SPICE

Staff
Planning to
Improve the
Community of
Emeryville

from a 10-workshop series
September-December 2010

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Executive Summary: Key Concepts, Objectives, & Outcomes

The Staff Planning to Improve the Community of Emeryville (SPICE) workshop series presented an opportunity to build understanding, communication, and common ground between City of Emeryville Department of Community Services (CS) and Emery Unified School District (EUSD) staff groups. The workshops were also intended to strengthen the maturing collaborations between the CS and EUSD.

The series was designed specifically for City and District staff to consider existing organizational boundaries and potential areas for deeper collaboration and alignment, specifically in terms of education, wellness, and community services program areas (see "Figure 1: Key Concept" diagram below). These organizational relationships are critical to articulating the collaborative program and capital needs/plans of the Emeryville Center of Community Life (ECCL).

The SPICE workshop series objectives and outcomes were to:

- Objective I: Strengthen staff relationships; enhance trust and communication between City and District staff in order to improve collaborative work.

    o Outcomes: Staff learned about each other's areas of expertise, roles, and responsibilities; identified shared personal and organizational interests and goals.

- Objective II: Build program and collaboration opportunities; identify current and future collaborative program intersections between education, wellness, and community services.

    o Outcomes: Integrated staff conversations resulted in some new program and collaboration ideas; staff provided consistent feedback on the need for continued group discussion, planning, and relationship-building.

- Objective III: Prepare for the ECCL design process; begin to understand the spatial and facility implications of the identified collaborative program opportunities.

    o Outcomes: Staff articulated personal and organizational interests and concerns about the ECCL project, and became more familiar with the project's developmental milestones; staff reiterated the need for consistent leadership and investment of resources to build the collaborative relationships and programs before they could adequately address key ECCL design and implementation challenges.

Figure 1: Key Concept
Collaboration potential for EUSD & CS

As future opportunities present themselves for deepening the work between City and EUSD staff, the SPICE experience highlights the need to:

-    Provide clear and strong leadership within EUSD and CS around why collaboration is needed and expected,
-    Involve staff in the development of clear and tangible shared goals and indicators of success,
-    Continue building on the talent, energy, and commitment of staff to Emeryville's children, youth, adults, and families.

Participants

Participants in the SPICE workshop series from the Emery Unified School District (EUSD) and City of Emeryville Department of Community Services (CS) staffs are listed below. The Facilitators are grateful for their skills, energy, and patience. This work would also not have been possible without the continuous support of Roy Miller, EUSD District Architect, and Hayin Kim, EUSD Director of Community and Youth Engagement.

Name	Job Title	Organization
Amy Allen	Digital Arts Teacher	EUSD/Emery Secondary School
Anakarita Allen	Deputy Superintendent; Principal	EUSD/ Emery Secondary School
Chauncey Anderson	Recreation Assistant	CS
Carol Balfe	Science Resource Teacher	EUSD/Anna Yates Elementary School
Vivian Brandt	Special Events Program Coordinator	CS
Mika Cade	English Teacher	EUSD/Emery Secondary School
Melinda Chinn	Community Services Director	CS
Doug D'Amour	Fiscal Services Director	EUSD
Mark Davis	Social Science Teacher	EUSD/Emery Secondary School
Juliette Dunn	Director of Wellness and Food Services	EUSD
Ingrid Eliasson	Library Teacher	EUSD/Anna Yates Elementary School
Dan Fleming	Science Teacher	EUSD/Emery Secondary School
Darrell Hampton	Recreation Supervisor	CS
Marian Harrell	Human Resources Director	EUSD
Bradley Helfenberger	Recreation Supervisor for Senior Center / Adults	CS
Anjali Kamat	Social Science Teacher	EUSD/Emery Secondary School
Jaguanana Lathan	Principal	EUSD/Anna Yates Elementary School
Kevin Laven	Administrative Analyst	CS
Megan McLaughlin	1st Grade Teacher	EUSD/Anna Yates Elementary School
Joe Melancon	Program Coordinator	CS
Maximillian Monroy-Miller	Dean of Students	EUSD/Emery Secondary School
Cindy Montero	Youth and Adult Services Manager	CS
Elaine Neilsen	Chief Business Official	EUSD
Larry Pratt	Math Teacher	EUSD/Emery Secondary School
Richard Pugh	3rd Grade Teacher	EUSD/Anna Yates Elementary School
Robby Roller	Rental Coordinator	CS
Wanda Stewart	Public Information Officer; Enrollment	EUSD
John Sugiyama	Superintendent	EUSD
Lisa Taymuree	Assistant to the Superintendent	EUSD
Gabrielle Thurmond	Assistant Principal	EUSD/Emery Secondary School
Laura Turner	3rd Grade Teacher	EUSD/Anna Yates Elementary School
Malcolm Waugh	Kindergarten Teacher	EUSD/Anna Yates Elementary School
Tauheedah Wren	5th Grade Teacher	EUSD/Anna Yates Elementary School
Tamika Wright	Recreation Assistant	CS
Ken Wyatt	Director of Special Education and Student Services	EUSD

Facilitators

SPICE Facilitators designed the overall strategy and content for each session, and served as small and large group facilitators and note takers as appropriate. Each individual has had extensive experience working with groups and group processes, including various community, school, and public sector partnerships.

