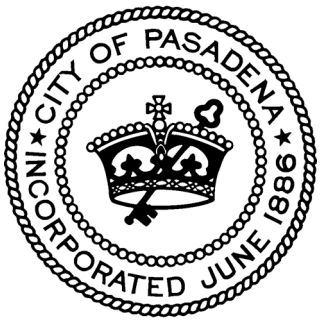
USC MPA Capstone Report

Refining and Implementing Pasadena's School/City/ Community Work Plan Governance Structure



Prepared for: City of Pasadena and Pasadena Unified School District School/City/Community Work Plan

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INTRODUCTION & ORGANIZATIONAL BACKGROUND

INTRODUCTION

In February 2013, the City of Pasadena (hereinafter the "**City**") and the Pasadena Unified School District (hereinafter "**PUSD**") agreed to collaborate in reaching mutual goals and solving pressing issues for both agencies. In May 2013, after community members reached out to the City and PUSD with an interest to join efforts, they also came to reinforce the desire for a thriving community. Together they formed the School/City/Community Work Plan (hereinafter the "**Work Plan**"). Since then, most members recognize that their relationship has never been stronger before (McDonald, B., Personal Communication, Feb. 24, 2014).

Last year, considerable steps were taken in the definition process of the Work Plan. The different stakeholders were able to get to know and understand each other better as a result of (i) holding a total of 21 meetings between different work teams; (ii) providing professional development opportunities for 13 facilitators; and (iii) the continuous coordination efforts performed by City and PUSD staff members (School/City/Community Work Plan Progress Report, 2014).

This year, in an attempt to move closer to reaching a collective impact, all three key stakeholders have agreed to work on:

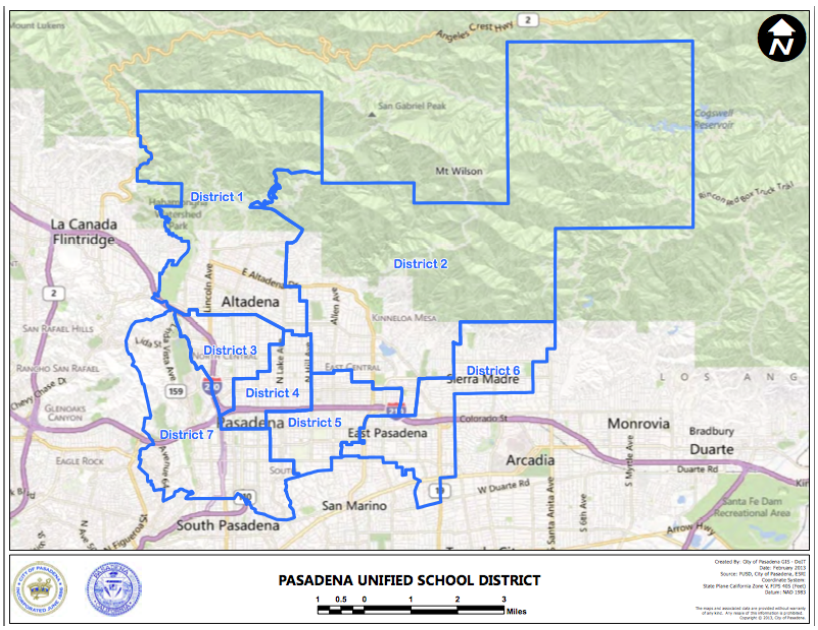
- Improving communication to and from stakeholders and across agencies;
- Improving delivery of services across the system; and
- Establishing a governance structure with linked accountability measures and ongoing stakeholder engagement (School/City/Community Work Plan Progress Report, 2014).

The main focus of this report is precisely the establishment of a governance structure, linked accountability measures, and ongoing stakeholder engagement. Internal and external research was performed in order to asses (i) the current progress of the Work Plan, (ii) the theoretical and empirical evidence behind this type of collaboration, and (iii) the expected results. Finally, this report aims to provide valuable recommendations that solidify previous efforts surrounding the Work Plan and its governance structure.

BACKGROUND

The Pasadena Unified School District

PUSD serves the City of Pasadena, the City of Sierra Madre, Altadena and some other unincorporated parts of Los Angeles County.



Source: The City of Pasadena, 2013

Furthermore, PUSD offers limited pre-school programs, fourteen K-5 schools, three K-8 schools, five middle schools (grades 6-8), four comprehensive senior high schools, and two campuses with alternative programs for high school for students that do not perform optimally in a traditional high school environment (Pasadena Unified School District).

The following two tables provide information regarding the population of the main three areas over which PUSD has jurisdiction, as well as the different ethnicity representations in each area.

Table 1. (School/City/Community Work Plan Progress Report, 2014)

	Pasadena	Altadena	Sierra Madre	Total/ Average
Total Population (2010)	137,122	42,777	10,917	190,816
Children under 5 years	8,274	2,447	513	11,234
Children 5-9 years old	7,060	2,496	620	10,176
Children 10-14 years old	6,835	2,772	605	10,212
Children 15-19 years old	7,679	2,814	502	10,995
Est. number of Children ages 5-19	18,305	7,426	1,358	27,089
% K-12 students enrolled in public school	75%	65%	59%	66%
% K-12 students enrolled in private school	25%	35%	42%	34%
Families in Poverty	10%	6%	3%	na
Estimated number of homeless individuals	904	na	na	na

Source: (School/City/Community Wok Plan Progress Report, 2014)

Table 2. (School/City/Community Work Plan Progress Report, 2014)

Population by Race/Ethnicity by Area per 2010 Census (a & c) compared to *2012 PUSD enrollment (d)	Pasadena	Altadena	Sierra Madre	*PUSD
African American/Black	10%	23%	2%	16%
Asian/Asian American	14%	5%	8%	4%
Hispanic/Latino	34%	27%	15%	59%
White	39%	40%	72%	15%
Other/Multiracial	3%	5%	4%	5%

Source: (School/City/Community Wok Plan Progress Report, 2014)

The City of Pasadena

The City of Pasadena has an estimated population of 138,547 and an area of 22.97 square miles. This makes it the ninth largest city in Los Angeles County. It is known for holding the Tournament of Roses Parade. A Mayor and seven Councilmembers compose its local government.

Table 2, above, illustrates that the relative majority of its population is White (39%), followed by Latino (34%).

Community

In the community, there is a diverse range of interests being represented, such as:

- Parents, students and teachers;
- Community and faith-based organizations;
- Businesses;
- Higher education organizations; and
- Funding agencies.

Some of the more involved community participants are:

- District and Community Arts Team (DAT - CAT);
- Flintridge Center;
- Invest in PUSD Kids (IIPK);
- Partnership for Children, Youth, and Families;
- Pasadena Education Foundation;
- United Teachers of Pasadena; and
- Vision 20/20.

The Work Plan

The City, PUSD and the community have agreed to join efforts in fostering 21st century learning skills to improve student outcomes, support Pasadena's local economy, and ensure the city grows as a local and global center for innovation. Currently, the Pasadena City Council and the PUSD Board of Education operate as separate governing bodies that occasionally come together to discuss joint matters. The Work Plan proposes a framework to enable the two governing entities to work together and increase the amount of communication between them. Thus, it aims to align existing resources and deliver services to the community efficiently. Furthermore, this structure allows the community to take on an active role in the decision making process.

PROBLEM STATEMENT & RESEARCH QUESTIONS

Problem Statement

The USC Price research team aims to provide strategic recommendations to address issues with the Work Plan, as well as the proposed composition of the governance structure within it. We hope that our recommendations will aid in the new governance structure being a platform for the three entities, the Pasadena Unified School District School Board, the Pasadena City Councilmembers, and the community, to have increased communication and to work together toward a shared vision.

