

**BUILDING PARTNERSHIPS FOR COMMUNITY ENGAGEMENT:
SHOP LOCAL AFTER SCHOOL PROGRAM
CITY OF WEST COVINA, CALIFORNIA**

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ABSTRACT

The Shop Local After School Program is a community engagement opportunity developed by the City of West Covina, West Covina Unified, Covina-Valley Unified, and Rowland Unified School Districts. This program was developed as a business opportunity for local retailers as well as an engagement tool that would foster participation from businesses, students, and residents of the City. The purpose of this project was to analyze and revise West Covina's community engagement program Shop Local After School, propose revisions, and develop a plan for its re-launch. This project investigated community engagement strategies that forge working relationships between stakeholders who support public programs, and that might strengthen the City's efforts to promote shopping locally.

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I. Project Introduction

The City of West Covina, Los Angeles County, CA is highly interested in expanding community engagement activities and economic development opportunities (City of West Covina Budget, 2016-2020). As part of the City Councils' 2019-20 goals, it was determined that enhancing city programs are necessary to improve engagement practices. A program targeted for the fiscal year 2019-20 is the Shop Local After School Program. This program was first launched in 2016 by the City of West Covina, in partnership with the West Covina, Covina-Valley, and Rowland Unified School Districts. This program was developed as a business opportunity for local retailers as well as an engagement tool that would foster participation from businesses, students, and residents of the City.

The goal of this program is to encourage community engagement among businesses, residents, and students. This goal aims to be accomplished through the provision of free after school programs that have been sponsored by local businesses. With local businesses' support, residents and visitors of West Covina are encouraged to shop at local retailers that sponsor these after school programs at local schools. With a successful program, students in middle school and high school will benefit from supplemental after school programs in the performing arts. In addition, businesses will benefit through the increase in resident local shopping, which in turn will generate more sales tax revenue for the City. However, as of 2019 no evaluation of the program had been conducted.

The purpose of this project is to analyze and revise West Covina's community engagement program Shop Local After School, propose revisions, and develop a plan for

its re-launch. This project will investigate community engagement strategies that forge working relationships between stakeholders who support public programs, and that might strengthen the City's efforts to promote shopping locally.

This paper will begin with a background on the City of West Covina and information about the Shop Local After School Program. This will be followed by a scholarly review that will delve into finding ways to engage residents and how to foster participation. A discussion of the traditional and partnership models as well as community and government perceptions and relationships will lay the foundation to addressing both internal and external issues that have caused the Shop Local After School Program to receive minimal participation. Scholarly review will be followed by the conduction of a focus group of the Shop Local After School Program. This focus group intends to develop a SWOT (strengths, weaknesses, opportunities, threats) analysis based on the themes laid out in the literature review. This will be done in an attempt to implement elements discovered to successfully re-launch the Shop Local After School Program. Finally, after analyzing and revising all the data collected, a concluding section will discuss recommendations and revisions, as well as a plan for the re-launch of the Shop Local After School Program.

II. Background

The City of West Covina is a city in Los Angeles County, California located in the eastern part of the San Gabriel Valley. West Covina currently functions in a council-manager form of government where the City Council is the governing body with the authority to adopt and enforce municipal laws and regulations. As of 2019, City Council Members are elected by district to serve a four-year term. West Covina consists of five districts, one elected official per district. These five City Council Members include a Mayor who is appointed by the City Council to serve a one-year term, and are appointed on a rotating basis, based on seniority. The City Council also appoints the City Manager, who is the Chief Administrative Officer and is responsible for the operations of the City. His/Her responsibilities are to implement policies as directed by the City Council and to enforce all municipal laws and regulations for the benefit of the community. Moreover, the City Manager’s Office provides oversight to special projects directed by the City Council that include the Shop Local After School Program.

According to the 2010 U.S. Census, the population of West Covina is 106,098.

The demographic distribution of the population of West Covina is:




Race and Hispanic Origin		
 White alone, percent		▲ 34.9%
 Black or African American alone, percent (a)		▲ 4.2%
 American Indian and Alaska Native alone, percent (a)		▲ 0.6%
 Asian alone, percent (a)		▲ 29.7%
 Native Hawaiian and Other Pacific Islander alone, percent (a)		▲ 0.3%
 Two or More Races, percent		▲ 4.6%
 Hispanic or Latino, percent (b)		▲ 53.2%
 White alone, not Hispanic or Latino, percent		▲ 11.3%

Figure 1: West Covina Demographics

Per the chart above obtained from the U.S. Census, the three largest groups are of Hispanic or Latino descent at 53.2%, White alone at 34.9%, and Asian alone at 29.7%. West Covina's median household income between 2014 and 2018 was \$79,140. Residents' education level between 2014 and 2018 who are 25 years or older and are a high school graduate or higher is 85.1%, those who have a bachelor's degree or higher is 28.8%.

For this fiscal year, 2019-2020, the City of West Covina's General Fund¹ is projected to be approximately \$65 million. However, the City has been negatively impacted by the economic recession, increases in pension and health care costs, the State's elimination of redevelopment, and the State's raid of local revenues (City of West Covina Budget, 2016-20). Due to rising costs and flat revenues in the past couple of years, new goals have been implemented that will be instrumental in guiding the budget process.

According to the 2019-20 Budget, City Council goals include but are not limited to achieving financial stability and sustainability, enhancing the City image and effectiveness, enhancing City programs and activities, and engaging in proactive economic development. Three of the goals mentioned directly apply to why the Shop Local After School Program is being revisited this fiscal year. One goal being addressed is the enhancement of City programs and activities. As stated in the Council goals, this would involve evaluation and consideration of enhancements to current programs. This goal has led to the Shop Local After School Program being selected for evaluation and consideration. Moreover, the Council is also looking to engage in proactive economic

¹ The general fund is the main operating fund used to account for basic City services such as police, fire, recreation, building, planning, and general administration (City of West Covina Budget, 2019-2020).

development. The Shop Local After School Program is partially an economic development program that would help the City in its commitment to engage in proactive activities, as well as providing supportive and transparent processes to create an environment conducive to businesses. The Shop Local After School Program could potentially help in the City's efforts to attain fiscal stability and sustainability by conducting an evaluation and discovery of enhancement opportunities.