Joe Feldman, in his nearly 20 years in public education, has assisted with the oversight, development, and support of dozens of small schools. He has been the principal of two small schools, one of which he helped to establish in Washington, D.C., and worked in the Office of New Schools in the NYC Department of Education. He is the author of *Teaching Without Bells: What We Can Learn from Powerful Practice in Small Schools*. Prior to his work with small schools, he taught high school English and U.S. history in Atlanta, GA. Currently, he is Director of K-12 Instructional Programs in Union City, CA.

Dr. Lisa Warhuus is a psychologist who has supported parents, families, children, and youth in the public school system for nearly a decade, first as a counselor, student support specialist and family advocate; more recently as a systems change agent, bringing community resources on to school sites and teaching school and agency staff how to work together. She has developed public/private partnerships between public officials, community leaders, health and human service directors, and school district leaders and has led strategic planning processes that resulted in new health services for children and families. She has taught and advised at the college level, led parenting workshops, and presented at conferences and workshops in the U.S. and Europe.

Chris Bui is a pioneering social entrepreneur, collective intelligence, and democracy expert. He is passionate about collaborating with skillful teams committed to successfully address and solve the greatest challenges of our time. In 1991, he created a visionary civic engagement and citizen empowerment process and organization called the *5th Medium I.C. (Interactive Communications)* with a mission to revolutionize the way communities, local governments, corporations, & non-profits communicate, create relationships, build consensus, prioritize resources, achieve goals, and change their world. Bui has mastered the art & skill of integrating real time interactive voting and meeting technology with groups using wireless keypad tools.

Glen Price, President, Glen Price Group, brings over 30 years of expertise in highly successful strategic planning, high performance programming, and proposal development experience for a wide range of local, state, national, private sector, and international clients. Since he founded the Glen Price Group (www.glenpricegroup.com) in 2001, Glen has worked extensively with numerous school districts, non-profit organizations, local and state governments, and collaborative initiatives including CARE, County of Sonoma, County of Solano, Alameda County Family Justice Center, World Wildlife Fund, American Red Cross, and others. Glen served nine years as a member of the Board of Education of the West Contra Costa Unified School District where he also co-chaired five successful bond and parcel tax campaigns.

Gloria Jean Stockton, MLS has been helping communities define, refine, and implement their visions for a community library for over three decades. She brings unique expertise to the strategic planning process, facilitation of public and staff focus groups and workshops, the community needs assessment process, documentation for detailed building programs, fundraising, budgeting, and encouragement of integrated work flow to achieve effective services. Ms. Stockton has provided guidance and expertise in the field of public, school, academic, and special libraries to over 70 communities in the United States and abroad. Before starting her consulting practice full time, she was a professional librarian and manager of library services for over twenty years.

Alesha Kientzler, Ph.D. has a deep passion for creating strategies, programs, and environments to help maximize the human condition – and has spent the past 18 years applying her work across a variety of industries, including: architectural firms, health resorts, health care, non-profit organizations, and institutes of both secondary and higher education. Prior to serving as a full-time consultant (www.aleshakientzler.com), Alesha spent 11 years as a Health and Wellness Educator at Canyon Ranch Health Resort (Tucson), served as the Director of Fitness, Wellness, and Recreation at Westminster College, was the Executive Director of the St. Helena Center for Health, and was the Director for the Consulting Center for Excellence at MKThink.

10-Week Process: Overview

The SPICE workshop series consisted of ten, 2-hour weekly meetings designed for City and District staff to build understanding, communication and common ground, and deepen their working relationships as they work collectively on a shared vision and work-plan for the children, youth, adults, and families of Emeryville.

Participants worked with their respective "staff groups" (e.g. EUSD Administrators, EUSD Teachers, Wellness staff, and Community Services staff), and in mixed staff working groups. Facilitators articulated a weekly purpose and set of objectives, and led relevant small and large group activities.

Throughout the 10-weeks, participants engaged in focused conversations about building collaborative working relationships, understanding various community school partnership models, and brainstorming ideas around current, near-term, and future collaborative programs. They were asked to consider existing organizational boundaries and potential areas for deeper collaboration and alignment, specifically in terms of education, wellness, and community services program areas (see "Figure 1: Key Concept" below).

The workshop sequence was intended to familiarize participants with the programmatic goals and developmental benchmarks of the joint City/School project known as the Emeryville Center of Community Life (ECCL), and to lay the foundation for the upcoming facility design process.