The Work Plan offers a dynamic opportunity for the City of Pasadena and the Pasadena Unified School District to come together and resolve the disconnect between the two agencies. Historically, the two governing bodies have operated separately, which led to a duplication of services, limited communication, and other issues. Initially, the proposed Work Plan focused mainly on building relations between the City and the PUSD School Board and had minimal inclusion of the community. The community's perceived exclusion was exacerbated by the fact that the decision makers' backgrounds are not reflective of the population being served in the PUSD public school system. Additionally, the proposed governance structure is not being funded, and the school district faces fewer financial resources from the state over time. Therefore, it is important to establish an appropriate governance structure that fully engages all stakeholders and ensures their representation, facilitates communication, and works toward achieving the Work Plan's vision of providing high quality public education throughout Pasadena.

Our research focuses on the composition of the proposed governance structure and any issues or gaps that may impact its outcome or operation. We concentrate on who should be included in each governance layer as well as the roles and responsibilities of those members. Through this report, we analyze the interaction between the three governance layers and the frequency of that interaction, in addition to identifying indicators and strategies for action.

In order for Pasadena to achieve its goal of providing high quality education to its students, the City Council, the PUSD School Board, and the community, need to effectively work together to reach desirable results.

Research Questions

The research questions were devised to keep our efforts focused on the main goal as we progressed through this project.

- What will be an appropriate governance structure which could fully engage partners, have each group well represented, efficiently share information, pool resources, and hold the collaboration accountable to taxpayers?
- How should the different levels of leadership interact with each other?
- How to overcome existing challenges of the cooperation due to disconnects like the different organizational structures, cultures, priorities of values, and so on?
- How will the governance structure interface with the indicators and strategies for action to drive toward results using the community school framework, which has been adapted to Pasadena?

METHODOLOGY

Research Design and Analytical Framework

The USC research team's primary research strategy included an internal analysis of key leaders, practices, and processes surrounding the Pasadena School/City/Community Work Plan, as well as an external scan of existing best practices among other cities. In exploring the governance structure aspect of the Work Plan, we recognize that there are many other components related to the development and implementation of collective impact efforts. Crosby and Bryson (2010) identify the various components of "Cross-Sector Collaboration Framework," including *initial conditions*, *processes and practices*, *structure and governance*, *contingencies and constraints*, and *outcomes and accountabilities* (pp. 217-227).[1] Some recommendations may refer to other aspects, but our main focus remains on the governance structure to maintain a narrow research scope.

Internal Scan

Interviews. The USC research team conducted 12 in-person and telephone interviews with key leaders of the Work Plan, including members of Pasadena City Council, the Pasadena Unified School District, and community members from Pasadena, Altadena, and Sierra Madre. Linda Machida helped the USC research team contact key leaders. The interviews helped us understand the internal and external dynamics of the Work Plan and proposed shared governance structure.

Meeting Observations. The research team attended the Pasadena City Council and Pasadena Unified Board of Education special joint meeting on February 24, 2014. The purpose of attending the special joint meeting was to understand the nature of the interactions between and among school, city, and community leaders.

Literature and Document Review. We conducted an extensive review and content analysis of literature and agency records relevant to Pasadena's collaborative planning process, including but not limited to scholarly articles, Work Plan drafts and progress reports, material from previous meetings, and community outreach material.

External Scan

Literature and Document Review. The USC research team also identified external best practices by analyzing existing examples of other cities that have encountered similar governance situations and have produced promising models. This report highlights best practices and additional lessons from four applicable case studies: Alignment Nashville, SUN Service System, Say Yes Syracuse, and the Harlem Children's Zone.

[1] See appendix for a detailed "Cross-Sector Collaboration" framework.

FINDINGS

Internal Scan

Lack of Familiarity with Work Plan

During the interviews it came to our attention that some of the members of the Pasadena City Council, the Pasadena Unified School District Board of Education, and the community have expressed a lack of familiarization with the Work Plan. This problem may be due to the fact that it has only been presented to and/or discussed by them on a few occasions in a public setting. Although most people had a general idea of the Work Plan's purpose, few people could comment on the governance structure and what they would like to see improved or changed with it. This concept correlates with their confusion of the very definition of the Work Plan.

Defining Process of Work Plan

Nature of the Work Plan. As mentioned above, related to the lack of familiarity we found that the definition process of the Work Plan is yet not conclusive. The different interviewees were often confused on the nature of the Work Plan. There seems to be confusion on whether the Work Plan represents (i) a creation of a new entity, in which case, some argue, it should be duly constituted; (ii) a joint-venture, that will, mainly, allow the City and PUSD to share certain facilities and provide some services jointly; or (iii) a platform where key stakeholders come to discuss their common goals and interests and return to work independently, like they have done it in the past.

In part, the first vision is supported by the fact that there is a brand new organizational structure that is being created. In this vein, three layers of government with their own responsibilities and tasks are being created. The second option is supported by the fact that there seems to be no additional financial commitment linked to the Work Plan. This entails that there is no financial support for a new entity to be created. However, specific projects can be jointly funded when they are independently approved by the key stakeholders. Lastly, the final option is supported by the fact that not only is there no additional financial commitment attached to the Work Plan, but also by the possible interpretation that the Leadership Council shall have no decision power, pursuant to the proposed governance structure in the Progress Report presented last February. "[The Leadership Council] takes actions and decisions back to respective organizations for policy and practice change and resources as needed" (Year 1 Progress Report, 2014).

Additionally, provided that the governance structure has only been adopted in concept, there is still lack of consensus regarding the faculties and responsibilities of each of the three layers of the governance structure.

Accountability. In relation to the above, there are at least two accountability issues that need to be addressed. The first one deals with financial accountability. Since elected officials are ultimately accountable to the constituents that voted them into office, it is unclear whether the provision of funds for any program or activity is viable. For instance, there may be valuable reasons to fund certain programs and there may even be willingness from elected officials on both sides. However, if the program only benefits some of the constituents of one of the

governmental agencies, then the viability of the provision of funds may become questionable. This issue becomes even more relevant when taking into consideration that the jurisdictions of the City of Pasadena and PUSD are different as discussed in the Background section hereunder.

Secondly, there is also an issue of administrative accountability. If the Work Plan is not to be interpreted as a new organization, then the responsibility lines may be hard to identify. This may occur when the key stakeholders decide to implement a joint program under the Work Plan. If there is any issue with such program or it does not result successful, it may be hard to decide who is ultimately responsible for it, especially when staff members from more than one of the stakeholders were involved.

The fact that there are issues pertaining to the definition of the nature and accountability of the Work Plan and its governance structure highlights the importance for different stakeholders to engage in meaningful and critical discussion regarding the alignment of goals and interests.

Community's Role in Work Plan

Stakeholder Context. In identifying the community's past and current role in the Work Plan, we first return to the three main stakeholder categories: City of Pasadena, Pasadena Unified School District, and the community. As described earlier in this report, the City of Pasadena stakeholder group is comprised of elected officials and city staff, while elected School Board members, District staff, administrators, and teachers comprise the School District stakeholder group. The community stakeholder group encompasses individuals and groups who live or conduct business in the City of Pasadena Community and/or live within the Pasadena Unified School District boundaries, which also include Altadena, Sierra Madre, and unincorporated parts of Los Angeles County. Thus, students, parents, families, faith-based and community-based staff and volunteers, businesses, teachers' union, funding agencies, and other residents also have a stake in the development and implementation of the Work Plan.

Initial Planning Stages. Our client record review, interviews, and meeting observations reveal that there was limited community and teacher engagement and outreach in the Work Plan's initial planning stages. In fact, the word "community" was not included in the Work Plan's title until about a year ago, as it previously had been known as the "School/City Work Plan." Community coalitions, like the Partnership for Children, Youth and Families, have played a role in encouraging key City and PUSD Work Plan leaders to partner with them and engage the community in a more structured and purposeful way. Limited Work Plan staff capacity to launch a full-scale outreach program may be a factor affecting community involvement.

