500 -2000 youth.

There are three places San Francisco loses students on the path to a postsecondary degree. Some never complete high school (25-30 percent), some complete high school but do not enroll in college (12-15 percent), and some enroll in, but do not complete, college (two-thirds at CCSF, 40

percent at four-year institutions). In SF, most are lost either at points one or three. The exhibit shows these drop-off points for the cohort of students that entered 9th grade in 2001, the most recent cohort for whom there are college completion rates (students that transferred from the District are not included in the exhibit numbers.).

Postsecondary Completion Targets

Baseline: SFUSD Cohort Entering 9th Grade in 2001



SF-PSP will focus on each of the points students leave the education system before obtaining a postsecondary degree or certificate. To begin with, it will focus on increasing postsecondary rates of students entering CCSF. At present, approximately one third, or 350 of the 1000 SFUSD students that enter CCSF each year obtain a degree. This number will be doubled through a combination of better preparing students in high school, bridge programs that help students come to college prepared, and improvements in basic skills and increased retention programs at CCSF. These numbers should be achieved in 10 years, as programs are expanded from pilot high schools to the entire system. In addition, many of the planned interventions will have a positive effect on the graduation rates of SFUSD students at four-year institutions, especially San Francisco State University, through SF Promise and stronger pathways from CCSF to SFSU. This will result in another 350 graduates for a total of 700.

SF-PSP also will affect the outcomes for the more than 750 SFUSD students that graduate high school but do not enroll in postsecondary education. Through the work already begun with the San Francisco Education Fund’s Citi Postsecondary Success Program (CPSP), partnerships have

been created at three school sites with college access providers to increase college-going supports and college knowledge for students. Cutting in half the number of students that currently do not enroll in college from those three high schools alone will result in another 100+ students per year to go to college. In addition, improvements in the counseling system, including forming professional relationships with SFUSD and CCSF counselors, will result in an additional 175+ students across all of SFUSD high schools who successfully enroll in postsecondary education, for an estimated 275 more students enrolling per year.

Finally, SF-PSP will support the efforts already begun by SFUSD to significantly reduce the dropout rate. Currently, at least 1600 students that start 9th grade do not graduate in San Francisco. Through current and planned efforts of SFUSD, along with new programs implemented under SF-PSP, the District will retain and/or reengage 600 of these students, with those students enrolling and completing postsecondary at similar rates to current students.

Within ten years, these programs will cumulatively result in an increase of approximately 1120 students per cohort completing their postsecondary degree to achieve the target of 2400, or 50 percent of the incoming 9th graders receiving a postsecondary degree by age 26. This represents an increase in high school graduation to 80% and college going rates to 67% per 9th grade cohort.

In the nearer term, over 3000 students will be directly impacted by SF-PSP activities. Over the next three years, the access changes at CCSF alone will affect ~1000 SFUSD students entering CCSF per year and the deep partnership work at the three CPSP high school sites will impact the 2000 students at those sites. While changes in the final postsecondary completion goals for those students will not be visible in this timeframe, there will be leading indicators (e.g., increased college enrollment, persistence) that demonstrate work is on the right track.

IV. Case Statement: Capacity to Succeed

SF-PSP is strongly positioned to implement and manage the work necessary to achieve its goals. The planning process has engaged all of the right players, at all of the right levels, to implement the plan. New data and partnership structures are now in place to ensure those players stay engaged and accountable as the work moves forward. In particular, there now exists: (1) considerable momentum for a cross-systems approach; (2) layered leadership and structures for executing SF-PSP; and (3) high capacity to use data to inform strategy and drive change.

Momentum for a new approach. As discussed previously, over the past six months, the planning process has brought together a broad and diverse set of stakeholders to examine the issue of low postsecondary attainment in San Francisco. As a result, there is now widespread commitment, among the key people who will implement SF-PSP. The planning work also has deepened the commitment of high-level decision-makers within San Francisco's public institutions, and sparked the interest of Bay Area philanthropy. Obtaining a CLIP Implementation Grant will allow SF-PSP to further leverage local resources.

Layered leadership, strong structures. As noted, in order to be successful, SF-PSP needs a formalized, accountable partnership where all parties understand the common goals and their specific roles in achieving them. This structure is now largely in place. Because it has worked successfully in the planning process, SF-PSP will retain the basic operating structure in the implementation process (see appendix for graphic depiction). The Executive Committee will be

responsible for overseeing implementation of SF-PSP. The Steering Committee will continue to have responsibility for guiding the process; ad hoc working teams will be created to design and implement specific programmatic elements as needed. Finally, the joint committee of SFUSD and CCSF Boards will work collectively on policy changes and provide oversight for implementation of the MOU and the SF-PSP vision.

Engaging each of these layers during the planning phase has resulted in strong ownership of the plan by those who will be required to make it happen. Each action outlined in the plan was created by a team co-led by staff from SFUSD and CCSF, serving to both model the type of partnership SF-PSP is building and to avoid any perception that one institution is dictating actions for another. Because these teams had members who were both on the ground staff and senior managers, there is both ground up and top down support for making it happen.

A core team consisting of one dedicated staff member from each institution will support all of these layers, and other key partners as needed. Beyond their extensive knowledge of the proposed plans and of their respective institutions, these individuals have gained the trust of all of the key constituencies that will be critical to the implementation process. They will be charged with driving the agenda for each of the coordinating bodies; providing staff support for specific elements that require follow-up, research, or additional discussion; and ensuring information about SF-PSP work is being shared with all appropriate stakeholders.