About the Shop Local After School Program

According to the City of West Covina website, the Shop Local After School Program is a business opportunity to benefit local youth. "It is designed to encourage residents and visitors of West Covina to shop at local retailers that give back to local schools. With local businesses' support, the children of West Covina will benefit from enriching programs in science, engineering, music, dance, cultural arts, and many other after school programs while businesses receive increased brand awareness and marketing (City of West Covina, 2020)."

The Shop Local After School Program was first introduced as part of the City Council's 2016-17 goals and objectives (City of West Covina Budget, 2016-17). At the time the 2016-17 budget was developed, the City saw sales tax revenue² come in lower than what was projected in the budget, and struggled with a negatively impacted general fund. To try to address these issues, the 2016-17 goals stated the addition of an economic development specialist to further address the expansion of economic development efforts in West Covina. West Covina had also created a Community and Economic Development

² See Appendix G

(CED) tasked to promote economic development in the community among other projects as part of their 2015-16 budget cycle. Their overall goal was to brand West Covina as a “business-friendly” City.

It is important to note that the City of West Covina’s Chamber of Commerce shut down in January, 2011. Since that point, the City had full responsibility in building community engagement efforts among businesses. The City worked extremely hard to encourage engagement through partnerships. The City partnered with Glendora Avenue Committee Task Force to address concerns along Glendora Avenue Business District, administered the Auto Plaza Business Improvement District (BID), established a relationship with Greater West Covina Business Association to address needs of the business community, established a collaborative partnership with SCORE to bring free business resources to West Covina’s business community, hosted the first Annual West Covina Small Business Week Program, and many other efforts to encourage engagement (City of West Covina Budget, 2016-17). The Shop Local After School Program is yet another effort to improve engagement with businesses through a partnership approach to aid in economic development efforts.

The Shop Local After School Program was introduced as part of the Regular Agenda at a City Council meeting on September 6, 2016. It was a program introduced by Councilman Tony Wu and City Manager Chris Freeland. In their presentation, it was introduced as a pilot program for Covina Valley Unified School District (CVUSD) and West Covina Unified School District (WCUSD) that would foster after school programs with funding from local businesses.

The representative for WCUSD was the Director of Secondary Instruction and Curriculum, Gloria Duncan, who was in attendance at the meeting alongside CVUSD representative Elizabeth Eminhizer, Assistant Superintendent. These two representatives would be responsible for the program at their respective district while the City Manager would be responsible on the side of the City. Both school districts provided presentations outlining proposals for funding that would provide new programs to students via after school. WCUSD proposed funding for STEM (Science, Technology, Engineering and Math) Club, as well as a music program for middle school afterschool programs. CVUSD proposed funding for STEAM (Science, Technology, Engineering, Arts and Math) as well as provide access to dance, computer classrooms and culinary education as after school programs. The Shop Local After School program was approved 5-0 by the City Council³. Note, Rowland Unified School District was added to the program later on in 2017 to help fund after school programs for schools that are within West Covina boundaries. No further information was available regarding Rowland Unified School District's participation.

After the program was approved, it was subsequently launched as an official City program. The program was explained in a letter to businesses⁴ as well as a sponsorship package⁵ outlining benefits of the program. In the letter to businesses, the program was promoted as an offer to enhance local retailers' business through an increase in brand awareness and marketing of businesses participating in the program. With businesses supporting the provision of free after school programs, the City and School Districts would recognize local businesses through social media, newsletters, and custom made

³ City Council Regular Meeting minutes reflect the program's approval (See Appendix A).

⁴ See Appendix B

⁵ See Appendix C

certificates acknowledging support of local schools. In supporting local after school programs, residents and visitors of West Covina would be encouraged to shop at local retailers participating in the Shop Local After School Program.

The sponsorship packages are provided at an annual basis where businesses would have to sponsor programs annually, it is not a one-time sponsorship. The packages are split into four categories beginning with Bronze, where the level of sponsorship would require a business to give \$500 to \$2,499 and a business would be provided with a certificate of recognition. This is followed by the Silver package which would require a sponsorship of \$2,500 to \$4,999. Participants in this package would be entitled to recognition in City and District publications, websites, social media platforms, as well as a certificate of recognition. The Gold package requires a \$5,000 to \$9,999 sponsorship that would entitle recognition at a District School Board Meeting, recognition at the City's televised City Council Meeting, recognition in City and District publications, websites, and social media platforms, and finally a certificate of recognition. The final sponsorship package is the Platinum, which would require a sponsorship of \$10,000 or more. This type of sponsorship would merit a street banner, recognition at a District School Board meeting, recognition at a City's televised City Council meeting, recognition in City and District publications, websites, and social media platforms, and a certificate of recognition.

Status of the Shop Local After School Program

It is of extreme importance to understand that at the time the evaluation of the Shop Local After School Program was conducted, there had been a recent high employee turnover at the City of West Covina. Beginning July 2019, the organization saw a

dramatic change in personnel with the appointment of a new City Manager, a new Assistant City Manager, Finance Director, and many more individuals in leadership positions. Moreover, the School Districts were also affected by high turnover. Due to these changes, the Shop Local After School Programs' leadership was unclear. However, in reaching out to both the City Manager as well as Superintendents of each district, new leaders were assigned.