Existing Efforts to Engage Community. What initially began as a work plan between the City and PUSD to align services, strategies, and resources more effectively has evolved into a greater collective impact effort, with the inclusion of the community. Efforts to develop and maintain resource directories, community and mental health services, workforce development services, and other areas have now been expanded to incorporate views beyond those of service providers. The 21 result team meetings with over 100 participants during the fall of 2013 illustrates a significant step in reaching out to the community to engage in dialogue surrounding the seven original desired results: 1) Early developmental needs are met for infants and children 0-5 years; 2) Students succeed academically; 3) Students are actively involved in learning and the

community; 4) Students are healthy physically, socially, and mentally; 5) Students live and learn in stable and supportive environments; 6) Families are actively involved in children's education; and 7) Communities are desirable places to live (Year 1 Progress Report, 2014).

Additional efforts to foster the involvement of individuals from a variety of backgrounds include the availability of free child care and translation services during special joint meetings, as seen with the February 24, 2014 City of Pasadena and Pasadena Unified School District Special Joint Meeting. Furthermore, flyers and outreach material for meetings, like the initial working group convenings, also broaden the community engagement base and expand access for individuals whose native language may not be English. In light of existing efforts implemented thus far, there nevertheless remains a potential issue of engaging others, such as families who may have multiple jobs and may thus be unable to attend special joint meetings or other gatherings related to the Work Plan.

External Scan

Basic Governance Structure Design

Community schools commonly adopt a three-layer governance structure, which proves to be effective since it often involves a wide range of stakeholders in different ways, according to the literature review and best practices scan.

The highest layer is usually composed of managers with the highest authorities. They approve the budget, determine the overall desired outcome of the initiative that could be agreed on by various stakeholders, use their authorities to serve the plan directly, or take advantage of their clout to advocate for the plan (Blank, Berg, & Melaville, 2014).

The middle layer of the governance structure generally plays two roles: relationship coordinators and program directors. On one side, they come from positions that have the capacity to improve infrastructures across institutions, they acquire the social capital to establish and maintain active partnerships, and therefore, they could help ensure the shared responsibility and enhance cooperation. On the other side, they are experienced managers who could serve as supervisors to monitor the implementation of the cooperative programs.

The third layer of the governance structure is known as the leaders on the ground, who play the role as investigators and resource coordinators. As investigators, they have the advantages in collecting first-hand data, assessing needs and resources, finding the gaps and duplication, identifying problems and suggesting potential partnerships to solve the discovered issues. As resource coordinators, they reach out to the community and connect schools, students and their families to resources.

Approaches and Importance of Engaging Community

All of the reviewed community school models have made great efforts to engage the community, which is important because a collaborative plan should gain support from the community to achieve its goals, and it also needs the input from the community to keep itself focused on the most concerned issues.

The first approach to engage the community is to include community-based organization leaders into the middle layer of the governance structure. The rationale behind this arrangement is that the middle layer of governance structure could meet more frequently than the highest layer, and have more opportunities to interact with the practitioners on the ground. Therefore, if more community-based organization leaders are in the middle, they could communicate more frequently to nurture trust, and at the same time, share their experiences and practices in resolving specific issues with the working groups. As a result, they could be more engaged and contribute more to the plan.

The second approach is to organize open community conversations to discuss the initiative, which is done by SUN Service System, or organize public dialogue about the findings, which is done by Say Yes Syracuse. This approach ensures the transparency of the plan by allowing every resident to check its progress. As it is a "conversation" or "dialogue," it is not only about disseminating information, but also about receiving feedback. Another approach to better collect the feedback is to recruit residents, especially parents, into an Advisory Committee, as SUN Service System and Say Yes Syracuse did.

Technology to Facilitate Communication

Say Yes Syracuse launched a communication plan to improve the public awareness of the plan through highly publicized events, media activities, web-based communication, and social media. Community members also suggested using e-newsletters or monthly email blasts to keep the key participants informed.[2]

Alignment Nashville had taken a step even further. They employed a software named ComCoefficient, which is custom developed for the particular initiative to facilitate data sharing. On that platform, the members in each governance layer could categorize and tag information, find calendar events and agendas, share documents, manage projects and assess results. This technology makes information flow through the three layers of governance structure more efficiently. However, ComCoefficient could only support principles, structure, and process of Alignment Nashville or other Alignment membership.[3] The current three-year pricing structure is $40,000 for year one and $30,000 each for years two and three.[4]

Process to Reduce Duplication of Services

Alignment Nashville has adopted an Invitation To Participate (ITP) procedure to reduce duplication of services among community organizations without causing tensions. In this procedure, the working committees post an initiative on the website, stating what kind of resources are needed, invite relevant organizations in the community to respond, and the organizations that have interest in the initiative will come and participate.

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[2] Rebecca Herman, Alyson Burnett, Mariesa Cash & Vanessa Coleman: *Community Collaboration on Education Reform: Say Yes Syracuse.* American Institutes for Research. January 2014. Accessed April 23, *http://www.air.org/project/say-yes-syracuse-community-based-education-reform*

[3] Apart from Alignment Nashville, Alignment Membership includes Alignment Jackson (Jackson, Mississippi), Alignment 96792 (Waianae coast of Oahu, Hawaii) and Coachella Valley Economic Partnership (Coachella Valley region in southern CA).

[4] Source: The information was emailed by Melissa Jaggers (Melissa@alignmentnashville.org), Associate Executive Director of Alignment Nashville.

This procedure fits well in the framework of the Work Plan since one of the goals of the plan is to reduce service duplication. Through the ITP procedure, the plan is able to convene the organizations with similar functions and missions, provide opportunities for them to sit down at the same table, let them discuss and negotiate to integrate resources and work towards an agreed result. What is inspiring is that the plan need not deliver the services directly, nor acquire the authority to eliminate either service, but it could achieve the goals by providing a platform for discussion and cooperation, and help assign different roles or tasks to the existing organizations.

ANALYSIS

Overall Assessment/SWOT Analysis

In an attempt to interpret the findings that were explained in the previous section, the USC research team conducted a strengths, weaknesses, opportunities, threats (SWOT) analysis and this is the result:

	Helpful	Harmful
Internal	**Strengths** • Realization that academic preparation and economic vitality of Pasadena requires collective efforts. • The fact that there is the participation and collaboration of all three, City, PUSD and community represents a potential for comprehensive solutions and representation of a broad range of interest. • Stakeholders' clear interest in working for the best interest of their community. • Capacity and commitment. Considering the achievements that have been reached in just a year from the formalization of the collaborative relationship. • Clear identification of certain needs for the Work Plan. • Being open for external counsel.	**Weaknesses** • Lack of familiarity and consensus regarding the definition of the Work Plan and the responsibility that each party will take. • Differences in goals and interests. • Deficient communication among and between stakeholders. • Poor community engagement. • Lack of full-time backbone staff member.
External	**Opportunities** • Existence of promising and successful programs such as College and Career Pathways that allow members from each sector to contribute. • Participation of volunteers with a broad range of expertise. • Potential existence of undiscovered successful practices. • External counsel opportunities (i.e. chances for signing up again for a USC Capstone project for further study, once the governance structure is adopted).	**Threats** • Legal constraints due to the difference in jurisdictions between stakeholders. • Limited and restricted funding from all stakeholders. • In case there is no proper documentation regarding the foundations of the Work Plan, future decision makers may question the need for such collaboration.