The expanded Steering Committee will meet monthly to review progress, troubleshoot implementation challenges, identify resources or staff that should be involved in specific projects, and communicate the work of SF-PSP more broadly within their institutions. To promote information sharing, SF-PSP will regularly communicate with other stakeholders, both to share progress or challenges and to enlist support on key projects. These include the DCYF Citizen's Advisory Committee, the commissions of other city departments, CCSF councils, the SFUSD District Cabinet, SFUSD advisory councils, and four-year postsecondary partners.

The City will continue to operate as the lead Agency and will assume the fiscal agent responsibilities for the implementation phase. DCYF, one of the largest grant making departments in the City, will manage the grant. DCYF has the ability to provide fiscal monitoring, manage subcontracts, and handle all grant reporting requirements in partnership with the city's SF-PSP project manager.

Use of data. Developing meaningful and accurate data was essential to the planning process. During the planning process, the city entered into a contract with the Stanford University Youth Data Archive Project (YDA) to provide data related to student outcomes in San Francisco. YDA was successful in developing a sophisticated data analysis capacity that integrated data from SFUSD, CCSF, and the National Student Clearinghouse, as evidenced by the exhibit showing the 2001 cohort's outcomes. YDA is now in the process of adding additional data from DCYF and other city agencies. Participating in CLIP also provided impetus and leverage to facilitate access and sharing of data across SFUSD and CCSF.

The data produced by YDA were extremely helpful in the planning process, providing a picture of the current graduation rates from high school and college previously unavailable. It allowed tracking of student outcomes, such as college-going rates, persistence, retention, and completion. The research also began to examine the factors that appear to influence outcomes, such as grade

point average, test scores, and attendance rates. The data proved instrumental in developing the SF-PSP action plan. For example, data showed that most students that graduate from SFUSD enroll in college. The problem locally rests primarily in low college completion and high school dropout rates. SF-PSP will be based on this sophisticated data set, enabling the use of data to set goals, measure outcomes, and inform program design.

V. Budget

The estimated budget for SF-PSP is \$6.7 million per year. SF-PSP will leverage eighty percent of funding from local public and private resources, and is requesting support from the Gates Foundation in the amount of \$1 million per year over the next three years. The dollars will be primarily used to fund the infrastructure (in the form of dedicated staff and data capabilities) and the deep collaborative work (in the form of bringing faculty from each institution together to dig into issues of aligned teaching and strong student support) that are fundamentally cross-system in nature and therefore difficult to fund through traditional sources.

The SFUSD Deputy Superintendent, the CCSF Vice Chancellor, the core planning team, and the individuals who will be involved in the proposed work developed the proposed budget based on a thorough analysis of the costs of the proposed actions. The estimates are based on their experience and knowledge managing and overseeing similar types of activities. This level of investment is necessary to achieve the CLIP System and Student Outcomes.

Through the planning process, local partners identified opportunities to leverage funding at San Francisco's public institutions. SFUSD will be providing in-kind funding and support equal to \$349,000, while CCSF will be providing \$254,000. The City's aligned investments in this project through its workforce and youth dollars total \$4,676,800. SF-PSP also expects to leverage an initial \$430,000 in private resources. The City, SFUSD, and CCSF are holding funders' briefings this spring to generate further philanthropic interest in this work. This is expected to result in identification of new resources beyond those already committed in the proposed budget.

At least two factors could affect San Francisco's ability to operate within the proposed budget. First, there may be a demand to scale bigger and/or faster than currently planned, in order to gain momentum for this work. The core team will manage this situation either by identifying additional sources of funding within local public institutions to bolster ongoing work or, when this is not possible, the core team will work with Executive Committee to make budget re-allocation decisions to address emerging needs without compromising long-term success. The current fiscal environment also may come into play. The City, CCSF, and SFUSD are coping with budget cuts; there is a chance that key funding could be lost as each institution negotiates its budget process. To manage and mitigate these factors, the core planning team, Executive Committee, and Steering Committee will provide regular updates regarding proposed changes in funding. This will enable the opportunity to discuss the impact of proposed changes on SF-PSP work, advocate for continued funding where possible, and/or seek other means of supporting the work. In the event that SF-PSP is unable to secure funding from Gates, the plan is to convene the Executive and Steering Committees to identify core priorities and craft a fund development plan that will support realization of CLIP goals.

VI. Risks

As referenced previously, a significant risk is the financial situation in California, which has resulted in substantial budget cuts at CCSF, SFUSD, and in city services for youth. Among other impacts, there are considerably fewer classes available at CCSF and summer school has been eliminated at both CCSF and SFUSD in 2010. The situation will remain difficult for at least the next few years. However, if implementation of SF-PSP produces the expected changes in student preparation this will enable CCSF to use its resources far more effectively in achieving graduation for students and reducing the dropout rate will bring significant revenues to SFUSD through an increase in average daily attendance dollars from the State. Through SF-PSP, both CCSF and SFUSD will be much more effective as the economic situation turns around and able to target resources at a reduced number of students needing extra support.

Another risk is inherent in implementing major change: change initiatives take time and require sustained attention. Changes of personnel, imposition of new state or federal mandates inconsistent with the proposed direction of change, difficulties in dealing with unintended consequences, are just some of the threats to implementation of changes over the long term. The oversight structures being put in place through SF-PSP will help keep the process focused and on the front burner. The attention being brought to the issue of postsecondary education by the Gates Foundation and the Obama Administration should also contribute significantly to the likelihood that SF-PSP will be successful.