The new leadership of the Shop Local After School Program for the City are City Manager David Carmany, Assistant City Manager, Mark Persico, Economic Development and Housing Manager Paulina Morales, and Mayor Tony Wu. Leadership for the West Covina Unified School District is the Director of Secondary Curriculum and Instruction, Marc Trovatore. Covina-Valley Unified School Districts' Assistant Superintendent of Education Services, Julie Harrison, Rowland Unified School Districts' Superintendent Dr. Julie Mitchell, and Public Relations Officer Gina Ward. Once the leadership positions were assigned and clear, each was asked information on the status of the program. Each was specifically asked which programs had been implemented, how many students had benefited, and how many businesses had sponsored the program. They were also asked the amount of revenue collected, who collected the funds, and whether businesses had been given recognition based on the sponsorship package they fell under. Finally, they were asked about marketing and if they have actively sought sponsorships.

City of West Covina

Since 2016, the City has maintained an active page on their website that provides information about the Shop Local After School Program. The website has information

about the participating businesses that have donated above the Silver Package⁶. Per this package, businesses would be recognized in City publications. There is also information of the participating School Districts with a link available to redirect to the School Districts website. There is a subsection within the website that reads “Shop Local Program presents the following School Performances at The Lakes Entertainment Square”. No further information is available information about the program available on the City’s website.

No audit or evaluation had been performed of the Shop Local After School Program leading to the City not having information on which specific programs had been implemented by each School District. They also lacked correlating information with the School District of other potential business sponsors that donated below the Silver Package level. The City also did not have identifying elements of which businesses had improved their sales based on their participation in the Shop Local After School Program. However, they did provide information of sales tax revenue⁷ and the number of businesses⁸ in the City from 2016-2020.

West Covina Unified School District

West Covina Unified School District has actively maintained a website since 2016 where they offer information about the program, supported programs, sponsorship packages, and sponsor acknowledgement. They also offer information to donors as to where they should send their donation. They offer a PayPal option as well as a mailing

⁶ See Appendix C

⁷ See Appendix G

⁸ See Appendix F

option to send a check to the school district. Funds are collected by and dispersed by West Covina Unified School District.

The West Covina High School Unified School District reported that they offered two programs, one at West Covina High School and the other at Hollencrest Middle School. For the West Covina High School they offered Choral Union Club where money from sponsorships went towards sheet music as well as concert uniforms and outfitting. For Hollencrest Middle School, they offered a Flags Program where funds were allocated towards poles and garments, a consultant, ensemble membership fees, as well as unitards with skirts and mitts. The number of students benefiting from the West Covina Choral Union Club was 90, while 25 students in Hollencrest Middle School benefited from the Flags Program.

The sponsorship for these programs came from fourteen participating businesses. The sponsoring businesses and amounts are as follows: 85°C Bakery for \$5,000, Xuan Zhang Meditation Monastery, Ven. Hai Xin for \$5,000, McIntyre Companies, Andrew McIntyre for \$5,000, Penske Mercedes Benz, Todd Carter for \$5,000, EDI Media, James Su for \$5,000, LTG South Hills for \$2,500, HK2 of West Covina for \$2,500, Jones & Mayer for \$2,500, Royal Coaches for \$2,500, Aurio Lighting for \$2,000, Crestview Cadillac for \$1,000, David Kuo for \$1,000, Chinese American Association of West Covina for \$3,000 and an unknown check received for \$100.

When requesting information about sponsorship awards, there was little to no information as to whether businesses had actually been awarded. Recent employee turnover had caused information to lack in this particular area.

Covina-Valley Unified School District

Covina-Valley Unified School District does not have an active website for the Shop Local After School Program. The only available information of their participation was found on the City of West Covina's website. Per the City's website, funds are collected by the School District receiving sponsorship. In the face of employee turnover, CVUSD found minimal information regarding the program, which they handed over for the purposes of this project and are divulged below.

The Covina-Valley Unified School District reported that they had a total of two sponsoring businesses which they named as the West Covina City Council with a \$5,000 donation and the Chinese American Association of West Covina for \$3,000. The funds from this business were distributed between three programs at South Hills High School, the After School Tutoring Math, After School Tutoring CAASPP Prep, and the Vex Robotics Purchase. The funds directly went to these programs through the hiring of teachers and advisors. It was reported that the After School Tutoring Math benefited more than 50 students, the After School Tutoring CAASPP Prep also benefited more than 50 students, and the Vex Robotics Purchase benefited 34 students.

Rowland Unified School District

Rowland Unified School District does not have an active website for the Shop Local After School Program. The School Districts' Superintendent said "I thought this program became inactive." However, they did share information they had on hand. The only other available information of their participation was found on the City of West

Covina's website. Per the City's website, funds are collected by the School District receiving sponsorship.

The Rowland Unified School District reported that they received sponsorship from three businesses. These businesses are Aurio Lighting who donated \$1,000, 85°C Bakery for \$5,000, and the Chinese American Association of West Covina for \$3,000. Through the sponsorships received they offered three after school music programs that include band, orchestra, and mariachi. The number of students in the band is 40 while the orchestra has 40 members and mariachi 20.

By looking at the data retrieved from the City and the School Districts, we can assume that high employee turnover in both City and School Districts has resulted in minimal to no information of the program itself. Presumably, we can identify roles and responsibilities being a challenge. It can also be stated that two of the three School Districts believed the program to be dormant due to a lack of communication between the City and School Districts. An additional challenge is found in the accounting of businesses participating in the program. The information provided by the City does not synergistically correlate to numbers provided by the School Districts.

To begin delving into the partnership that the City and School Districts have in their mutually collaborated program, it is of equal importance to understand and define both the internal mechanisms and external forces of the program. Internal mechanisms refers to the understanding of the partnership model, while external forces involve exploring the two-sided relationship a government has with their community and the perceptions that accompany it. Doing so will help in achieving a greater community engagement of those participating in the program.

III. Literature Review

This section aims to discuss the scholarly literature on community engagement and how the role of government has transformed from a traditional model to a new contemporary partnership model. This discussion will be followed by an exploration of community and government relations. It will conclude with an overview of key elements that have hindered participation, as well as possibilities of improvement of community engagement practices that stem from local government. These hindrances and possibilities of improvement are critical in working to improve West Covina's Shop Local After School Program.