An overview of each weekly session is presented in the following pages, including the primary objectives and activities for each week, content feedback and comments from participants, and a session analysis (see Appendix C for a summary of weekly participant session evaluations).
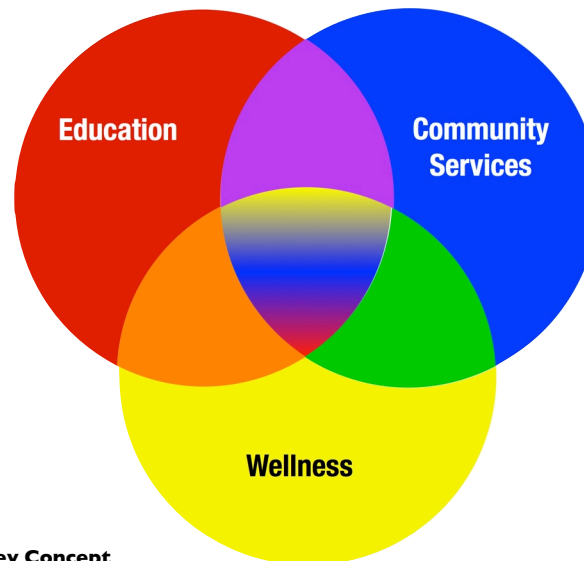
Figure 1: Key Concept
Collaboration potential for EUSD & CS

Week 1

Purpose   Launch staff planning work and frame desired long-term outcomes

Objectives for this Session

- Identify key long-term outcomes we plan to realize
- Learn about this planning process
- Strengthen team relations

Activities in this Session

- **Introduction to Technology Tools.** Staff were introduced to OptionFinder™, an interactive system where participants use a wireless, hand-held keypad to vote their opinion. Results of that voting are immediately displayed to reveal key areas of agreement and disagreement (see Appendix D for further information regarding the OptionFinder™).
- **Creating Communication Guidelines.** The first activity was to agree on "ways we prefer to work together," or communication guidelines. The group discussed the most effective and productive ways to work together over the course of the project. The group reviewed possible ground rules and then used OptionFinder™ to identify those that they collectively prioritized.
- **Connecting Current Work to Previous Work.** Participants discussed highlights and lessons from the staff work conducted in February 2010 (a preliminary conversation on the potential integration of some EUSD and Community Services).
- **Agreeing on Long-Term Outcomes.** In order for the staff to have a clear and common focus, groups proposed long-term outcomes for their "joint work together," and then used OptionFinder™ to rate the outcomes according to their level of importance. Participants identified three overall priorities (see Appendix A).
- **Session Evaluation.** Participants evaluated the session using OptionFinder™ and some offered additional anonymous written feedback.

Content Feedback from Participants

For many participants, the discussion of long-term outcomes raised several other issues for discussion including: the meaning of "joint use" work, more background materials related to community schools, inclusion of cultural competence, and a better understanding of the demographics of Emeryville. Some participants asked for a more complete picture of the 10-week process and information on how members of the community, particularly students and families, would be included in the ECCL planning process.

Session Analysis by Facilitators

While participants did identify the top 3 long-term outcomes, detailed analysis of the OptionFinder™ voting results yielded significant variability between some subgroups. Most noteworthy were the variations in the disaggregated data relating to the categories of race and ethnicity, work affiliation, and age. Facilitators felt that in order for participants to have shared ownership of the long-term outcomes, they needed to better understand each others' perspectives. As a result, Facilitators planned a more detailed conversation of the outcomes as a priority for week 2.

Selected Comments from Participants

"I like the use of technology and food!"

"Cultural competence [needs to be] a topic of the planning that we do in these workshops - How will we better serve our kids - kids from the lower income and traditionally underserved populations?"

Week 2

Objectives for this Session

- Review key long-term outcomes identified in last session
- Analyze differing levels of support for long-term outcomes among sub-groups
- Finalize prioritization of long-term outcomes
- Ongoing team relations

Activities in this Session

- **Experience using the Option Finder™ and Interpreting Data.** Participants had the opportunity to respond to a variety of demographic prompts and to discuss group outcomes from Week 1.
- **Communication Guidelines.** Participants reviewed the communication guidelines as developed in Week 1; participants were asked to engage in each session with a commitment to the Guidelines.
- **Long-Term Outcomes.** Participants reviewed an Excel data sheet detailing the voting results from Week 1. Facilitators presented an overview of the sub-group variability prior to moving into small group discussions to have a deeper conversation about the differing perspectives exhibited by the data.
- **Small Group Discussions - Learning from Each Other.** Participants self-selected into one of three topic groups - Age, Race and Ethnicity, or Community Services - to engage in facilitated discussions around the disparate viewpoints of each sub-group. The intention was to explore why certain sub-groups had such variance around their support for specific long-term outcomes.
- **Session Evaluation.** Participants evaluated the session using OptionFinder™ and some offered additional anonymous written feedback.

Content Feedback from Participants

As intended, the sub-group discussions invited a deeper set of questions and further clarity between and among individuals and staff groups. Overall, participants reported that they greatly appreciated the session format, and a majority expressed a desire to have "more time to talk about our differences." Participants also indicated a desire for greater understanding about the need for the ECCL because participants included new employees as well as long-term employees and, as a result, had different levels of understanding about the project work. Participants proposed that the initial vision for the ECCL should be more explicitly tied to the SPICE goals and work.

Session Analysis by Facilitators

Having an open dialogue about perceived and actual differences among and between staff groups, as well as different age and ethnic groups, was an important step for the SPICE process. Some participants appreciated the opportunity to talk with others in a safe and respectful forum and requested additional time to continue conversations asserting that none of the other work to come would matter unless they could work through their differences toward mutual understanding. Participants also expressed interest in learning more about each others' work in order to find areas of common ground and possible areas for collaboration.