VII. Commitment to Shared Learning

From the beginning, the SF-PSP planning team sought to implement a learning agenda. This included extensive reading about the efforts to bring about change throughout the country and applying this information in developing the proposed implementation plan. The process also included consultation with Norton Grubb and Michael Kirst, two national experts on education policy at the secondary and postsecondary levels. They met with San Francisco's Executive Committee, Steering Committee, and with workgroups. Grubb participated in a National League of Cities (NLC) site visit. They have provided insights into system change issues, as well as potential programs and activities. In addition, one of the members of the Steering Group, Michael Wald, has visited other cities implementing postsecondary success initiatives, such as New York, Philadelphia, and Chicago, to meet with people connected with those initiatives and share information. Continuation of these relationships, as well as the relationship with the Stanford data team, will be an important element of implementation.

The two cross-site meetings also were an important component of the learning process. San Francisco used these occasions to involve key people who will be responsible for implementing core components of this proposal, in addition to Steering Committee members. In Philadelphia, team members engaged in numerous one-on-one discussions with people from other sites, exploring specific issues such as how to effectively use CBOs, how to engage the business community, and how to involve students actively in the process. Two team members also used this occasion to visit the Philadelphia Youth Network and benefited from the particular expertise of one of the NLC team in thinking about how to improve San Francisco's alternative schools in order to increase high school graduation rates. The examples from Philadelphia and Boston on how to effectively draw on Mayoral leadership have been conveyed to Mayor Newsom and SF-PSP is planning to use some of their publications as models for building public will.

A core lesson learned during the planning process is how time consuming and people intensive the change process is. For example, initial efforts at aligning the curricula in SFUSD with the requirements at CCSF has required not only numerous meetings between faculty from the two systems but also was most effective when people from CCSF actually observed SFUSD classes to see what is being taught. Joint professional development for faculty in different systems is extremely difficult to schedule and design. People in any system are consumed with just dealing with the problems within their system; they need to find time to add to these duties and must be convinced that it will be worthwhile for what they are responsible for accomplishing within their system. This is where common outcomes and joint accountability are critical.

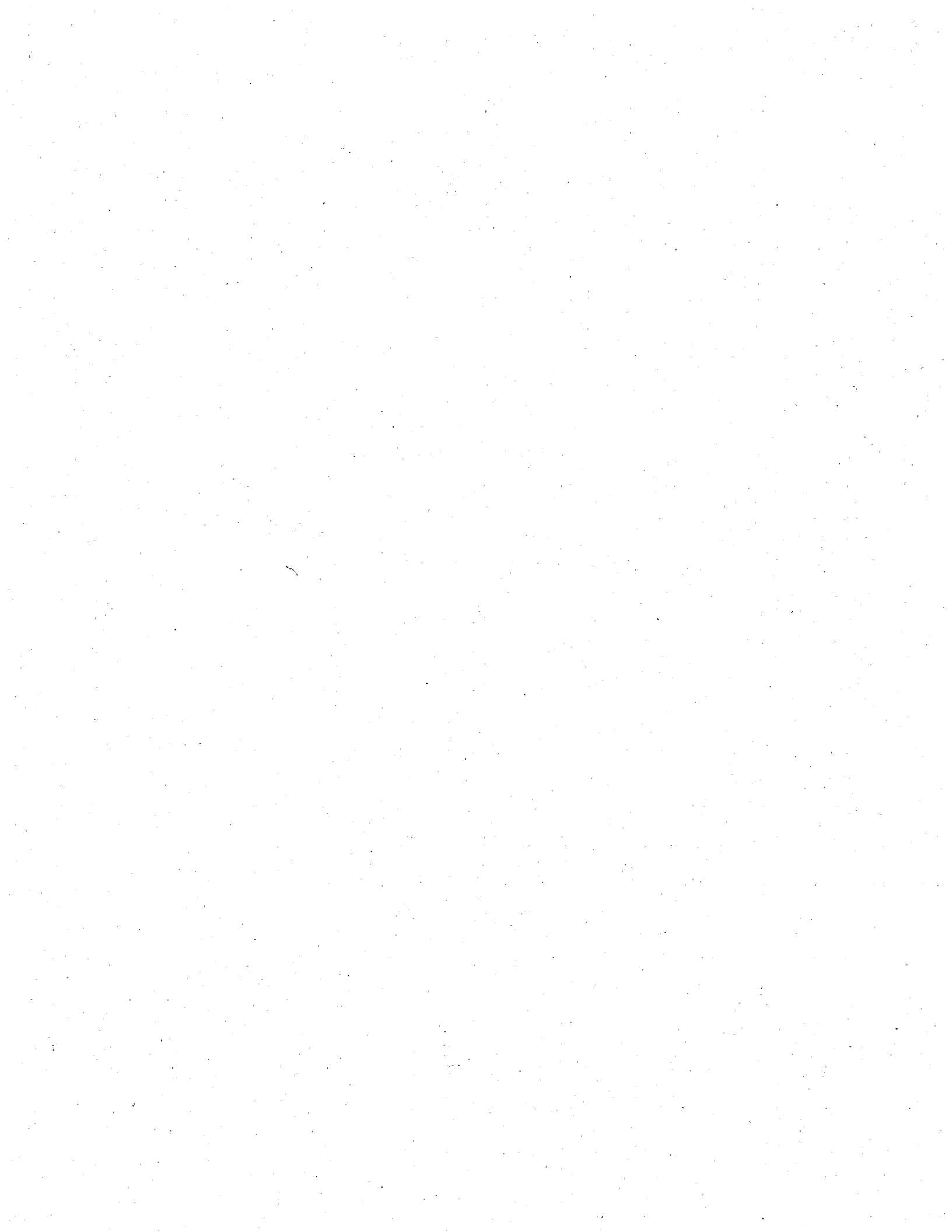
Becoming a CLIP implementation site offers an incredible learning opportunity for San Francisco. Being part of a shared learning community with the other sites, Gates, and the NLC will add significantly to the likelihood of success. We are anxious to share the lessons learned in SF to influence policy and activities throughout the United States. San Francisco has not received previous grants from the Gates Foundation relevant to this proposal.