Defining and Structuring Community Engagement

For the purposes of this applied project, community engagement is defined as the process of working collaboratively with stakeholders in a particular community to enhance local capacities (McCloskey et al., 2011). Working collaboratively involves partnerships among citizens, businesses, school districts, non-profits, and officials, to listen and learn from each other to generate mobilization that will influence systems to address local concerns (Denhardt, Svara, 2013, Fawcett et al., 1995).

Local government has an important role to play in the development of community engagement opportunities. Scholars agree that the government can shape, develop and influence the way community engagement is accomplished (Lowndes et al., 2001, Gaventa, Valderamma, 1999). Governments' role is to be the provider of participation opportunities and establisher of the conditions it allows residents to participate (Kegler et al., 2009). In its traditional form, community engagement opportunities include council

meetings, public hearings, citizen advisory boards, and business community meetings to name a few (Everett et al., 2015, King, Cruickshank, 2012, Wang, Van Wart, 2007).

These activities intend to generate mutual responsibility between the government and its citizens. When citizens participate in community activities, they have the opportunity to become better informed to help improve decision making in terms of local public goods and services (Marschall, 2004, Wang, Van Wart, 2007). Moreover, understanding issues in a community can help the public build a higher quality of life by participating in the creation of new policies, programs, and practices (McCloskey et al., 2011, Fawcett et al., 1995, Denhardt, Svara, 2013).

Despite efforts and intended outcomes, scholars argue that the traditional form of community engagement has created problems that stem from internal mechanisms, inherent culture in the agency, and leadership practices (King, Cruickshank, 2012). Internal mechanisms refers to the organizational structures in place that need to be followed by staff members, senior management, and other local authorities that are responsible for organizing participation activities (Lowndes et al., 2001). It is important to note that operational structures become complex when government employee turnover is high. High turnover puts the organization at risk with staff not having complete knowledge of the organization, of practices and procedures, and in turn the community (Lowndes et al., 2001). An organization without knowledgeable staff can create confusion and create more challenges in trying to engage the community. When this occurs, inherent culture becomes part of the overall complexity of organizational structures.

Culture is fostered by the quality of leadership that will either hinder or facilitate public participation; either participation is going to be efficient or not as leaders are the individuals who instill the expectations of the organization (Wang, Van Wart, 2007). For example, if a leader of an organization, i.e. City Manager does not prioritize participation, the entire organization may follow his lead and limit opportunities for participation. According to Lowndes et al., the inherent problem in having the “same individuals” in an organization provide participation activities, creates issues when the leadership and fostered culture are already failing, leading to more complexity in the organizational structures (2001). With these difficult operational structures, participating individuals’ extent of exchange merely serves as consultation rather than a true exchange of ideas (Denhardt, Svara, 2013).

With the difficulties facing the traditional model becoming more evident, a new partnership model is being adapted into small and mid-sized communities. The partnership model is evolving into initiatives and activities that stem from collaborative relationships to maximize the usage of available community resources (Wang, Van Wart, 2007). However, in the development of a new model, it is imperative for government to address issues already inherent in the traditional model. They also must work to build a government that works with others, is inclusive, compromises, and more importantly that gains trust from the community. To do so, they have begun to address internal mechanisms that have hindered their ability to foster engagement. The primary internal mechanisms being addressed are complex organizational structures and role identification. The intent to reduce complex organizational structures is to help streamline decision making behaviors to increase the governments’ ability to foster community

engagement (Wang, Van Wart, 2007). Furthermore, city government can improve managerial competence through the clear identification of roles, role assignments, performance level, standards, accountability, and articulation of vision, goals, and power levels (Wang, Van Wart, 2007, Cuthill, Fien, 2005). In addressing the issues that stemmed from the traditional model, the ultimate goal is to regain the trust of the public, allow for the facilitation of information between citizens and government, and increase community engagement participation and opportunities (Marschall, 2004).

When government reduces complex operational structures, they have the ability to be more flexible to begin partnering with community members, private firms, and nonprofit organizations (Cavaye, 2004). In partnering, the collaboration process can result in mutual benefit through the exchange of knowledge, expertise and perspectives required to address issues or plan for new opportunities (Cuthill, Fien, 2005). In instances where potential conflicting interests are involved, collaboration can result in common ground opportunities for a successful outcome. Although partnerships are creative and have the ability to identify needs and opportunities in a community, they also redefine the way power is distributed (Eversole, 2011). Partnerships can therefore become confusing and complex when power and role identification have to be distributed. If there is an internal conflict when developing new external opportunities for engagement, then communication to the public may be nonexistent leading to a failed community engagement program. Despite the complexities involved, partnerships are highly sought after to develop new resources for a community (Davies, 2001). However, government and collaborators must be conscious of how information is transmitted as they ultimately influence attitudes, perceptions, and behaviors in community members. These attitudes

can either create opportunities or challenges in community engagement practices (Scott, 2006, Marschall, 2004).

Community-Government Perceptions and Relations

The changing forms of government roles have also transformed relationships between community members and government. Research on public perceptions suggests that the biggest deterrent to participation among citizens is in fact their perception (Lowndes, Wilson, 2001). These perceptions have stemmed from various areas, however, one important area is the information or lack of information that the government provides. However, it is important to understand that there are two sides of this equation - the government and the community members. In exploring perceptions of both government and community members, we must find where perceptions have hindered and progressed community engagement.