Selected Comments from Participants

"More focus on able to hear viewpoints of all...to dig deeper into differences and perspective."

"Can you define the community for us?"

"I would like to speak with more people, maybe more small groups.....Possibly access to more information/background about community schools."

Week 3

Purpose To deepen understanding of each other's work areas

Objectives for this Session

- Overview our "roadmap"—the sequence of topics and work flow for the balance of our sessions together
- Develop a broader understanding of each others' work areas
- Begin identifying points of intersection between work areas
- Strengthen team relations

Activities in this Session

- **SPICE Roadmap Overview.** Staff reviewed the sequence and flow of the 10-week SPICE workshop series.
- **Focused Conversations—Sharing Key Elements of Our Work.** Four table groups—Education Administrators, Teachers, Community Services Staff, and Wellness Staff—described their work by responding to five prompts:
  1. What are the key elements of your work related to the long-term outcomes discussed by the working group?
  2. What are your challenges in meeting those long-term outcomes?
  3. What is the work that you think the other groups do (or could do) to help achieve the long-term outcomes?
  4. What questions do you have for the other groups?
  5. What are the most important ideas that have come up during this discussion that you would like to share with the other groups?

  Facilitators led the individual staff group discussions and took notes. A representative from each group presented a summary of the key points along with clarifying questions that they had for the other table groups.
- **Session Evaluation.** Participants evaluated the session using OptionFinder™ and some offered additional anonymous written feedback.

Content Feedback from Participants

Some participants wanted to have a clearer idea of how working with other organizations in a single facility might affect their work. Others struggled with the format - requesting the facilitator take a stronger role so that all members of the group could participate.

Session Analysis by Facilitators

The table group format seemed to be a successful way for groups to learn about one another's work, to reflect on what they heard from other table groups, and to respond to the clarifying questions that others asked. At the same time, however, the table group conversations often mirrored the group's internal dynamics. Some table group conversations were very collaborative and productive while others struggled to communicate and find common ground. Because addressing internal organizational dynamics was beyond the scope and focus of the SPICE workshops, facilitators decided that future sessions would emphasize inter-group opportunities by mixing participants across various work areas.

Selected Comments from Participants

> "We need to interact with different people in other groups."
>
> "Slightly smaller groups - it was hard to hear my group members, also some people dominated the conversation and others didn't talk at all."
>
> "It is hard to think so 'outside the box' when we're so stressed with 'fires' currently....but I am glad it's happening."
>
> "Does coming together as a community require us to be physically together in one central location?"

Week 4

Objectives for this Session

• Allow each group to bring greater clarity to the other groups about who they are, what they do, and their strengths, struggles, and needs
• Generate additional ideas for points of intersection (collaboration) between each group and the other groups

Activities in this Session

• **Context for Today's Activities.** Facilitators explained that based on their analysis of the previous weeks, participants needed a chance to learn about the experiences, resources, and needs of the *other* staff groups. In order to identify points of intersection (and collaboration opportunities), the facilitation team explained that each table group from Week 3 (which were differentiated by work area) would engage in a "fishbowl" discussion. Participants "outside the fishbowl" were asked to take notes on what the heard by responding to written prompts that asked:
  1. What do you hear that resonates with your work?
  2. What are your immediate thoughts on what you hear?
• **Fishbowl Conversations.** One by one, each table group sat in the center of the room and had a facilitated conversation about their work area largely in response to the questions that were posed by other table groups from Week 3.
• **Session Evaluation.** Participants evaluated the session using OptionFinder™ and some offered additional anonymous written feedback.

Content Feedback from Participants

Several participants were highly engaged in the fishbowl activity and seemed to have a number of ideas and reflections as they listened. Others struggled with the fishbowl format. They were self-conscious about being observed and about having to respond to what other groups had said about their own work.

Session Analysis by Facilitators

Sessions 3 and 4 gave groups an opportunity to talk about their own work, to learn about other staff groups, and to begin thinking about possible collaboration. Future sessions should incorporate the opportunity to envision what collaboration could look like, along with activities that strengthen the relationships across organizations.

Week 5

Purpose Design a new program that integrates components from all three groups

Objective for this Session

- Utilizing the foundation of our previous work, create innovative program concepts that address the intersections of our joint strengths and aspirations

Activities in this Session

- **Roadmap Overview and Context for Week 5.** The facilitators started the session by reviewing the roadmap for the SPICE sessions.
- **Small Group Design Work.** In mixed-organization small groups, participants were asked to form a "Program Design Studio." Groups were asked to design either a new program or a new collaboration model and to consider how education, community services, and wellness could be involved. The facilitators distributed notes on potential areas for collaboration which had been developed by participants during the fishbowl sessions in Week 4. Table conversation prompts included a series of focus questions and suggested planning steps. Each "Program Design Studio" worked independently while facilitators circulated amongst the groups answering clarifying questions from the participants.
- **Presentation and Large Group Discussions.** Each small group "design studio" presented their work to the larger group and responded to questions and comments. Based on those presentations, participants were asked to rate each "design studio's" collaboration model or program using OptionFinder™.
- **Session Evaluation.** Participants evaluated the session using OptionFinder™ and some offered additional anonymous written feedback.