VIII. Sustainability

SF-PSP is committed to sustaining its efforts after the grant period has ended. During the course of the three years, the City, SFUSD, CCSF, and community partners will have made a big investment in doing things differently and will have developed a constituency for SF-PSP. Each institution will realize the value and increased efficacy of this model of operation and will incorporate funding necessary into the central budgets of these institutions. In addition, there is a strong potential for leveraging additional city investments for this work. To make the case for additional support, SF-PSP will gather and disseminate evidence that its efforts are working, with a focus on demonstrating tangible results to students, parents, teachers, administrators, and political leaders. The implementation plan is designed to make visible some of SF-PSP's early wins that will mobilize support for this work beyond the grant period.

SF-PSP is hopeful that public sector resources will have improved by the end of the grant period, bringing the opportunities afforded by an improved fiscal environment to incorporate this work permanently. There is a very strong fit between the mission of DCYF and this work, and the Department could fund elements such as city staffing of SF-PSP, communications, and the report card. DCYF's 2013 grant cycle will bring new opportunities to support the work of community partners. SFUSD and CCSF would likely allocate resources toward support coordinating staff, as well as the cross-systems learning work. Individual institutions would be responsible for owning programmatic components, many of which require significant start-up costs but fewer resources to support ongoing operations. The scaling up of SF Promise also creates an opportunity to access additional funds to support students directly. Finally, all three institutions have relationships with numerous private funders. The joint partnership is attractive to the local philanthropic community and the Partnership will conduct ongoing fundraising for SF-PSP.

Through the combination of the work described throughout the proposal and the strong, *shared* commitment of the partners, SF-PSP will sustain its efforts over time. The CLIP planning process has enabled SF-PSP to galvanize stakeholder commitment, use data more comprehensively and effectively, develop true infrastructure for partnership and build towards the lasting policy and program changes that will result in 1100 more low income youth getting postsecondary credentials each year.



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August 9, 2010

Mayor Gavin Newsom
City and County of San Francisco
City Hall, Room 200
1 Dr. Carlton B. Goodlett Pl
San Francisco, CA 94102

Re: U.S. Program / Grant Number OPP1022633
CLIP: Community Implementation Grants

Dear Mayor Newsom:

The Bill & Melinda Gates Foundation (the "Foundation") is pleased to award the City and County of San Francisco (the "City") a grant in the amount of \$3,000,000 for the period beginning on the date you sign this agreement (the "Start Date") to August 31, 2013 (the "Grant Period"). This agreement (the "Grant Agreement") contains the terms and conditions of this grant.

Charitable Purpose of the Grant. The Foundation has initiated a Communities Learning in Partnership ("CLIP") effort. The goal of CLIP is to support and accelerate the work of selected communities in their efforts to increase postsecondary credential completion among low-income young adults; help them to understand, document, and build on their success; and explore and understand how and to what extent connectivity among key stakeholder institutions is a part of their success; and inform each site's future efforts. The City is one of four communities selected by the Foundation to participate in CLIP. The grant funds will be used by the City to participate in CLIP to increase postsecondary completion rates as described in its proposal (the "Proposal") dated June 30, 2010 and budget (the "Budget") dated July 30, 2010 (together, the "Project").

To help ensure the success of the CLIP effort, the Foundation has made a grant to National League of Cities Institute ("NLCI") to serve as project coordinator across the four participating communities. As project coordinator, NLCI will be the primary point of contact for the City with respect to this grant. NLCI has the duties and responsibilities described in Exhibit A to this Grant Agreement.

Tax-Exempt Status. The City confirms it is a governmental unit within the meaning of sections 170(b)(1)(A)(v) and 170(c)(1) of the Internal Revenue Code of 1986 because it is a state, or a political subdivision, agency or instrumentality of a state, or the United States federal government, or the District of Columbia. You agree to advise us immediately if there is any change in your organization's exempt status during the Grant Period.

Use of Grant Funds. Grant funds may only be used for the Project. Any grant funds unexpended or uncommitted at the end of the Grant Period must be promptly returned to the Foundation. Any Budget cost category change of more than 10% must be approved in writing by the Foundation in advance. You may not use the grant funds to reimburse any expenses you chose to incur prior to the Start Date.

Political Campaign/Lobbying Activity. Grant funds may not be used to influence the outcome of any election for public office or to carry on any voter registration drive. There is no agreement, oral or written, permitting the grant funds to be directed to or earmarked for lobbying activity or other attempts to influence local, state, federal, or foreign legislation. You confirm that the amount of funds received from the Foundation each year for this Project, including any other grant funds awarded by the Foundation for the Project, will not exceed the amount budgeted each year for nonlobbying activities. You agree to comply with lobbying, gift and ethics rules applicable to the Project under local, state, federal or foreign law. The Foundation is not retaining or employing you to engage in lobbying activities.