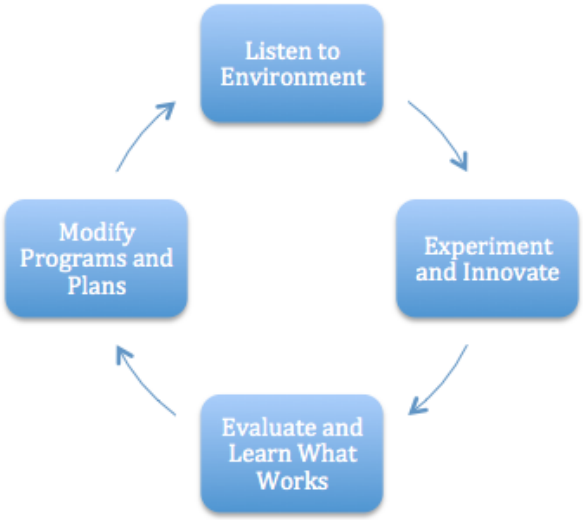
Collaboration

The expected impacts from our recommendations allow for stronger collaboration, promote the progress of the continuum, and aid in increasing public value.

The Work Plan represents a collective investment of efforts and resources to enhance collaboration between stakeholders and provide quality education to the public. In the past, each of the involved agencies tried to work alone in reaching a shared objective but encountered some limitations.

As Dr. Brian McDonald, PUSD Chief Academic Officer, said, "The relationship between the School Board and the City has never been stronger" (McDonald, B., Personal Communication, Feb. 24, 2014). The Work Plan provides a chance to foster and harness the improved relationship between the two agencies. Through the new governance structure, the City Councilmembers, PUSD School Board members, and community members are given a formalized platform to work together to solve joint problems. With a concentration of resources, clear responsibility and accountability lines as well as direct communication, they will have a better opportunity to provide public value to the people.

As the figure below illustrates, adapting to a changing environment is crucial for an entity to thrive. We are confident that the Work Plan fits within the "cycle of adaptation" outlined by Crutchfield and McLeod Grant (2008). From listening to the people in the environment, the drafts of the Work Plan were a way to experiment with an idea that presents a solution. Today, the Work Plan falls within the third piece of the framework and is quickly moving towards the last piece. The Work Plan presents a way to adapt to the reduction in educational state funding, as well as a realization that improving educational outcomes in the community is a community-wide effort. When the needs of the community shift, collaboration is necessary in order to appropriately adjust to that change (Crutchfield and McLeod Grant, 2008).



Adapted from Crutchfield, L.R., and McLeod Grant, H. (2008). *Forces for good: The six practices of high-impact nonprofits*. San Francisco, CA: Jossey-Bass.

Continuum

Although these are all major accomplishments, it cannot be overlooked that the collaboration is still in its initial phase. The roles and responsibilities of the governance structure are yet to be polished, the communication needs to be strengthened, and the implementation of joint programs and projects has yet to be carried out. This year, the goal is to start implementing the Work Plan. Our recommendations will add to the progress of the Work Plan and help to propel it further by solving issues that arose during our research. We hope that our recommendations will contribute to the governance structure being approved at the next joint meeting.

Public Value

If the public value in this situation is collective action toward fostering a healthy and thriving Pasadena, the Work Plan demonstrates much potential in its capacity to produce it. All stakeholders involved in the Work Plan and other alliances like it possess valuable assets for addressing critical issues at hand. Given how issues like education are nuanced and extend beyond the classroom and home environments, 21st century local problem solving must incorporate the coordination of efforts and resources across an entire community. In light of the many challenges associated with collective impact work, it is nevertheless an opportunity to engage all stakeholders, facilitate communication, and ensure fair representation at all decision-making levels. Collective action efforts like the Work Plan are a step toward crafting sustainable solutions to pressing problems.

PROJECT CHALLENGES

Communication

It was a challenge to interview as many relevant leaders as possible according to their availability and willingness to participate in this client research project.

Focus

Maintaining a clear focus on the central questions and issues was also a critical process throughout the project, considering the different key players involved in the Work Plan – including administrators, managers, elected officials, students, parents, community members, educators, and other key stakeholders.

Neutrality

Following a neutral approach and ensuring we are able to gain a comprehensive and accurate understanding of the varying perspectives of the Work Plan was an additional difficulty.

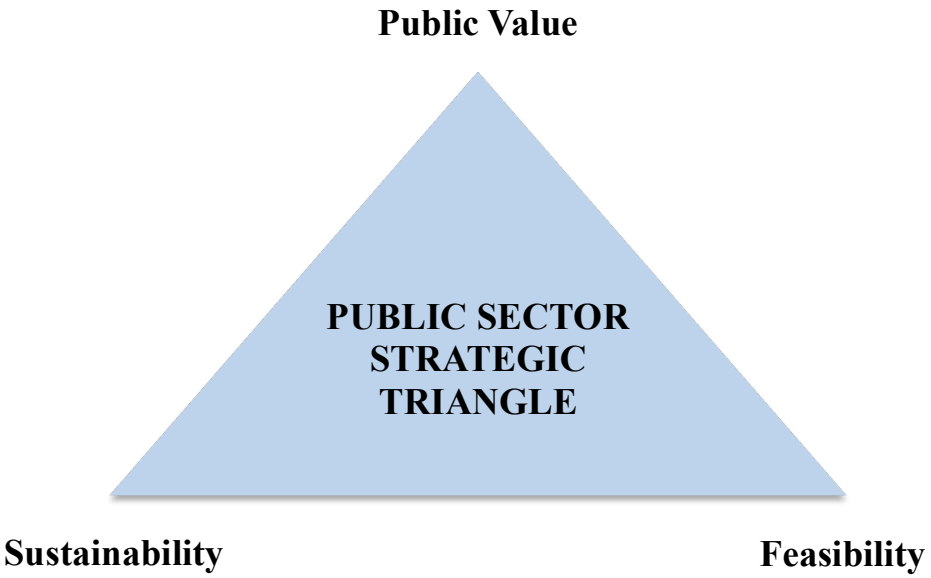
Adaptability

There were significant changes made to the Work Plan throughout the course of this research project. The USC research team needed to continuously ensure that they were up to date with any alterations of the Work Plan so that they could produce relevant results.

RECOMMENDATIONS

Strategic Triangle for Creating Public Value

The USC research team's analytical framework adheres to the public sector strategic triangle concept that focuses on public value, operational and administrative feasibility, and political sustainability among public sector agencies (Moore, 1995).



Adapted from Moore, M. (1995). *Creating Public value: Strategic Management in Government*. Cambridge, MA: Harvard University Press

The strategic triangle for creating public value, developed by public management faculty at the Harvard Kennedy School of Government, indicates that strategies must (Moore, 1995):

1. "Be substantively valuable…organization produces things of value to overseers, clients, and beneficiaries at low cost in terms of money and authority" (71);
2. "Be legitimate and politically sustainable…continually attract both authority and money from the political authorizing environment to which it is ultimately accountable" (71); and
3. "Be operationally and administratively feasible…authorized, valuable activities can actually be accomplished by the existing organization with help from others who can be induced to contribute to the organization's goal" (71).

This strategic triangle serves as a foundation for the analysis and recommendations outlined in this report, in order to ensure that the recommendations will be as valuable, sustainable, and feasible as possible upon being implemented. All three components are equally essential in producing public value. Throughout this project, we considered whether the governance structure would be valuable to PUSD and the overall community, analyzed if the governance structure would be legitimately and politically sustainable over time, and questioned if it would be operationally and administratively feasible. As mentioned earlier, this collective action effort

demonstrates much capacity in its ability to create public value for the various Work Plan stakeholders and Pasadena as a whole. The sustainability and feasibility of the Work Plan are particularly important, considering how there is currently no allocation of new dollars for this collective action effort. Instead, the Work Plan is committed to "allocat[ing] existing resources that will lead towards systemic change in service delivery" (February 24, 2014 Work Plan Staff Report, p. 2). Thus, the recommendations presented below demonstrate promise in bringing additional value to the Work Plan that is both viable and realistic.