Content Feedback from Participants

Participants expressed general satisfaction with the design of this session and appreciated the chance to think about concrete ideas of collaboration. In written comments, several participants wrote that they enjoyed working in small groups without active facilitation.

Session Analysis by Facilitators

Through their proposed program models, participants demonstrated varying levels of capability in developing collaborative planning and implementation strategies.

Selected Comments from Participants

> **"Good group exercise – Do more of these types of collaboration."**
>
> **"I would like parental involvement to learn what their concerns are. As community members we can speculate about their need but they need to advocate for themselves!"**
>
> **"This was the most positive session that I have attended."**
>
> **"I want all groups to be more equally represented. It makes little sense to have one wellness person, five recreation people, and the rest teachers."**

Week 6

Objective for this Session

- Reflect on and learn together from a sampling of other community and school partnerships

Activities in this Session

- **Learning about and reflecting on a variety of community and school partnerships.** Facilitators chose four videos from diverse community school experiences around the country in order to help participants "see" examples of inter-organizational collaboration. Following each video, mixed table group discussions responded to various prompts relating to "what we saw in the videos that works." Facilitators acted as note-takers in these discussions.
- **Session Evaluation.** Participants evaluated the session using OptionFinder™ and some offered additional anonymous written feedback.

Content Feedback from Participants

Many participants appreciated focusing on community schools and seeing specific examples of community services and school activities operating side-by-side in an integrated fashion. Some participants expressed frustration that the videos were not relevant to the Emeryville community (and were in some cases facilities-focused as opposed to program-focused).

Session Analysis by Facilitators

Concrete examples of school and community integration were valuable and helped contribute to breakthroughs for some participants in envisioning the potential for collaboration opportunities in Emeryville.

Selected Comments from Participants

"[I would like to see us] continue to see examples of joint use buildings."

"[I would like to see us] focus less on school and more on recreation."

"The vision is getting clearer. I would love to have you allow the teachers and recreation staff sit and exchange."

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Week 7

Purpose To create opportunities to work together through a case study

Objective for this Session

• To further develop an understanding of "what works"; using collaboration as the basis for creating a case study involving community library program design

Activities in this Session

• **Large Group Education & Discussion.** As a large group, participants reviewed and commented on the list of "what we saw that works" (drawn from the Week 6 small group table discussions). Facilitators then provided an overview of the distinctions between "collaboration," "cooperation," and "coordination" (see Appendix B).
• **Community Library Overview.** Facilitator and library expert Gloria Stockton provided an overview of community library potential programs followed by a short series of discussion questions in preparation for a community library case study exercise.
• **Case Study - Part 1.** Facilitators assigned participants into three mixed staff working groups. Those groups were charged with designing a "signature" community library program that incorporated all three staff groups (EUSD Teachers & Administrators, EUSD Wellness Program, Community Services Department). A facilitator was available to the table groups as an additional resource and note taker.
• **Session Evaluation.** Participants evaluated the session using OptionFinder™ and some offered additional anonymous written feedback.

Content Feedback from Participants

Participants liked the community library program exercise. Some participants expressed difficulty in achieving the first task of "defining the mission and goals of the program." Most groups struggled in completing all of the prompting questions which were designed to lay the foundation for Week 8's activities.

Session Analysis by Facilitators

"Community library" is not part of any current EUSD or CS group's program and, thus, exploring the potential of this topic as a new and collaborative venture was a powerful team-building exercise. It also proved to require a slower start than anticipated, as many participants had to think beyond their traditional areas of expertise and beyond their ordinary organizational "territory."

Week 8

Objective for this Session

- To further develop an understanding of successful collaboration using a potential community library signature program

Activities in this Session

- **Bond Status Report.** Roy Miller updated participants on the status of November 2010 bond measure efforts, reviewed how the SPICE work connects to the ECCL process, and showed the overall ECCL timeline moving forward.
- **Case Study - Part II.** Each mixed staff working group randomly selected a community library signature program (that had been created in Week 7) to serve as their focus for part II of the case study. Each group was asked to describe how these signature programs could build strong collaboration between EUSD, Wellness, and Community Services.
- **Inter-Group Sharing.** Participants were asked to visit with other table groups to learn about the various proposed program ideas. Representatives from each "authoring table" were asked to respond to clarifying questions from the group at large and to explain how their program idea maximized the potential collaborative resources of EUSD, Community Services, and Wellness.
- **Large Group Report Out.** Participants shared what they learned from other table groups.
- **Session Evaluation.** Participants evaluated the session using OptionFinder™ and some offered additional anonymous written feedback.

Content Feedback from Participants

Participants expressed great difficulty in developing a truly collaborative signature library program (i.e., a program involving all three staff groups). In particular, two of the three groups indicated the task was "too difficult" because of the complicated operational issues such a venture would entail. One group reported success in working collaboratively and were proud of their ideas and of their achievement in communicating productively with one another.

Session Analysis by Facilitators

The fact that two of the three mixed working groups struggled with the collaborative activity process points to the need to continue developing relationships between and among the staff groups and to the need for continued practice and guidance in collaborating. The group that actually did connect with each other in a collaborative manner demonstrated that it is possible to work effectively across staff groups. The pride and ownership felt by the high-achieving team illustrates an important and powerful outcome of successful collaboration efforts.