With the traditional model having set practices and norms for those in government, the model has also set a foundation as to how government officials and staff act and perceive the public. Specifically, when it comes to community engagement, public officials and community members have strong perceptions and attitudes that influence the governments' community engagement practices (McCloskey et al., 2011). From the government side, scholars have found that public officials have an 80% negative view of the public. They view the public as uninformed, entitled, NIMBY driven⁹, and not oriented in activities in the community (Everett et al., 2015). This perception has led public officials to dismiss community members' input when it comes

⁹ NIMBY 'not in my backyard': opposition to the locating of something considered undesirable (such as a prison or incinerator) in one's neighborhood (Merriam-Webster, 2020)

to decision making. Similarly, negative perceptions towards community members have dissuaded public officials to decide how and when to commit resources to enhance engagement (Lowndes et al., 2001). In addition, public officials believe they have more information available to them to make decisions for the public, while have the budget constraints in mind when making a choice (Bovaird, Löffler, 2002). In looking to encourage participation, they have expressed concerns that any initiative arising from an active community could only add cost to the decision-making process, which will place burden without clear gains from participation (Lowndes et al., 2001). Unfortunately, this type of perception from public officials has constrained opportunities necessary to improve community engagement practices. Instead of developing a way for community members to trust government, they have caused the opposite effect.

Community members' perceptions are influenced and shaped by the very government they are under (Lowndes, Wilson, 2001). Based on the already inherent traditional model of government, community members have developed a common sentiment towards their public officials. They believe their public officials do not take the publics' input into consideration when it comes to decision-making (Lowndes, Wilson, 2001). This sentiment has led to community members not believing that they are capable of a chance to truly participate in decision-making opportunities (Wang, Van Wart, 2007). Community members' negative perceptions towards government have made them lose confidence and led them to lose interest in participating in any form of engagement provided by government. Scholars suggest that decline in participation has also been caused by lack of trust in government, as well as the lack of diversity in activities provided (Kegler et al., 2009, Wang, Van Wart, 2007).

The traditional model has also fostered negative perceptions when it comes to active engagement opportunities. For instance, public meetings that are legally required and are a place for public participation were seen by residents as ineffective because they believed the council members had already made up their minds (Lowndes et al., 2001). In fact, some believe that government must solve the people's problem because they elected public officials to do so (Everett et al., 2015). Scholars suggest that the traditional model of government has failed to encourage public involvement (Davies, 2001).

Lastly, scholars have found that many community members identify as customers rather than important members in decision-making opportunities. Similar to the private sector, where the customer is always right, they believe the same concept to apply towards local government (Everett et al., 2015). This mindset has caused the loss of identity, responsibility and accountability of the public towards their community (Everett et al., 2015).

Summary

The preceding scholarly review is an attempt to guide and inform the analysis of the Shop Local After School Program. The City of West Covina and the School Districts will benefit from the elements featured that have helped the structuring of working relationships for community engagement. Understanding the benefits and challenges of the partnership models, the priorities and perspectives of stakeholders, as well the relationship with these stakeholders will aid in the purpose of this project, successfully re-launching the Shop Local After School Program.

Based on elements identified, the author selected to design research based on a SWOT analysis for the Shop Local After School Program. A SWOT--Strengths,

Weaknesses, Opportunities, Threats-- analysis of the Shop Local After School Program, in relation to the transformation of community engagement models and government-citizen relations, will help to understand why the design and implementation of the program have had success and issues throughout its term. A SWOT analysis with the program will also offer insight into external opportunities and threats within the operating context (Harvard Business School, 2006a; Harvard Business School, 2006b). This study aims to further contribute to these elements by researching a relationship between two public entities, and how they work to forge community support for new public programs.

IV. Research Design & Methodology

This section outlines the research design and methodology used to analyze the Shop Local After School program in the City of West Covina. The following paragraphs discuss the purpose of this study, methodology, data collection method, and conclude with the limitations associated with this study. This project is IRB approved (IRB-19-227).

The purpose of this project is to determine factors that influence local business participation and student enrollment in the Shop Local After School program after its third year of implementation. A SWOT analysis -- Strengths, Weaknesses, Opportunities and Threats-- was selected to identify internal capabilities, i.e. strengths and weaknesses of the program, as well as external opportunities and threats (Harvard Business School, 2015). The SWOT Analysis intends to provide information about the structure of the program to inform goals and strategy when making a plan to re-launch the Shop Local After School Program. Community engagement will be operationalized for the purposes of this study as an increased participation from local businesses and enrollment of students in the program.

To complete this qualitative study, the level of analysis selected is the Shop Local After School program staff who are currently managing the program. This staff includes city management and staff from three participating school districts'. This research examined each staff's perceptions of and experiences with the program in regards to where the program currently stands, where it can improve, where challenges are found, opportunities it can take, and obstacles that have been faced. This qualitative data was examined to find themes such as the role of government vs. stakeholders, and

community–government relations within the staff of the Shop Local After School program.

Data Collection

To develop a SWOT Analysis, the author selected to conduct a focus group. The focus group included participants all of whom were selected strictly based on their role within the program. Those in attendance were four representatives of the City of West Covina; Mayor, City Manager, Assistant City Manager, and Economic and Housing Manager as well as representatives from each School District which include; WCUSD’s Director of Secondary Curriculum and Instruction, CVUSD’s Assistant Superintendent of Educational Services, and RUSD’s Superintendent and Public Relations Officer. These eight participants are all the eight individuals managing the Shop Local After School Program.

City of West Covina	School District
<ul style="list-style-type: none"> ● City Manager 	<ul style="list-style-type: none"> ● West Covina Unified School District - Director of Secondary Curriculum and Instruction
<ul style="list-style-type: none"> ● Assistant City Manager 	<ul style="list-style-type: none"> ● Covina-Valley Unified School District - Assistant Superintendent of Educational Services
<ul style="list-style-type: none"> ● Economic Development & Housing Manager 	<ul style="list-style-type: none"> ● Rowland Unified School District - Superintendent
<ul style="list-style-type: none"> ● Mayor 	<ul style="list-style-type: none"> ● Rowland Unified School District - Public Relations Officer

Table 1: Management Team for Shop Local After School Program

These subjects were contacted via email to introduce the study and request their participation. First contact with the respondents described the goals of the study as well

as an explanation of any potential risks to their involvement. They were given the opportunity to either consent to participate or decline. Upon receiving consent from the subjects, a meeting was scheduled based on the participants' availability to attend the focus group discussion. Once a time was agreed upon, the participants were notified of the date, time, and location. The location was held in an area that was comfortable for the subjects, West Covina City Hall, specifically the City Manager's Office, to have enough space, interact, and discuss the Shop Local After School program. This focus group discussion lasted approximately 40 minutes. If the author required a follow up with participants regarding comments made during the focus group, the author sought permission at the focus group.