Investment of Grant Funds. Grant funds must be invested in highly liquid investments (such as interest-bearing bank accounts) with the primary objective of preservation of principal so that they are available for the Project. The Foundation requires you to report the amount of any interest or other income generated by the grant funds, including currency conversion gains (collectively "Interest"). Any Interest must be used for the Project. At the end of the Grant Period, any remaining Interest must be applied to another of your Foundation-funded projects (current or under consideration).

Subgrants and Subcontracts. You have the exclusive right to select subgrantees and subcontractors for the Project. The Foundation has not earmarked the use of the grant funds for any specific subgrantee or subcontractor. You, and not the Foundation, are responsible for ensuring that all subgrantees and subcontractors use grant funds consistent with this Grant Agreement and the Proposal. Neither you nor your subgrantees or subcontractors may make any statement or otherwise imply to donors, investors, media or the general public that the Foundation directly funds the activities of any subgrantee or subcontractor. Any agreements with subgrantees and subcontractors you engage to assist with the Project must include the following language: "Your organization has been selected to participate in this Project at our discretion. You may not make any statement or otherwise imply to donors, investors, media or the general public that you are a direct grantee of the Bill & Melinda Gates Foundation ("Foundation"). You may state that City and County of San Francisco is the Foundation's grantee and that you are a subgrantee or subcontractor of City and County of San Francisco for the Project. You may also state that you are collaborating with the City and County of San Francisco on a project funded by the Bill & Melinda Gates Foundation."

Payments and Reports. This table shows the deliverables (including reports) and milestones for this grant. Where indicated, the Foundation's payment is contingent on satisfaction of the listed deliverable and/or milestone. The Foundation may authorize changes to the payment and reporting schedules from time to time where appropriate. The Foundation will confirm any such changes in writing.

Payment Date	Payment Amount	Milestone or Deliverable	Due by
August 2010	\$1,000,000	Receipt of countersigned grant Agreement	August 13, 2010
		Six month phone-call with your program officer and NLCI staff to discuss progress against grant goals and objectives	February 1, 2011
September 2011	\$1,000,000	Progress report and budget reforecast and narrative for the period between the Start Date and June 30, 2011; phone call or in-person meeting with your program officer and NLCI staff to discuss grantee progress against goals and objectives	August 1, 2011
September 2012	\$1,000,000	Progress report and budget reforecast and narrative for the period between July 1, 2011 and June 30, 2012; phone call or in-person meeting with your program officer and NLCI staff to discuss grantee progress against goals and objectives	August 1, 2012

AWARD TOTAL	\$3,000,000	Final narrative and financial report for the entire Grant Period including the period between July 1, 2012 and June 30, 2013	September 1, 2013
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Milestones. For a report to be satisfactory, you must demonstrate meaningful progress against the milestones contained in this Grant Agreement and the Proposal. Milestones may be added or modified during the Grant Period. The Foundation will confirm any agreed changes to the milestones in writing.

Report Templates. You are required to submit one or more reports regarding the expenditure of grant funds and your progress on the Project. Please submit reports electronically to your Program Officer or Program Coordinator. The Foundation will send you an email with the contact information for these individuals. You also agree to submit other reports that the Foundation may reasonably request.

Record Maintenance and Inspection. The Foundation requires that you maintain adequate records for the Project to enable the Foundation to easily determine how the grant funds were expended. Your books and records must be made available for inspection by the Foundation or its designee at reasonable times to permit us to monitor and conduct an evaluation of operations under this grant.

Compliance. The Foundation has the right at its discretion to terminate or suspend the grant or withhold payment if (a) the Foundation is not reasonably satisfied with your progress on the Project; or (b) significant leadership or other changes occur that the Foundation believes may threaten the Project; or (c) you fail to comply with any term or condition of this Grant Agreement. On termination, if requested by the Foundation, you agree to promptly return to the Foundation any unspent and uncommitted grant funds (as of the date of termination) previously distributed to you by the Foundation for the Project.

Research and Evaluation. The Foundation values research and evaluation of the projects it funds. You agree to inform the Foundation of any research or evaluation you conduct or commission regarding the Project and to provide to the Foundation a copy of any report or findings from the research or evaluation. The Foundation or its evaluation partner will notify you in writing of your inclusion in any research project undertaken by the Foundation. If you are selected to participate in Foundation-sponsored research or evaluation for the Project, you agree to (a) allow and facilitate the Foundation's evaluation partner to implement an evaluation plan; (b) identify an on-site evaluation coordinator who will serve as a contact; (c) facilitate the collection of data; and (d) permit the Foundation to disseminate the results of the research or evaluation. The Foundation's evaluation partner will provide appropriate privacy and other protections to participants.

Public Access. You will make the results of the Project or any reports or other publications regarding the Project funded by this grant (collectively, the "Materials") available to the public: (i) on hard copy media free of charge (other than reasonable processing and shipping costs) and/or (ii) for free unlimited access and use via an Internet site, which you will use reasonable efforts to have listed with major Internet search engines.

Grant Announcements, Public Reports and Use of Foundation Name and Logo. The Foundation will include information on this grant in our periodic public reports and may make grant information public at any time on its web page and as part of press releases, public reports, speeches, newsletters, and other public documents. If you wish to issue a press release or announcement regarding the award of this grant, you must obtain advance approval from the Foundation of the press release and the date of release. You also agree to obtain advance approval from the Foundation for any other use of the Foundation's name or logo. The Foundation requests an opportunity to review and comment on subsequent press releases or reports that are

directly related to the grant. Please contact USPCommunications@gatesfoundation.org at least two weeks before any press release, announcement or other publication date.