Selected Comments from Participants

"Continue the variety of formats; I'm …more informed as a result of the variety."

"I didn't like the way the groups moved this week. We weren't able to see all of the group's work."

Week 9

Objectives for this Session

- To continue developing our mutual understanding of successful collaboration
- To self-assess skills and understanding of what it means to work collaboratively
- To self-assess the work of each table group with the Collaboration Inventory Assessment

Activities in this Session

- **Self-Reflection Worksheet.** Participants filled out a Self Reflection Worksheet which asked them to reflect upon their understanding of the term "collaboration," along with what makes collaboration work and what needs to be in place for a collaborative process.
- **Coordination, Cooperation, Collaboration.** The mixed working groups (reconvened at the same tables as in Weeks 7 and 8) discussed coordination, cooperation, and collaboration in the context of the ECCL and the SPICE workshop series (see Appendix B).
- **Collaboration Inventory and Assessment.** Each participant entered their responses to the Collaboration Inventory Assessment using the remote voting tool. Results from the assessment were immediately distributed to each table for discussion.
- **Session Evaluation.** Participants evaluated the session using OptionFinder™ and some offered additional anonymous written feedback.

Content Feedback from Participants

The tenor of each small group discussion on collaboration corresponded to the respective group's ability to successfully collaborate on the community library project. Thus, participants who had difficulty with the collaborative design studio exercise also had difficulty extending their thinking to the context of ECCL and the SPICE work at-large. Overall, participants appreciated the opportunity for further discussion and understanding about the distinctions between coordination, cooperation, and collaboration.

Session Analysis by Facilitators

The small group discussions (aimed at understanding how the collaborative process can benefit all three staff work groups) highlighted the need for further relationship development work. The one group that *did* have a successful collaboration process throughout the signature library program exercise demonstrated that collaboration is possible, even in a small workshop set of experiences such as SPICE. In fact, several participants in the teams that struggled with the workshop exercises noticed that the high-achieving team's ability to communicate effectively was observable and palpable to other participants who were not part of that particular team.

Selected Comments from Participants

"…collaborate to leverage funding…!"

"…be willing to see things from another's perspective…"

"…trust happens when people know what's going on…"

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Week 10

Objectives for this Session

• Presentation and discussion regarding program and space utilization
• Reflection on the 10-week process with personal action items
• Presentation of a future timeline and next steps

Activities in this Session

• **Networking.**   Participants informally socialized with colleagues and facilitators while enjoying refreshments, music, and a slide show of SPICE and Emeryville images.
• **Program and Space Utilization - Presentation & Discussion.** A member of Nexus Partners (the ECCL architectural team) presented information on current program and space utilization patterns. An open question and answer session then allowed participants to ask specific questions about the data presented.
• **SPICE Insights and Recommendations.**   Small group discussions followed the Nexus Partners presentation with particular emphasis on questions like, "What do we see as our future program and space utilization challenges and opportunities? What does it mean for our future program and relationship development work? What things must happen in order to successfully address program and space utilization challenges and opportunities?"
• **Future Process Timeline Presentation.** Hayin Kim presented the overall ECCL project timeline describing how the SPICE workshop series fits into the development process.   This was followed by another opportunity for questions.
• **Closure.**   Facilitators distributed a 2-page SPICE workshop summary. Participants were asked to reflect on: "What action will you now take to advance this work?" All responses were collected and put in a hat. Some were drawn at random and shared with the group. Roy Miller made closing remarks thanking the participants for their efforts.
• **Session Evaluation.** Participants evaluated the session using OptionFinder™ and some offered additional anonymous written feedback.

Content Feedback from Participants

Many participants gave positive feedback on the content of this session. The number of questions during the Q&A sessions demonstrated the level of staff interest in wanting to know more about the programmatic implications of the ECCL project.   Participants also appreciated the time to 'decompress' during the first 15-20 minutes of the session.

Session Analysis by Facilitators

Small group facilitated discussions encouraged extensive conversation related to the programmatic and space implications of collaboration between the EUSD and CS staffs. The session was a strong close to the official SPICE workshop series. Participants were able to express their thoughts and ideas on necessary next steps after the SPICE workshops. The participant's individual commitments to continued collaborative practice was exciting and encouraging.

Selected Comments from Participants

> **"...[I will] re-activate my involvement and participation – to realize the amazing opportunity for myself, for our schools, and our community."**
>
> **"We need to keep talking about the things that divide us to be successful."**
>
> **"No one (in Administration) seems to be really excited about doing this..."**
>
> **"...we need to change our fears into opportunities."**

Participants' Recommendations: Next Steps

Throughout the SPICE workshop series, staff groups from EUSD and the City of Emeryville Department of Community Services discussed key features of effective collaboration and implications for current and future programs and services for children, youth, families, and adults in Emeryville. In the final session, participants identified challenges to and opportunities for collaboration, and then developed recommendations for future action. Central themes and representative comments emerging from these discussions include:

	Emerging Theme	Participant Comments	Participant Actions
Future Program and Relationship Development Work	Create <u>concrete</u> opportunities for effective program integration and/or joint space utilization.	"Let's figure out how to make concurrent use of space with school hours and public hours."	*"I will continue to develop partnerships with the community to help support student learning. In particular, I would like to create internship and service-learning opportunities for young people."*
	Recognize and address the pragmatic concerns of staff.	"Figuring out how to work with the fact that a teacher's classroom is a sacred space; if they have to share space in the future, how will this work?"	*"Think about how I can share my space in terms of space and design needs. What needs to be in place so I can do my job as well."*
	Don't wait for the ECCL to further develop strong collaboration. Start now.	"We should not wait for the new building to start this work; [we should] figure out now how to share, build a culture of respect; start thinking like we are already in collaboration mode."	*"Begin to 'walk the talk' and start thinking in a collaborative way with the Recreation Center, Wellness, and Community Partners. How do we ramp up the programs we want to have in place by 2016?"*
	Develop and utilize a common and agreed-upon mission as the foundation and driver for collaborative work together.	"We need a common mission, common purpose."	*"Continue to think/reflect on how distinct program needs interface with other community agencies and resources."*
	Ensure that key leaders of all institutions actively and visibly support collaborative efforts.	"There needs to be leaders who are passionate about this; we are not seeing the leadership."	*"Working to increase community engagement by activating the wellness advisory council and weighing in on program and giving them voice."*
	Align and inform staff-work with community voices and involvement.	"We would be more enthusiastic if community members get excited about it."	*"Help the school board and city council to define in clear terms who the 'community' is…"*

Questions considered by participants included:
- What do you see as our future program and space utilization challenges and opportunities? What does it mean for our future program and relationship development work?
- What things must happen in order to successfully address these program and space utilization challenges and opportunities?
- What action will you now take to advance this work?

Facilitators' Reflections on the Workshop Series

Increasingly, research in a variety of fields corroborates the premise that effective integration and co-location of services produces significantly better outcomes. In order to realize these optimal outcomes, however, organizations must attend to building, strengthening, and sustaining collaborative partnerships and practices amongst their organizational leaders and staffs. The evolutionary process of collaboration, particularly amongst various public sector institutions, is multi-faceted and takes time and consistent support from organizational leaders, policy makers, and individual staff members.

In Emeryville, the complexity of a continued and effective collaboration between EUSD and City staff is important to understand and address, especially in the context of the future ECCL. As one participant noted, "Sharing needs to become a part of the culture NOW so we will have issues worked out before moving to this facility."

There are several necessary features and concepts of effective collaboration[1] that flow directly from participant conversations. These key elements should be considered in thinking about the continued development of the EUSD/CS partnership. They include a need for:

- Organizational leaders that clearly articulate and model a visible and consistent commitment to collaboration.

- Clearly defined shared mission statement and goals for the partnership while also recognizing assets, roles, and responsibilities of each partner.

- Creative thinking about new organizational structures and practices.

- Concrete short-term and long-term collaborative projects that enable staff to build relationships while working together.

- Interdependence amongst staff groups that share responsibility, recognition, accountability, and risk.

From the perspective of the SPICE Facilitators, perhaps the most important outcome of the workshop series was the initiation of an explicit dialogue amongst the staff members concerning what it will really take for those participating in the City/School partnership to create the systems, programs, and relationships needed to sustain on-going collaborations that bring enormous benefit to the community of Emeryville.

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[1] See for example the Annie E. Casey Foundation: http://www.aecf.org/MajorInitiatives/CenterforFamilyEconomicSuccess.aspx