Clarity

Our first recommendation deals with the need of clarifying the defining process of the Work Plan and the accountability. As we have stated before, this is also closely related to the need of the different key stakeholders to align goals and interests.

Reinvigorating each Stakeholder's Vision

We encourage internal discussion in order to reinforce the consensus regarding the nature of the Work Plan and each party's expectations invested therein. This would allow to ameliorate the differences in interpretations of the Work Plan within the same agency. The public and joint meetings have been extremely useful for the staff members to report on the progress of the Work Plan to the Mayor, Councilmembers, School Board President, School Board Members, and community representatives. However, it does not seem that there have been enough opportunities for each party to discuss their expectations of the Work Plan privately. This fact has obstructed internal consensus preventing critical and transparent discussion and negotiation between the different stakeholders. We recommend holding a private meeting between the decision makers and the more involved staff members within each stakeholder. The main goal could be to clarify the internal interpretation and vision of the Work Plan.

Open Opportunities for More Transparent Conversation

We encourage the opening of spaces and opportunities for Work Plan decision makers to engage in open discussion regarding the nature of the Work Plan and its governance structure. It cannot be overlooked that there are various political components to the relationship, subject of this report. Nevertheless, all stakeholders are well aware that such relationship represents potential benefits for their constituents. After more than a year of the original Work Plan approval, representatives of the different stakeholder groups have been able to get to know each other better. Thus, they also understand each other's culture and interests better. Public arenas usually limit open and meaningful conversations. Therefore, casual and more informal gatherings could improve personal relationships and represent an opportunity for decision makers to express their vision more openly.

Address Accountability

Related to the two paragraphs above, we suggest that conversations about accountability be discussed. The viability of providing funding or finding alternative funding sources and the clarification of responsibility lines are concerns that only the main decision makers can decide on.

Although there is the need for moving on to the implementation process and setting up the governance structure, it is vital for decision makers to reach consensus regarding the nature of the Work Plan and the limitations to their accountability. "Nothing creates accountability and alignment more surely than a clear statement of the results you want to achieve" (Connors and Smith, 1999).

Alignment

Mutual Understanding of Aligned Vision

Closely linked to the importance of clarifying the defining process and accountability is the alignment of goals, results, and interests. As stated earlier, there appears to be consensus surrounding the ultimate goal of the work effort, which is: "The School and City are committed to working together cooperatively to foster 21st Century Learning Skills to improve student outcomes, to support our local economy, and to ensure the City grows as a local and global center of innovation" (February 24, 2014 Work Plan Staff Report, p. 1). Less clear in this effort, however, is whether there is shared agreement on the vision (i.e., how to achieve the ultimate goal).

Factors that may be affecting a shift toward a mutually aligned vision include tensions between and among different groups. For example, the City and PUSD's visions may include reducing the duplication of services, but community-based organizations may not want to lose their relevance. As described earlier, Nashville's "Invitation to Participate" process to avoid duplication and overlap while sharing resources and efforts among multiple organizations may offer some insight. For Pasadena, agencies with similar missions would be invited to discuss their current situations, plans, challenges, and other areas affecting the provision of services throughout the city and school district. Similar to Nashville's Alignment approach, the various agencies could be asked to contribute different services and resources to the initiative, so as to collectively solve a problem. In the case of after-school programs, for example, the City, PUSD, and community-based organizations could strategize around different targeted age groups, times and days of the week when programs are offered, and so on. The various service providers throughout Pasadena would thus be able to maintain their relevance and collaborate more closely and efficiently together to have a broader impact on Pasadena's children and families.

Solidification of Consolidated Common Goals and Indicators

Related to establishing an aligned vision is having uniform outcome measurements and indicators. It is crucial for desired results to be mutually aligned among stakeholders, along with having consistent outcome measurements, so that everyone may continue working toward the same goals and vision.

Furthermore, it is our understanding from the internal scan that Work Plan strategies have been recommended without fully solidifying common goals and indicators. The consolidation of the seven original working groups to four is one example. A way to fortify the common goals and indicators involves reaffirming community membership in the four new consolidated working groups: A) Children's early developmental needs are met; B) Students are actively learning in school and community; C) Students and families are physically, mentally, and socially healthy;

and D) We live in safe, economically stable, and supportive environments.[5] As the Work Plan prepares to lead a new round of working group sessions surrounding the four areas, Work Plan leaders may want to consider first having a public forum and/or community-wide meeting to re-introduce the working groups. This may be especially important at this stage of the Work Plan, considering how the last time that many working groups met may have been several months ago. Having a special community-wide meeting would also enable individuals who were previously a part of the original seven result areas to confirm their participation in the new working groups and continue sharing their valuable feedback.

Ultimately, what may be helpful in moving forward with an aligned vision is to actually take a step back and focus on engaging the community and creating a shared understanding of end goals and ways to get there, before establishing the governance structure.

Engagement

Greater Concerted Effort to Engage Community

Our third recommendation focuses on community and educator engagement, which we believe strengthens goal and interest alignment, and vice versa. This follows the Community Schools framework of schools as hubs for partnerships between and among schools and other community resources, with an "integrated focus on academics, health and social services, youth and community development, and community engagement" (February 24, 2014 Work Plan Staff Report, p. 2). This Capstone report emphasizes the value of engaging the community and educators, considering their direct contact with current PUSD students. At the same time, it is also necessary to keep in mind that the Work Plan has a broader focus beyond education itself and includes the overall social and economic vitality of Pasadena. Thus, non-educational community partners are important too.

As mentioned earlier, several efforts have been implemented already to involve individuals and groups from a variety of backgrounds, including the facilitator-led working groups during the fall of 2013, as well as the free child care and translation services available during special joint meetings. In any case, our understanding from interviews and meeting observations is that there needs to be a greater concerted effort to engage the community and educators to ensure the sustainability of the Work Plan. Further strengthening community and educator engagement would play a key role in achieving successful implementation of the recommendations outlined in this report. For example, Work Plan leaders could take the current Work Plan draft back to the community and working groups and gather their feedback, before presenting the refined Work Plan and governance structure at the next joint meeting. In vetting the Work Plan through the working groups that helped refine it, Work Plan leaders would build more support around it and likely gain the approval of the City Council and PUSD Board of Education at the next joint meeting.

Another consideration to keep in mind surrounding community and educator engagement is the notion of responsiveness. Public forums, working group meetings, and similar convening occasions represent opportunities for community members to "voice their individual and

[5] Information taken from the School/City/Community Year 1 Progress Report and Year 2 Draft Work Plan.

collective views," yet are only as effective as the degree to which public officials are responsive to them (Delli Carpini et al., 2004, pp. 316-320).

Re-engage Community Coalitions

To propel this collective action forward and secure additional support from the community, we encourage key Work Plan leaders to reconnect with community coalitions, like the Partnership for Children, Youth, and Families. Alliances like the Partnership for Children, Youth, and Families are deeply rooted in the community and represent a "collaboration of…individuals, public entities, and community-based agencies" (May 17, 2013 Letter from the Partnership for Children, Youth, and Families). This coalition and similar ones are valuable assets and could potentially serve as the next set of working group facilitators to solidify the community's role in the Work Plan.

Given the Work Plan's limited staff capacity to implement a full-scale community outreach plan, a promising avenue involves building on existing assets and expertise of community-based leaders. They are eager to help and "leverage [their] relationships with children, youth, families, educators, and community members to ensure investment in and success of this important effort" (May 17, 2013 Letter from the Partnership for Children, Youth, and Families). This also follows the notion regarding people support that which they help create. People who are integral in the development of a collective impact effort like the Work Plan are likely to support it, thereby creating buy-in from all involved parties. This includes all major stakeholders of the Pasadena Work Plan, such as the City, PUSD, parents, students, teachers, businesses, higher education professionals, and more. Continuing to reach out to key leaders in the community will likely codify the community component in the Work Plan.