During the focus group discussion, subjects were advised that the meeting would be recorded but kept confidential. This focus group discussion was recorded on a mobile phone. To assure confidentiality, the participants were informed that the recording would be uploaded on the authors' hard drive locked behind a password code. The subjects were then re-introduced to the study and given the opportunity to once again consent or withdraw. The author served as the facilitator of the meeting and informed the focus group of the purpose of the study, and the rules of the focus group. At that point, the facilitator began to ask questions based on a script prepared to complete the SWOT analysis. The nature of the questions consisted of (1) what is the most valued aspect of the Shop Local After School program, (2) what are some of the challenges in the program, (3) going forward, what is the mission, vision and of interest, (4) and moving forward what are the concerns (See Appendix K).

It is important to note that prior to the conduction of the focus group session, the author developed a fact sheet for the participants that allowed quantification of the program. The fact sheet¹⁰ was informed by the background information gathered. It provided quantification of the internal factors of the program; number of participating businesses, revenue collected, website availability, programs available, as well as quantity of students who benefited from participating in these programs. This information further aided in testing internal perceptions of the program's strengths and weaknesses during the focus group discussion.

To triangulate data gathered in the focus group, the author will discuss information retrieved from publicly accessible information that includes documentation retrieved online pertaining to the Shop Local After School Program. This discussion aims to validate or contradict findings discussed in the focus group session.

Limitations

This research and design has its limitations. The focus group is limited on information retrieved from the management team that conducts the Shop Local After School program. This study does not cover those receiving the benefits of the program or those sponsoring the program. There is tremendous room for study when it comes to the receivers. Nevertheless, the findings of this study will be beneficial to the management team to aid in the improvement of the program.

¹⁰ See Appendix J

V. Findings and Analysis

This section presents the findings of the information gathered in the focus group session. A SWOT matrix is displayed below to clearly identify findings of the SWOT analysis. This SWOT analysis will discuss the internal strengths and weaknesses as well as external opportunities and threats of the program. This discussion will be followed by supporting data in the internal factors of the program revealed in publicly available documentation. Finally, we will conclude the analysis portion by using the SWOT matrix to develop options available for the Shop Local After School Program. The SWOT matrix is intended to be used as a decision-making and evaluation tool when developing the revisions and plan for the re-launch of the Shop Local After School Program.

	(S) Strengths	(W) Weaknesses
Internal	S1: Beneficial for Youth S2: Building Relationships	W1: Lack of Role Identification W2: Limited Staff W3: Lack of Program Plan/Information W4: Employee Turnover
	(O) Opportunities	(T) Threats
External	O1: Update Sponsorship Packages O2: Validate Program O3: Develop a Joint Plan	T1: Opposition from Boosters T2: Bureaucracy

Table 2: SWOT matrix

5.1 Strengths

5.1.1 Beneficial for Youth

There was strong agreement among both the School District representatives and City of West Covina representatives that the Shop Local After School Program would first and foremost benefit the youth community of the City of West Covina. The free after

school programs that would be sponsored enabled the addition of programs in the performing arts.

“I think we can all agree that this is hugely beneficial for the students in middle school and high school. Being able to provide them with free programs and potential of getting internships and trade schools is great (Focus Group Discussion, 2020).”

5.1.2 Building Relationships

City representatives expressed optimism in being able to build partnerships within the community. They emphasize their commitment to building relationships with their school districts, as well as local businesses. The School Districts agreed that having a relationship with the City is important to the success of the program.

“I think it is great to build partnerships as a way to boost our connection with local businesses. We also want to continue to build relationships with our school districts (Focus Group Discussion, 2020).”

There was a perception of opportunity from all involved to make this program as successful as possible.

5.2 Weaknesses

5.2.1 Lack of Role Identification

Almost overwhelmingly, both City and School Districts’ described that identifying what their role was within the program was a problem. They did not understand what their function was and whether they have had defined functions in the past. The School Districts’ had a stronger voice in describing this as a large problem that had and continues to hinder the programs’ effectiveness.

“Since I was here from the beginning, I think the biggest challenge we have had is figuring out what role the City would play and what role the District would play (Focus Group Discussion, 2020).”

Furthermore, they both identified the lack of role identification as a possible reason for minimal business participation in the program. They went on to clarify that since the program began, no plan was created to address this concern. There was more comment by the School Districts on this topic than by City Staff.

5.2.2 Limited Staff

The discussion quickly turned into why there had not been promotion of the program. The weakness cited was limited staff on behalf of both institutions. The School Districts also indicated that it would be difficult to garner other participation from staff and parents in terms of trying to gather more sponsorship for the program.

“[...] in terms of soliciting donations and actively fundraising for another program is where the concerns surfaced. We have limited staff to promote the program (Focus Group Discussion, 2020).”

Perceptions stemming from this discussion began to show. It seemed that the City wanted the School Districts to perform a higher role within the program, while the School Districts seemed to want the City to do promotion and solicitation. There was discord among participants when it came to fostering solutions.

5.2.3 Lack of Program Plan/Information

A concern raised by both institutions was that the program lacked information available to the management team, public, and potential sponsors. There were frustrations among participants regarding what the programs’ goals are and what the intention is.

School District: “Would it be possible to put funds towards STEM programs instead (Focus Group Discussion, 2020)?”

City: “The point of the program is to create new performing arts programs for students. [...] We need to be able to provide for students that don't do stem (Focus Group Discussion, 2020).”

The perspective of the School Districts was that they wanted to apply funding towards STEM programs, but the City wanted performing arts programs. There seemed to be tension in that statement. However, there was agreement that it is important to have performing arts programs for students.