Appendices

APPENDIX A:
SPICE Joint Long-Term Outcomes
9.22.2010

Long-term Outcomes: "How will Emeryville be a better community as a result of our joint work together?" "What are the most important/priority long-term outcomes that you'd like to see as a result of our joint work?"	Letter Code	Gender			Staff Group			Role Today				Ethnicity	
		ALL (n=31)	Female (n=15)	Male (n=13)	Community Services (n=7)	Education Sub-group (n=19)	Wellness Sub-group (n=1)	ALL (n=31)	CS Staff (n=7)	District Administrator (n=8)	Teacher (n=13)	African American (n=10)	Caucasian White (n=14)
All Emery USD graduates have whatever it takes to be competitive - in the 21st Century education and work environment. *(COMMON GROUND ITEM from 9.15 - Not revoted on at 9.22 Meeting)*	9.15 1	8.7	8.6	8.9	8.1	9.2	9	8.7	8.9	8.8	7.9	8.8	8.6
Create a sense of community through collaboration to provide services and programs to foster life long learning and cultural sharing in a safe and positive environment. *(COMMON GROUND ITEM from 9.15 - Not revoted on at 9.22)*	9.15 2	8.6	8.7	8.6	8.4	8.8	7	8.6	8	9.2	8.6	9	8.5
Cradle to grave education and wellness opportunities that will allow all residents to maximize their potential. *(COMMON GROUND ITEM from 9.15...)*	9.15 3	8.1	8.3	8.2	8.7	8.3	9	8.1	8	8.2	8.1	8.1	8.3
Students know how to utilize school/city/community resources in order to become literate, highly skilled, resourceful, socially conscious, and critical thinking graduates and achieve their life goals.	A	8.8	8.6	9.1	8.1	9	9	8.8	8.1	8.4	9.3	8.4	8.7
Parents, families, and staff have access to information and supports to make informed decisions about their lives.	E	8.7	8.7	8.8	7.9	9.1	7	8.7	7.9	8.8	9.2	9	8.5
We collectively recognize that our students and families are the community such that we focus on developing a culturally responsive environment and support system.	G	8.6	8.6	8.5	7.3	8.9	9	8.6	7.3	9.1	8.9	9.1	8.2
We serve a diverse community with a commitment to be inclusive and not separatist, eliminating the East - West San Pablo concept.	D	8.2	8.3	8.2	7.4	8.6	8	8.2	7.4	8.5	8.5	8	8.5
Efficient and responsible use of Community resources: human, environmental, fiscal, and physical.	B	7.9	7.7	8.2	8.3	7.8	8	7.9	8.3	7.1	8.2	7.6	8.3
No longer "partnerships" mindset of connected silos but common village with shared vision and commitment."	H	7.8	7.6	8.2	7.9	7.8	10	7.8	7.9	7.9	7.7	7.9	8.1
We offer comprehensive services and resources in a centralized, one stop location that is flexible, pleasant, welcoming, comforting and functional with updatable technology and that is energy efficient.	C	7.6	7.8	7.4	7.9	7.6	8	7.6	7.9	7.4	7.6	7.8	7.9
There are systems in place that define and inform how city and school district work together to support healthy and academic development of our students.	F	7.5	7.4	7.7	7.3	7.9	7	7.5	7.3	7	8	7.4	7.3
A destination community which attracts and retains students and highly qualified staff.	I	7.5	7.3	7.8	7	8.1	6	7.5	7	6.9	8.2	6.9	7.8

APPENDIX B:
Cooperation, Coordination, Collaboration
Our Working Definitions[1]

Cooperation is characterized by informal relationships that exist without any commonly defined mission, structure, or planning effort. Information is shared as needed, and authority is retained by each organization so there is virtually no risk. Resources are separate as are rewards.

Coordination is characterized by more formal relationships and an understanding of compatible missions. Some planning and division of roles are required, and communication channels are established. Authority still rests with the individual organizations, but there is some increased risk to all participants. Resources are available to participants and rewards are mutually acknowledged.

Collaboration connotes a more durable and pervasive relationship. Collaborations bring previously separated organizations into a new structure with full commitment to a common mission. Such relationships require comprehensive planning and well-defined communication channels operating on many levels. Authority is determined by the collaborative structure. Risk is much greater because each member of the collaboration contributes its own resources and reputation. Resources are pooled or jointly secured, and the products are shared.

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[1] Mattessich, P.W., Murray-Close, M., Monsey, B.R. (2008) Collaboration: What Makes It Work. St. Paul: Fieldstone Alliance. p. 61.

APPENDIX C:
SPICE Workshop Series Participant Evaluations

SPICE Meeting Evaluations

At the end of each session, facilitators asked participants to evaluate key workshop elements. Facilitators used evaluation results and written participant feedback to make adjustments to future sessions. Over the course of the sessions, facilitators gained critical insights into views, positions, attitudes, and new ideas that helped improve the SPICE experience from meeting to meeting.

Using a 1 to 10 Criteria Scale

We used a 1 to 10 scale for all of our voting as it provided a clear and balanced range of both "positive" and "negative" response options.

10 Highest Level of Agreement/Satisfaction   5 Tend to Not Agree/Be Satisfied
9   4
8 Mostly in Agreement/Satisfied   3 Mostly Not in Agreement/Satisfied
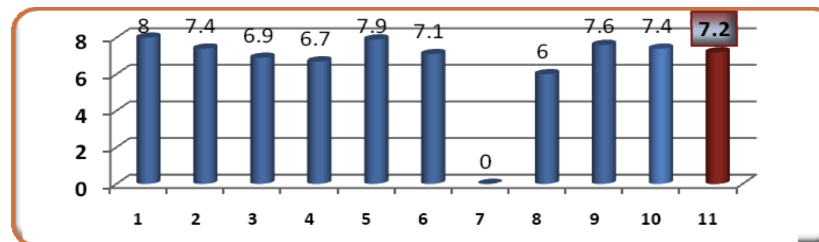7   2
6 Tend to Agree/be Satisfied   1 Lowest Level of Agreement/Satisfaction

The graph below provides the aggregate participant rating by week in response to the statement, "We had a successful SPICE meeting." The aggregate rating for all 10 weeks was 7.2. Electronic session evaluations were not conducted in Week 7, hence the "0" rating.

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APPENDIX D:
OptionFinder[TM] Technology

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Interactive Total Participation Technology

One of the unique features of the SPICE workshop series involved the practice of Total Participation[TM] - the concept that everyone in a meeting should be equally heard and have their vote and voice counted. One form of Total Participation was supported by OptionFinder[TM], a same time, same place interactive technology meeting system.

Option Finder's decision-support software connects every meeting participant with a wireless, hand-held voting keypad. Participants respond to virtually any type of pre-created question or statement and also vote on real time or new ideas that come up during the course of the meeting. The system immediately displays results of group votes on critical issues to expedite a shared focus on the key areas of agreement and disagreement.

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