Counterparts; Original. This Grant Agreement, including any amendments, may be executed in counterparts which, when taken together, will constitute one Grant Agreement. Copies of this Grant Agreement will be equally binding as originals and faxed or scanned and emailed counterpart signatures will be sufficient to evidence execution, though the Foundation may require you, the grantee, to deliver original signed documents.

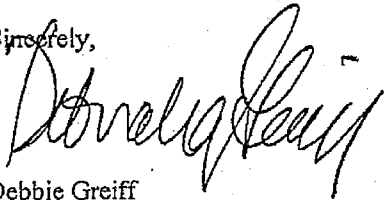
Assignment. This Grant Agreement or any of the rights or obligations under this Grant Agreement may not be assigned without the Foundation's prior written consent. An assignment includes (a) any transfer of the Project; (b) an assignment by operation of law, including a merger or consolidation, or (c) the sale or transfer of all or substantially all of your organization's assets.

Entire Agreement, Severability and Amendment. This Grant Agreement is our entire agreement and supersedes any prior oral or written agreements or communications between us regarding its subject matter. The provisions of this Grant Agreement are severable so that if any provision is found to be invalid, illegal, or unenforceable, such finding shall not affect the validity, construction, or enforceability of any remaining provision. This Grant Agreement may be amended only by a mutual written agreement of the parties.

Please sign and return this Grant Agreement to Kumi Kato, Grants Assistant. Please keep a copy for your records. If you have questions, please contact Paul Facchini at paul.facchini@gatesfoundation.org or 206.709.3486.

On behalf of the Foundation, may I extend every good wish for the success of your work.

Sincerely,



Debbie Greiff
Deputy Director of Strategic Planning & Management
Post-Secondary Success and Special Initiatives

City and County of San Francisco, by its authorized representative, agrees to the terms and conditions of this Grant Agreement



Gavin Newsom
Mayor of the City and County of San Francisco

Date

8.13.10

Cc: Kimberly Wicoff
Director, Interagency Planning

EXHIBIT A
TO THE GRANT AGREEMENT BETWEEN THE BILL & MELINDA GATES FOUNDATION
AND THE CITY AND COUNTY OF SAN FRANCISCO

NLCI is the project coordinator for CLIP. As project coordinator, NLCI will be the primary point of contact for communities selected by the Foundation for funding and will be responsible for the following:

RFP Process

- Manage the RFP process end to end based on the RFP developed and issued by NLCI in coordination with the Foundation
- Convene an advisory committee to review proposals submitted in response to the RFP to identify organizations that meet the criteria
- Coordinate and conduct site visits to RFP applicants
- Recommend to the Foundation RFP applicants for funding

Grantmaking

- The Foundation will review NLCI's recommendations and follow its own internal processes for awarding grants to the organizations selected by the Foundation for funding
- The Foundation will enter into grant agreements with these organizations and disburse funds to them directly

Grant Monitoring

- Serve as the primary point of contact for communities selected to participate in the Project
- Respond to grantee questions, concerns or other issues relative to the Project, coordinating with the Foundation where appropriate
- Regularly monitor grantee progress in meeting the grant's objectives (e.g., site visits, convenings, regular communications)
- Initiate any efforts determined necessary to ensure grantee compliance with the terms of the grant
- Gather and synthesize grantee reports and outcomes and make recommendations to the Foundation regarding subsequent payments. While the Foundation reserves the right to make its own funding decisions, the Foundation will give significant weight to favorable recommendations from NLCI
- Review grantee narrative and financial reports and request from grantees any changes, updates, clarifications, revisions or improvements determined necessary by NLCI or the Foundation
- Identify any need for "course correction" and work directly with the grantees to implement course corrections on specific grants or the Project as a whole
- At the Foundation's request, participate with the Foundation in conversations with grantees about their grants
- Regularly communicate with the Foundation regarding grantee progress on the Project
- Provide overall project coordination

Communities Learning in Partnership (CLIP)
Project Title

BILL & MELINDA GATES Foundation

INDIRECT COST %	0%
ANNUAL SALARY INFLATION	
BENEFITS %	28%

If you wish to include indirect costs, please discuss this with your foundation officer. Please see the note on the instructions tab for general class. The annual percentage you expect salaries to rise due to cost of living increases or merit raises. The estimate for benefits as a percentage of salary.