5.2.4 Employee Turnover

It was difficult for participants to fully inject themselves into the discussion of the program because some had just learned that they would be leading it.

“[...] I thought the program was dormant...(Focus Group Discussion, 2020).”

Others had been a part of the program in the past, but believed the program to have been inactive. They believed this to be the case because there had been no communication between either institution as to the status and update of the program.

5.3 Opportunities

5.3.1 Update Sponsorship Packages

Clear consensus came from the group when asked what could be done better. They agreed on updating sponsorship packages. The School District representatives perceived that having such a large gap between packages would hurt small businesses.

“I think moving forward we need to update the sponsorship packages. They seem really far spread out. It doesn’t make sense to me that we have such a wide range of sponsorships with minimal recognitions for the gap (Focus Group Discussion, 2020). ”

The City also mentioned that there had to be a reason for businesses to buy into the program. This could be an area to provide that reasoning. Another comment by the School District was the need to mention that participating in the program is a yearly

contribution instead of a one-time sponsorship. One School District in particular believed that they would have a harder chance of garnering sponsorships for their School District based on geographic location.

5.3.2 Validate Program - i.e. Why it is beneficial

More information to sponsors is critical for the future of the program. Both institutions emphasized transparency and the need to communicate with stakeholders to inform them of the program.

School District: “We need to find a way to let businesses know where their money is going.”

City: “Yes. We need to give sponsors reasons to buy into the program (Focus Group Discussion, 2020).”

There was common perception that not enough information was available for the program. Websites were discussed as an opportunity to provide information as well as the usage of the awards given in the sponsorship packages to provide validation for the program.

5.3.3 Develop a Joint Plan

A major breakthrough to the future of the program was the agreement to create a yearly joint plan. It was discussed that creating a plan every year would help to keep track of the program and its functions. At this point in time there were some School Districts that put money towards programs that did not involve performing arts. In doing a yearly plan, they emphasized the opportunity of having more accountability and ability to define the plan.

“I think we can build if we do the yearly plans to promote viable programs, then we can promote them and create awareness through Kiwanis and other service groups (Focus Group Discussion, 2020).”

A consensus was reached that this would be an optimal opportunity to take advantage of because this would help in developing measurement parameters to define what success means for this program.

5.4 Threats

5.4.1 Opposition from Boosters

The threat of facing opposition from parents in booster clubs was mentioned early on in the conversation. The School Districts perceived that soliciting funds from local businesses could jeopardize other programs that are already a part of the schools normal functions.

“When we look to our active parents to assist, they generally prioritize the specific programs that their children are in and fundraise for those booster organizations or local school PTA’s [...] (Focus Group Discussion, 2020).”

The City did not perceive this to be as much of a problem as the School District perceived it to be. The City believed that there were plenty of businesses in the City that would not cause a disruption in other programs.

5.4.2 Bureaucracy

Having two institutions serve as the implementers of the program has led to problems not normally faced in private partnerships. Both School Districts and the City found that they had to follow implemented rules of the institutions they served. It was discussed that soliciting was frowned upon and that students would not be able to solicit for the programs they are a part of either.

“[...] our school district frowns upon soliciting. These are rules we have to follow when it comes to that (Focus Group Discussion, 2020).”

Evidence of Internal Factors

The focus group discussion analysis allowed us to detect what participants perceived the internal strengths and weaknesses of the Shop Local After School Program. It is of equal importance to ask if all documentation available to the public verifies findings of the strengths and weaknesses divulged in the focus group session. This documentation can be found in Appendix A through I. Validating information allows the ability to develop options for the re-launch of the Shop Local After School Program with accurate detailed information of the strengths and weaknesses; as well as take into account the opportunities, and threats displayed in the SWOT Matrix.

	Evidence of Strengths	Evidence of Weaknesses
City Council Meeting minutes (Appendix A)	-5/0 approval from the City Council to forge a relationship with WCUSD and CVUSD	N/A
Letter to Businesses (Appendix B)	-Explains that the program is for businesses whom would receive increased brand awareness and marketing - Explains benefits to children of West Covina with enriching programs in science, engineering, music, dance, robotics, cultural arts and more.	Letter is outdated: -Does not have the names of current council members -Does not have RUSD as part of the program -Letter still says it is a new program -Does not say it is for middle school and high school students
Sponsorship Packages (Appendix C)	-Clearly outlines recognition to businesses who participate	-Sponsorships are very far spread apart in donation amounts
City of West Covina Website (Appendix D)	-Gives clear information about the program and provides links to participating School Districts for more information -Promotes the businesses participating above the Silver package on their website	-Two of the links (CVUSD and RUSD) do not work -Sponsors have different donation amounts compared to those reported on the WCUSD website -No mention of which specific programs are sponsored -No mention of where money is going (which school district) -Does not say who is in charge or who to contact
West Covina Unified School District Website (Appendix E)	-Clear information about the program -Names what programs are being supported -Provides sponsorship package information -Promotes sponsors on their website	-Does not say who is in charge or who to contact if any questions -No pictures of students

	-Provides information of where to mail donation or donate via Paypal	
Business in West Covina (Appendix F)	-There is an increase in the number of businesses starting up in West Covina	-There is not enough information to suggest that it is due to the Shop Local After School Program
2016 Sales Tax Revenue and Projections (Appendix G)	N/A	-There is no information as to whether sales tax from businesses participating in the program are contributing to sales tax revenue of the City
City Council Goals (Appendix H)	-Council’s goal was to develop the “After School” program with the school districts (2016-2017) -Council goal was to expand the “After School” program with the school districts (2017-2018) -Council raised over \$40,000 for shop local while providing local schools opportunities to conduct public performances at the Lakes Entertainment Center (2018-2019)	N/A
City Manager Insights (Appendix I)	-City sought to maintain city services and programs with diligence and creativity -Seeks to enhance city image and effectiveness -Seeks to enhance city programs and activities -Seeks to engage in proactive economic development	N/A

Table 3: Information Retrieved from Public Documentation

Evidence of Strengths

The focus group revealed that the strengths of the program were: (S1) beneficial for youth and (S2) building relationships. From the information retrieved from documentation, we find that both of these strengths are validated; however we find that there is outdated information and misinformation throughout.