One way to bolster the community and educator engagement outlined thus far is to build Work Plan staff capacity, such as bringing on a full-time partnership coordinator – in line what the literature refers to as an integral part of a "backbone support organization...[to] plan, manage, and support the initiative through ongoing facilitation, technology, and communications support, data collection and reporting" (Kania and Kramer, 2011, p. 5). Dedicating at least one person with full-time commitment to the Work Plan will create a sustainable staff base and likely aid its overall organization, development, and implementation.

Communication

Our fourth recommendation is to improve stakeholder communication. Since the City Council and PUSD School Board are currently operating as separate entities, the communication among the two has not been regular. Through the new governance structure, members of the two agencies will be brought to one entity to work together, which will improve and hopefully strengthen the working relationships between the City Council and PUSD School Board. Situations such as a duplication of services are less likely to occur when all involved stakeholders are frequently in contact with one another.

While we acknowledge that the community outreach for the Work Plan was intentionally limited, we would like to suggest other methods to engage communicate with community members. Bringing the Work Plan's ideas and proposed governance structure to key group leaders to share

among their organization is a particularly inexpensive and effective way of reaching more people. We recognize that there currently is not the staff capacity to reach the entire Pasadena, Altadena, and Sierra Madre communities, however, utilizing community leaders to do this outreach would increase those who are knowledgeable about the Work Plan. From some of our interviews, it seems that stakeholder groups who should know about the Work Plan and the governance structure are unaware of the plan and its progress.

We suggest that the three governance structure layers provide updates, future plans and support needed by creating newsletters. The newsletters should be available both online and in hardcopies that are easily accessible at the City Hall and the PUSD offices.

A comments box would also be a useful tool to foster participation from the community and gain insight on their opinions. The comments could be filtered by topics and their content subsequently shared at joint meetings. The comment box should also exist both virtually on the PUSD/City websites and physically at City Hall and the PUSD offices.

Interactions between Governance Layers

Firstly, we suggest keeping the proposed arrangement that the Leadership Council should meet 1-2 times annually and the individual Working Groups should meet as many times as determined among themselves.

Secondly, we recommend that both the Coordinating Council and the Working Groups should at least meet on their own monthly, and then convene every three months. Each side could take turns to lead the quarterly meeting: when the Working Groups lead the meeting, they make reports to the Coordinating Council regarding identified resource gaps and duplication of services, and suggest potential partnerships to be established to solve the discovered issues; when the Coordinating Council leads the meeting, they provide a response to the Working Groups, telling the Working Groups their progress in establishing partnerships, pooling resources and discussing the challenges. In this way, the two layers of governance structure could be more accountable to each other, and opinions from Working Groups could be fully respected.

We would like to stress the importance of communicating mission, vision, and values clearly and convincingly in order to create buy-in and gain supporters for an organization, collaboration, or effort (Crutchfield and McLeod Grant, 2008, p. 87). If the proposed governance structure communicates its purpose correctly, it will appeal to community members and inspire them to engage with the organization. Creating buy-in from the community is absolutely essential for the structure to be successful.

Composition of Governance Structure

While keeping the basic compositions of each governance layer as proposed, the research team recommends including more community-based organization leaders into the Coordinating Council and elect one to two members from them to sit on the Leadership Council. By including more community-based organization leaders in the Coordinating Council, they could be constantly engaged in the Work Plan, make more contributions by sharing practices, and the community could be better represented in the governance structure.

Whether the community-based organization leaders should attend the meeting depends on their availability, interest and relevance to the particular issues that are scheduled to be addressed in that meeting. With such a flexible base of attendees, the meetings could be more efficiently organized and it would allow the community-based organization leaders to meet more frequently without adding too much work to everyone.

We also suggest creating Coordinating Council subcommittees in order to establish more targeted approaches in fulfilling their roles and responsibilities. In the monthly Coordinating Council meetings, time is provided for the subcommittees to meet individually during the first half of the meeting, and then could convene all the subcommittees for the second half of the meeting. Potential subcommittees could be: 1) Process; 2) Progress Monitoring; and 3) Stakeholder Engagement.[6]

[6] See *Year 1 Progress Report/Year 2 Draft Work Plan*, p. 9

IMPLEMENTATION OF RECOMMENDATIONS

Short-term

Before the next joint meeting, we strongly suggest aligning the interests and goals of the Work Plan. It is important to define the frequency of communication between the governance structure layers so the members will have an idea of what is expected. A clear a definition of the Work Plan and the governance structure, in conjunction with clarifying the accountability of the structure, are necessary for both conceptual understanding as well as recognition of this during the structure's operation. In the short term, it is recommended that the Work Plan is reviewed and further explained or altered to identify the suggestions listed above.

Mid-term

During the first year of the governance structure, it is recommended that a full-time staff member is dedicated to ensuring its success. Rather than hiring externally, a full-time staff member could be brought on from one of the affiliated organizations. Identifying potential sustainable funding streams such as grants would also be extremely useful for the governance structure members.

Long-term

Overall, sustained engagement and support of Work Plan from all stakeholders is imperative for its success. Ideally, involving civilians in the governance structure will become deeply rooted in the culture of PUSD. If adaptations need to be made to future versions of the Work Plan, it is suggested that the response be a swift as possible and involves the community in the process.

CONCLUSION

It is a major accomplishment that the City of Pasadena, the Pasadena Unified School District, and the different groups and organizations that represent Pasadena in the private and non-profit sectors have agreed to invest collective efforts in solving their pressing issues.

Moreover, substantial steps towards the ultimate goal have been taken in little more than a year since the original adoption of the School/City/Community Work Plan. The Work Plan has certainly opened communication channels between decision makers of all key stakeholders, has initiated constant dialogue and collaboration between staff members and has engaged volunteers to start up a work team for each of the result areas.

Notwithstanding the aforementioned, this report has argued that the Work Plan is still in an initial phase. There are a number of actions needed in order to have a collaborative impact in the City's education outcomes, its economy and its placement as an innovation center.

In relation to the above, we have suggested using the public value triangle as a guiding tool while assessing the expected results of the endeavors related to the Work Plan. Additionally, we have said that it is essential that decision makers and staff reach consensus regarding the definition of the Work Plan and address the accountability limitations that each stakeholder may have. In this vein, it is relevant to solidify the alignment of goals and interests between stakeholders.

Furthermore, this USC research team has highlighted the importance of engaging educators and community coalitions from the onset and throughout the implementation of the Work Plan. Similarly, regarding the communication of the stakeholders, we have stated that there is a need to address communication, both to the exterior and interior of the Work Plan. For the exterior communication it would be convenient to open new opportunities for the community to participate in the Work Plan. For the interior communication, we have suggested the periodic meetings for each layer of the governance structure, also reinforcing the communication of the mission and vision of the Work Plan to ensure an aligned performance of the governance structure.

Lastly, this report has supported a three-layer governance structure with the incorporation of more community-based organizations leaders into the middle layer while also selecting a couple of them to sit on the Leadership Council. This is to reinforce the representation of community in the governance structure and utilize their capacity for the betterment of the Work Plan.

Thus, with clear objectives and responsibility lines, engagement of key community members, an overhauled communication and a redefined governance structure, the Work Plan has a better opportunity to provide the public value that is being sought.

This research team hopes that our recommendations resonate with the different stakeholders involved in the Work Plan and that they come to solidify the previous efforts surrounding the Work Plan and its governance structure.