PERSONNEL DETAIL:	Employee Name/Title	Salary	Budget Period 1			Budget Period 2			Budget Period 3			Total Project Budget		
			Total Budget	Requested Budget %	Budget Balance Amount	Total Budget	Requested Budget %	Budget Balance Amount	Total Budget	Requested Budget %	Budget Balance Amount	Total Budget	Requested Budget %	
1	Kimberly Wicoff	120,000	120,000	50%	60,000	50%	60,000	60,000	50%	60,000	50%	240,000	75%	180,000
2			-		-		-	-		-		-		-
3			-		-		-	-		-		-		-
4			-		-		-	-		-		-		-
5			-		-		-	-		-		-		-
Subtotal Salaries			120,000	50%	60,000	50%	60,000	60,000	100%	60,000	100%	240,000	75%	180,000
Benefits			33,600		16,800		16,800	16,800		16,800		67,200		50,400
DIRECT COSTS SUMMARY:														
Personnel and Benefits Total			153,600		76,800		76,800	76,800		76,800		307,200	75%	230,400
Consulting & Professional Fees			180,000	22%	40,000	78%	140,000	180,000	22%	40,000	22%	540,000	22%	120,000
Materials & Supplies			-		-		-	-		-		-		-
Computers & Equipment			-		-		-	-		-		-		-
Printing & Publications			40,000	26%	10,200	75%	29,800	40,000	26%	10,200	26%	120,000	26%	30,600
Travel & Accommodations			-		-		-	-		-		-		-
Conferences, Conventions, Meetings			-		-		-	-		-		-		-
Direct Facilities			-		-		-	-		-		-		-
Other Direct Costs			-		-		-	-		-		-		-
Total Direct Costs			373,600	34%	127,000	66%	246,600	296,800	43%	127,000	43%	967,200	39%	381,000
Subgrants to Orgs & Higher Education			5,608,000	10%	579,000	90%	5,029,000	5,508,000	11%	579,000	11%	16,624,000	10%	1,737,000
Subgrants to Schools (SFUSD)			758,000	39%	294,000	61%	464,000	758,000	39%	294,000	39%	2,274,000	39%	882,000
Total Subgrants			6,366,000	14%	873,000	86%	5,493,000	6,266,000	14%	873,000	14%	18,898,000	14%	2,619,000
TOTAL DIRECT COSTS & SUBGRANTS			6,739,600	15%	1,000,000	85%	5,739,600	6,562,800	15%	1,000,000	15%	19,866,200	15%	3,000,000
Total Indirect Costs			-		-		-	-		-		-		-
TOTAL PROJECT COSTS			6,739,600		1,000,000		5,739,600	6,562,800		1,000,000		19,866,200		3,000,000

Project Funding Summary	Budget Period 1			Budget Period 2			Budget Period 3			Total Project Budget	
	Total Funding	Requested Funding	Other Funding	Total Funding	Requested Funding	Other Funding	Total Funding	Requested Funding	Other Funding	Total Funding	Requested Funding
Project Funding Totals	\$ 6,739,800	15%; \$ 1,000,000	85%; \$ 5,739,800	\$ 1,000,000	100%; \$ 1,000,000	-	\$ 1,000,000	100%; \$ 1,000,000	-	\$ 8,739,800	34%; \$ 3,000,000
Other Committed Funding Detail:											
1 Office of Economic and Workforce Develop			4,000,000								
2 Department of Children Youth and their Fam			500,000								
3 San Francisco Unified School District			464,000								
4 City College of San Francisco			259,000								
5			516,800								
Unfunded Project Costs						5,562,800					11,125,400

**FORM SFEC-126:
NOTIFICATION OF CONTRACT APPROVAL**
(S.F. Campaign and Governmental Conduct Code § 1.126)

City Elective Officer Information <i>(Please print clearly.)</i>	
Name of City elective officer(s): Members, SF Board of Supervisors	City elective office(s) held: Members, SF Board of Supervisors

Contractor Information <i>(Please print clearly.)</i>	
Name of contractor: John W. Gardner Center for Youth and Their Communities, Stanford University	
<i>Please list the names of (1) members of the contractor's board of directors; (2) the contractor's chief executive officer, chief financial officer and chief operating officer; (3) any person who has an ownership of 20 percent or more in the contractor; (4) any subcontractor listed in the bid or contract; and (5) any political committee sponsored or controlled by the contractor. Use additional pages as necessary.</i> Please see attached document for items (1) and (2). Items (3) (4) and (5) do not apply.	
Contractor address: John W. Gardner Center for Youth and Their Communities, Stanford University, 505 Lasuen Mall, Stanford CA, 94305-3083	
Date that contract was approved:	Amount of contract: \$150,000
Describe the nature of the contract that was approved: Research and data analysis linking San Francisco Unified School District (SFUSD) and City College of San Francisco data to improve postsecondary completion for San Francisco youth.	
Comments:	

This contract was approved by (check applicable):

- the City elective officer(s) identified on this form
- a board on which the City elective officer(s) serves San Francisco Board of Supervisors
Print Name of Board

- the board of a state agency (Health Authority, Housing Authority Commission, Industrial Development Authority Board, Parking Authority, Redevelopment Agency Commission, Relocation Appeals Board, Treasure Island Development Authority) on which an appointee of the City elective officer(s) identified on this form sits

Print Name of Board

Filer Information <i>(Please print clearly.)</i>	
Name of filer: Angela Calvillo, Clerk of the Board	Contact telephone number: 415-554-7723
Address: City Hall, Room 244 1 Dr. Carlton B. Goodlett Pl., SF CA 94102	E-mail: Board.of.Supervisors@sfgov.org

Signature of City Elective Officer (if submitted by City elective officer)

Date Signed

Signature of Board Secretary or Clerk (if submitted by Board Secretary or Clerk)

Date Signed



JOHN W. GARDNER CENTER
for Youth and Their Communities

John W. Gardner Center for Youth and Their Communities
Advisory Board Roster

October 14, 2010

Board Chairperson:

Deborah Alvarez-Rodriguez, President & CEO, Goodwill Industries of San Francisco, San Mateo & Marin Counties

Board Members:

Ann DeBusk, Founder, American Leadership Forum -Silicon Valley

Tom Ehrlich, Senior Scholar, Carnegie Foundation for Advancement in Teaching

Kay Sprinkel Grace, Organizational Consultant

Ira Harkavy, Associate Vice President and Founding Director, Barbara and Edward Netter Center for Community Partnerships at University of Pennsylvania

Michael Howe, Emeritus President, East Bay Community Foundation

John Levin, Co-founder & Senior Counsel, Folger Levin & Kahn LLP

Kasey McJunkin

Brian Murphy, President, De Anza College

Carrie Penner, Walton Family Foundation, Inc.