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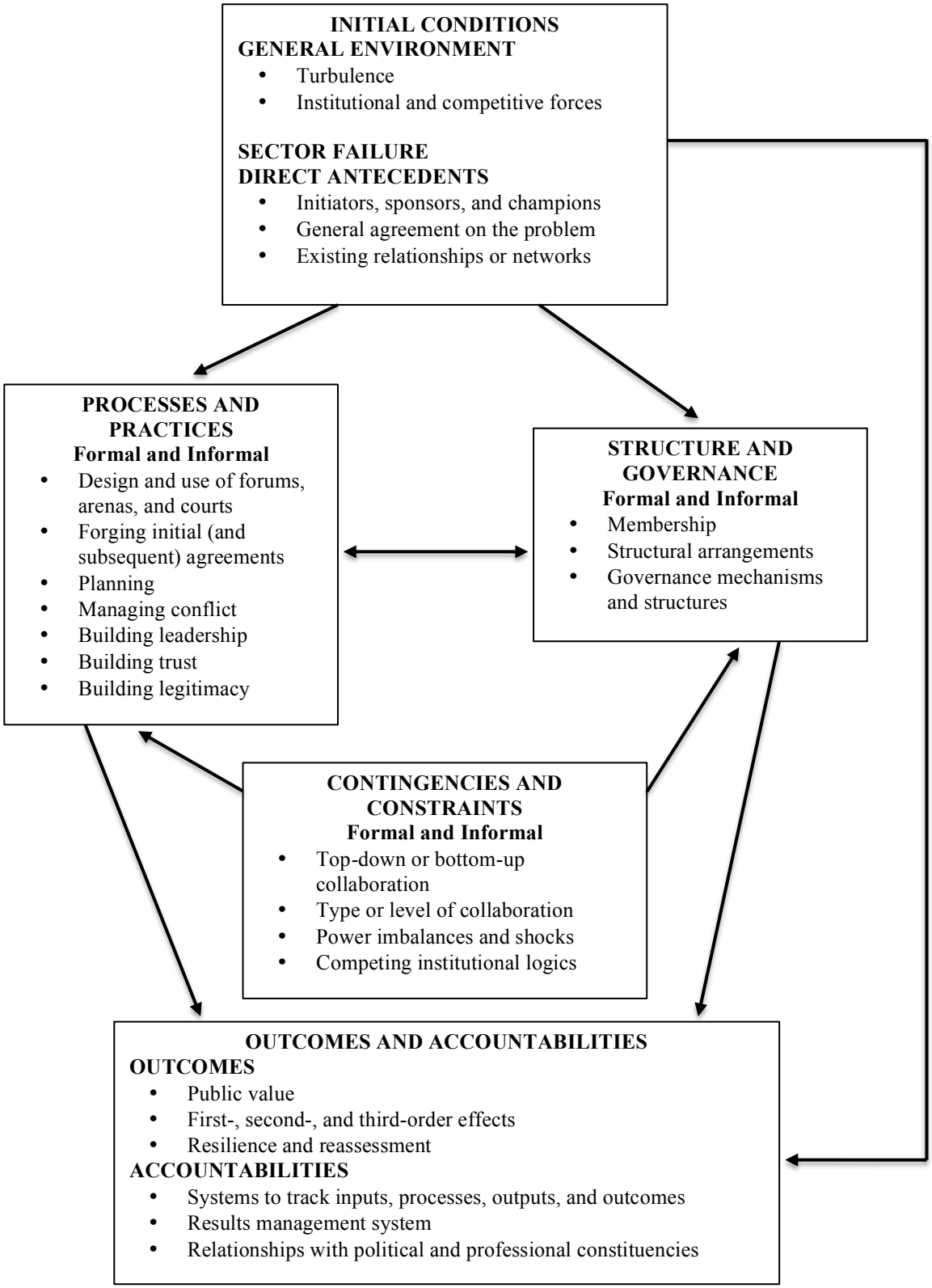
APPENDIX

A. Crosby & Bryson's (2010) Cross-Sector Collaboration Framework, p. 217



B. Best Practices: Case Studies

Alignment Nashville

Website: http://www.alignmentnashville.org
Location: 4805 Park Avenue Nashville, Tennessee 37209
Phone: 615-585-8497

Mission

Alignment Nashville (AN) is a non-profit organization created to "bring community organizations and resources into alignment so that their coordinated support of Nashville's youth has a positive impact on public school success, children's health, and the success of our community as a whole."

Governance Structure

AN is governed by a Board of Directors who meet quarterly to approve the budget and works. The directors include the Mayor, the Director of Schools, the President/CEO of the Nashville Area Chamber of Commerce, university presidents, non-profit leaders, business leaders, philanthropists and other dedicated area leaders. Under the Board of Directors there is the appointed Operating Board, of which the members are the AN committee chairs and vice chairs, selected Metro Nashville Public School (MNPS) administrators and community members, and they are responsible for directing the implementation of the project and monitoring the Working Committees. The Working Committees are composed of Grade Level Committees, Children's Health Committees and Special Population Committees. The Committees play the role of practitioners and they are supervised by the Operating Board.

Strengths

The way the Working Committees work to pool resources is quite inspiring, which is named as Invitation to Participate (ITP). First, each committee will create a Tactical Plan aimed to address common issues related to the goal of the plan. Second, the ITP is posted on the website, describing what resources are needed from the community for a particular initiative. Third, the community organizations who are interested in the initiative are invited to respond to the ITP, and the responses will be reviewed by the committees monthly. The committees will oversee the implementation of the initiative, collect data and determine if the pilot implementation needs to be scaled up. If the initiative proves to be effective in achieving the desired impact and systemic change, it will be institutionalized.

Another strength of AN is that it has employed a technology named ComCoefficient, which combines knowledge management, project management and content management. The tool helps to categorize, tag and search information, creating a platform for sharing information about best practices on solving education and health issues and developing a rich database of knowledge.

Budget

AN has a decent budget. It raises more than $1.1 million each year with $450,000 provided by the Nashville Public Schools, the mayor's office, and the Nashville Chamber of Commerce, and $550,000 from federal and foundation grants[7].

SUN Service System

SUN Service System
Website: https://web.multco.us/sun
Location: Multnomah County, Oregon

Mission

SUN stands for Schools Uniting Neighborhoods. This initiative aims to create a unified system for providing services to school-age residents and their families in the local area, reducing poverty through academic success.

Governance Structure

Community Leaders including the leaders from School Boards, School Districts, local government, civic groups and local business are not a formal part included in the governance structure, but they could use their clout to advocate for the initiative.

A Coordinating Council was established to ensure shared responsibility and coordination through high-level system oversight, support and guidance. Because of the lack of a formal layer composed of top leaders, more responsibilities fell on the Coordinating Council, and the responsibilities include "ensure systems level alignment among all participating organizations; develop vision, design, and operating policies for the system; ensure accountability and quality through evaluation and monitoring using a systems perspective; provide recommendations to sponsors; promote sustainability; ensure equitability of access and make operating decisions together"[8].

The members of the Coordinating Council are representatives from the Mayor office and the Portland Public Schools, and various organizational managers who are able to improve the infrastructure across organizations. The Coordinating Council also has a sub-set called Work Groups to address particular issues in depth, which could be considered as the second layer of the governance structure.

The third layer of leadership is known as the leaders on the ground who know the local issues well and acquire the skills to build relationships with partners and provide residents with

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[7] The Bridgespan Group. *Needle-Moving Community Collaboratives Case Study: Nashville.* Accessed April 22, 2014, http://www.bridgespan.org/getmedia/07a6131f-c8ae-4b1b-bca0-39f9e422a17a/Community-Collaboratives-CaseStudy-Nashville.pdf.aspx

[8] The responsibilities of Coordinating Council are stated on the initiative's official website. Accessed April 21, 2014, https://web.multco.us/sun/about-sun-cc

accesses to various resources and opportunities. They could be the school principals, coordinators hired by the schools and the site managers. The coordinators are responsible for overseeing the afterschool program, mobilizing community resources, and helping parents improve students' performance.

Strengths

The SUN initiative makes a success of engaging parents. The parents were organized into an advisory group who meet in the summer to plan and write a grant for a social services coordinator.

It's also impressive by making great efforts to promote system-wide changes through an open process. SUN held a set of community conversations to discuss their ideas, making sure that the community held a supportive attitude towards the initiative before scaling the pilot implementation up.

Budget

The City and the County Board were convinced to reallocate approximately $12.5 million of dollars from other public programs to SUN Service System, which makes SUN the largest county investment in community schools around the nation, and enables SUN to further strengthen its existing partnerships. And because of the success of SUN Community Schools, the tax-supported Children's Investment Fund has been established to operate new SUN model sites[9].

Say Yes Syracuse

Say Yes Syracuse
Website: http://www.sayyestoeducation.org/chapter/syracuse
Location: 109 Otisco St. Second Floor, Syracuse, New York 13244
Phone: 315-443-4260
Fax: 315-443-5177

Mission

Say Yes Syracuse is a chapter of Say Yes to Education, a non-profit education foundation committed to increasing high school and college graduation rates by providing free tuitions who meet specific requirements and other comprehensive services.

Governance Structure

The initiative is basically governed by the Operating Committee, which is comprised of the Syracuse City School District superintendent and other high-level District administrators, such as the representative of the mayor, the dean of Syracuse University, the president of Syracuse

[9] Martin J. Blank, Amy C. Berg & Atelia Melaville, *Growing Community Schools: The Role of Cross-Boundary Leadership*. Accessed April 21, 2014: http://www.communityschools.org/assets/1/AssetManager/Growing_COMM_Schools.pdf

Teachers Association and so on. The members of the Operating Committee meet every two weeks, and the major purposes of the meeting are to develop plans for solving problems and to keep all the high-level partners informed about the critical aspects of the initiative, including the budget, the programming, and the decisions to include more partners.

Beside the Operating Committee, there's a Community Advisory Group dedicated to keeping a wider range of stakeholders informed and receiving timely feedbacks by organizing meetings regularly. The Community Advisory Group includes all the members of the Operating Committee as well as other local political and organizational leaders.

There are also seven Task Force Teams established to share intellectual resources, reduce tensions and confusion that arose in the seven concentrated areas, and build connections to the communities regarding particular supports.

Strengths

The most impressive strength of the initiative is the emphasis placed on information sharing and transparency. It has institutionalized a process of sharing data and findings to ensure a wide range of stakeholders will be well informed. However, the meetings are also criticized for spending too much time on presentations releasing data report, which leaves very limited time for discussion and networking.

Say Yes Syracuse launched an effective communication plan, which helped to improve the public awareness of the initiative through highly publicized events, media activities, web-based communication, and social media.

Budget

The initiative is primarily funded by the Say Yes to Education Foundation, but fiscal responsibility will be gradually transited to local and district funding according to a six-year plan. Take the year of 2011 as an example, there was a total budget of $3.5 million, with $2 million from the Say Yes to Education Foundation, $1 million from the city and $500,000 from the federal Community Oriented Policing Services initiative[2].

Harlem Children's Zone

Harlem Children's Zone
Website: http://www.hcz.org
Location: 35 East 125th St. New York, New York 10035
Phone: 212-360-3255
Fax: 212-289-0661

Mission

The Harlem Children's Zone (HCZ) is a non-profit organization seeking to help the students succeed in school, college and life by providing them with educational and other comprehensive

services, helping the entire community out of "poverty, high unemployment, and low educational attainment".

Governance Structure

The organization is supervised by a Board of Trustees, which is composed of the Chief Director of the Executive Board and leaders from various capital management corporation, foundations and business. The HCZ Board of Trustees jointly approves the budgets of the initiative, and is successful in raising funds for the initiative.
The Board of Trustees also oversees and governs the organization, running all the community programs and five major programs as a "pipeline", including the Baby College, The Path to Promise Academies, The Promise Academies, Non-Academy Students and College Preparation. Besides, the organization established a Practitioners Institute to share its experience and to show how HCZ programming can be adapted to other communities.

Strengths

One of its major strengths lies in its design of programs as a "pipeline". The programs are structured in a seamless way that would provide children and their families continuous and consistent supports through every developmental stage, including pregnancy, infancy, early childhood, elementary school, middle school, adolescence, and college.

HCZ also does a good job in focusing its resources on the most critical concerns of the community. It keeps deepening its understanding of local needs by listening to the feedbacks from the program participants and conducting continuous outreach into the community. It established a Community Advisory Board and keeps recruiting residents into the Board to make their voices heard. It even offers leadership training for the residents, especially the leaders of the tenant and block associations, and invites them to discuss the community's issues of concern.

Budget

In FY 09, the agency raised $67 million from a mix of supporters, including the governments, public and private foundations, individuals and corporations[10]. There was also a small portion of the funds earned on investments and interest income. The FY 2010 budget for the agency was over $75 million[11]. In FY 2012, the budget increased to $95 million[12].

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[10] *A White Paper on Harlem Children's Zone*. Accessed April 21, 2014, http://huskysport.uconn.edu/huskysport/assets/file/HartfordZone/hcz/HCZ%20White%20Paper.pdf
[11] History of Harlem Children's Zone. Accessed April 23, 2014, http://www.hcz.org/index.php/about-us/history
[12] *Harlem Children's Zone: "An all-encompassing, all-hands-on-deck, anti-poverty effort that is literally saving a generation of children." -- — President Barack Obama.* Accessed April 23, 2014, http://teachingopps.wikispaces.com/file/view/Harlem+Children's+Zone+Quick+Facts+2012.pdf

C. USC Research Team Interview Questions

Standard Questions:

1. How would you describe the Work Plan to somebody who is unfamiliar with it?
2. From your perspective what does the Work Plan change between the City of Pasadena, PUSD, and the community?
3. What results or impacts do you expect this Work Plan to produce?
4. What are key indicators (metrics) that would point to the success of the Work Plan's objectives?
5. What would make this Work Plan successful, easier, or harder to implement?
6. What are some potential challenges that could occur once this Work Plan is enacted?
7. In your opinion, what are the strengths of the current shared governance structure and overall Work Plan?
8. Do you think all parties, the City of Pasadena, PUSD, & the community, should be equally represented in the Governance Structure? In other words, do you think any party deserves larger decision power? Why?

More In-Depth Questions (if time allows):

1. What will be an appropriate governance structure which could fully engage partners, have each group well represented, efficiently share information, pool resources, and hold the collaboration accountable to taxpayers?
2. How should the different levels of leadership interact with each other?
3. How to overcome existing challenges of the cooperation due to disconnects like the different organizational structures, cultures, priorities of values, and so on?
4. How will the Work Plan measure the investments/social returns on investments that are key for the shared governing body to plan, budget, measure progress, and ultimately hold itself and others accountable?
5. How will the governance structure interface with the indicators and strategies for action to drive toward results using the community school framework, which has been adapted to Pasadena?

Additional Questions (if time allows):

6. Is the collaborative Work Plan important for Pasadena? Why?
7. How will the Work Plan as it exists now meet the community's needs?
8. What could be some potential benefits and/or challenges that this council could encounter if the Leadership Council were to delegate most of its power to the Coordinating Council?
9. How do you envision the communication/relation with the Leadership Council and the Work Teams?
10. What is your expectation of the Coordinating Council? What is your expectation of the function of the Working Groups?
11. Best Practices- Are you familiar with any of the cities that this Work Plan drew ideas from? If you do, do you think these practices are comparable?