Robert Saldich, Retired CEO & President, Raychem Corp.

Steven Schroeder, Distinguished Professor of Health and Health Care, University of California, San Francisco

Nicole Taylor, President & CEO, East Bay Community Foundation

Dana Weintraub, Clinical Assistant Professor, Division of General Pediatrics, Lucile Packard Children's Hospital at Stanford University

Center Management:

Amy Gerstein, Executive Director

Marianne Chatterton, Finance and Administration Manager

**FORM SFEC-126:
NOTIFICATION OF CONTRACT APPROVAL
(S.F. Campaign and Governmental Conduct Code § 1.126)**

City Elective Officer Information <i>(Please print clearly.)</i>	
Name of City elective officer(s): Members, SF Board of Supervisors	City elective office(s) held: Members, SF Board of Supervisors

Contractor Information <i>(Please print clearly.)</i>	
Name of contractor: San Francisco Education Fund	
<i>Please list the names of (1) members of the contractor's board of directors; (2) the contractor's chief executive officer, chief financial officer and chief operating officer; (3) any person who has an ownership of 20 percent or more in the contractor; (4) any subcontractor listed in the bid or contract; and (5) any political committee sponsored or controlled by the contractor. Use additional pages as necessary.</i>	
(1) See attached list (2) Lisa Spinali, Executive Director; Amy DiBenedetto, Manager of Finance & Fund Development; Renee Espinoza, Senior Director of Programs (3) n/a (4) n/a (5) n/a	
Contractor address: 727 Golden Gate Avenue, Second Floor, San Francisco, CA 94102	
Date that contract was approved:	Amount of contract: \$435,000
Describe the nature of the contract that was approved: The San Francisco Education Fund will use a portion of the funds to expand its work at three SFUSD high schools around building a college going culture and facilitating partnerships with Community Based Organizations. In addition, the Ed Fund will administer the application process and funding for the new Bridge to Success summer bridge program.	
Comments:	

This contract was approved by (check applicable):

- the City elective officer(s) identified on this form
- a board on which the City elective officer(s) serves San Francisco Board of Supervisors
Print Name of Board
- the board of a state agency (Health Authority, Housing Authority Commission, Industrial Development Authority Board, Parking Authority, Redevelopment Agency Commission, Relocation Appeals Board, Treasure Island Development Authority) on which an appointee of the City elective officer(s) identified on this form sits
- _____
Print Name of Board

Filer Information <i>(Please print clearly.)</i>	
Name of filer: Angela Calvillo, Clerk of the Board	Contact telephone number: 415-554-5184
Address: City Hall, Room 244 1 Dr. Carlton B. Goodlett Pl. SF CA 94102	E-mail: Board.of.Supervisors@sfgov.org

Signature of City Elective Officer (if submitted by City elective officer)

Date Signed

Signature of Board Secretary or Clerk (if submitted by Board Secretary or Clerk)

Date Signed

**San Francisco Education Fund
BOARD OF DIRECTORS
2010-2011**

	NAME	ORGANIZATION
Executive Committee		
President	Sara Hendrickson	President - Shad Run Investments
Vice President	Ann Mao	Senior Counsel, Mergers & Acquisitions - McKesson Corporation
Treasurer	Ed Cooper	VP, Brokerage Products - Charles Schwab & Co.
Secretary	John Chiatello	Principal - SOMA Development LLC
Past President	Maija Muncy	Global Communication Director - American Shared Hospital Services
President Elect	TBD	
Member-at-Large	David Wadhvani	General Manager & VP - Adobe Systems, Inc.
Ex-Officio Members		
	Lisa Spinali	Executive Director - San Francisco Education Fund
School District Liaison	Carlos Garcia	Superintendent - San Francisco Unified School District
Board of Education Liaison	Rachel Norton	Member - San Francisco Board of Education
Board Members		
	Neil Bardack	Partner - Hanson Bridgett LLP
	Ken Doane	Senior Program Officer - S.H. Cowell Foundation Former Program Officer - Northern California Grantmakers, Walter & Elise Haas Fund
	Kate Godfrey	
	Andrew Grimstad	Math Teacher - James Lick Middle School
	Adrienne Horn	Principal - Museum Management Consultants, Inc. Director of Northern California/Pacific Northwest Pax Controversy Services - Deloitte LLP
	Cynthia Hustad	
	Gretchen Koch	Brand Manager - Dreyer's Grand Ice Cream, Inc. Ombudsperson Educational Surrogates - SFUSD Board of Managers - California State PTA
	Carol Kocivar	Attorney
	Ann Lieberman	Senior Scholar - Stanford University
	Paula March	Principal - Marchpartners
	Lorne Needle	VP for Community Investment - United Way of Bay Area
	Paul Recktenwald	Retired - Goldman Sachs
	Brian Riley	Managing Director - Merrill Lynch
	Gordon Rubenstein	Co-Founder & Managing Partner - Pacific Partners
	Adina Safer	Managing Partner - AcellusHealth Partners
	Tai Schoeman	Principal - El Dorado Elementary School
	Jamienne Studley	President & CEO - Public Advocates, Inc. Adjunct Faculty, University of San Francisco
	Jim Taylor	PhD in Psychology Advisor - San Francisco PTA
	Kwan Wang	Attorney