Based on letters sent to businesses, there are explanations that inform about the benefits to children of West Covina through the Shop Local After School Program. These benefits would be enriching programs in science, engineering, music, dance, robotics, cultural arts, and more. This information is also presented on the City of West Covina website and WCUSD website. The City of West Covina website provides an overview of

the intent of the program and provides links to participating School Districts' websites to get more information. When being directed to the WCUSD website, we do find evidence of two schools being supported by the program: West Covina High School Choir Department and the Hollencrest Middle School Color Guard. It is important to note that there is no public information as to whether this is beneficial to youth in CVUSD and RUSD because the links available are no longer active.

Although we find validation of the benefits to the youth community, there is misinformation as to the definition of who the youth they refer to is. In the focus group session, we found that the program is designed for middle school and high school students. However, there is no information shared to the public about this specification. In the City website, we find that the School District aims to provide opportunities for children in elementary school through high school while no other mention of specifics is given in any other documentation.

Building relationships was also determined to be a strength and an important factor to the success of the program. All participants expressed optimism in building relationships with each other as well as local businesses. Evidence of this strength can be traced back to the first initial council meeting where the relationship was forged. The approval of the Shop Local After School Program was unanimously supported by all council members. The meeting was also attended by WCUSD and CVUSD to provide support for the approval of the program. This validates the building of the relationship between the School Districts and the City. Furthermore, it has also been part of the council's goal to develop this program as well as expand it throughout the last couple of years.

In terms of building relationships with local businesses, there is evidence in the letter sent to businesses where they ask them to participate in the program for a mutually beneficial relationship. The mutually beneficial relationship would be forged by recognizing businesses at City Council and School District meetings per the Sponsorship Package. There are businesses named in the City website as well as WCUSD, but none represented in CVUSD and RUSD. Despite there being advertisements on the websites, there is no evidence to show that the businesses are getting branded more or have increased their sales because of the program. The only relationship that seems to have been built through the program is the opportunity for local schools to conduct public performances at the Lakes Entertainment Center. However, there is no evidence of any contribution to the program itself from that entity.

Evidence of Weaknesses

The focus group revealed four weaknesses: (W1) lack of role identification, (W2) limited staff, (W3) lack of program plan/information, and (W4) employee turnover. Documentation was able to provide additional information for all weaknesses identified with the exception of (W2) limited staff. There is no supporting information available to the public that verifies that there are limited staff members at both the City and the School Districts.

Not being able to identify roles was a weakness described by all participants as a concern for the future of the program. In the documentation reviewed, there is no mention of who currently is in charge of the program or who to contact for further questions. However, there is information of who attended the City Council meeting when the

program was approved. City Council meeting minutes suggests that Councilmember Wu and City Manager Freeland had information about the program as they were the ones who presented the concept at the council meeting. In addition, WCUSD's Director of Secondary Instruction and Curriculum, Gloria Duncan, presented the districts' proposal for programs they would fund. CVUSD was represented by Elizabeth Eminhizer, Assistant Superintendent for CVUSD, Manny Burciaga, Assistant Principal at South Hills High School, and Dr. Mathew Kodama, Principal at Traweek Middle School. They also presented options for after school programs to fund.

During the focus group, one of the participants informed us that they had been part of the program since the beginning and that this has always been a challenge. However, this participant was not at the City Council meeting when the program was approved. This leaves questions as to who was actually involved in the program. It seems that there was some information at the time as to who was part of the program, however there is not enough evidence to support who had what role.

Another concern raised during the focus group was how the program lacked information to the management team, public and potential sponsors, as well as not having a goal for the program. In the available documentation, we do not see whether or not there is evidence to support, or contradict, if the management team had sufficient information about the program as we only have access to what is publicly accessible. However, there is evidence to suggest that there is miscommunication between the School District and City. Both the City and WCUSD websites show sponsoring businesses, however they show different sponsored amounts from the businesses participating. As for information to the public, there is only the information available via

the City website and WCUSD website. It seems that the information about the program is catered for potential sponsors rather than the public. By public we refer to residents of the City of West Covina. There is no evidence that demonstrates the program being advertised to residents to encourage them to shop at businesses that participate in the Shop Local After School Program.

Contrary to what was discussed in the focus group, there is plenty of information about the program for businesses to join. Documentation on both websites reveals that the information about the program is extremely outdated. There is evidence in the letter sent to businesses which still have the signatures of former council members, not the current elected. The letter also does not have RUSD as part of the program. In addition, the program is still being called “new” although it has been in existence since September 6, 2016.

Not having a linear goal as to which type of programs would be funded was considered a weakness. The School Districts looked to fund STEM programs, but the City pointed out that the program intended to provide new performing arts programs. Documentation presents evidence of misinformation as to the definition of what programs would be pursued. The initial City Council meeting had presentations that included STEM programs to be funded. Furthermore, the City website also names science and engineering as programs that would be provided. The WCUSD website does not specify what types of programs they provide as a result of the Shop Local After School Program. This misinformation could be caused by the change in management. No further information or documentation is available about this topic.

There is not enough evidence that reveals employee turnover occurring at the School Districts. However, the City website does provide information about a new City Manager being hired as well as an Assistant City Manager. Despite this information, there is not enough evidence to suggest that these roles played a part in the Shop Local After School Program. It was only as a result of the evaluation of this program that we found that new leadership had to be assigned.

Overall, the Shop Local After School Program seems to be an active program only between the City of West Covina and WCUSD. Without a website for CVUSD and RUSD, there is no reason to believe that they are participating. The internal strengths and weaknesses that came forth in the focus group can mostly be verified through the documentation available to the public. However, any contradiction that was discovered via documentation can be attributed to three factors: miscommunication, misinformation, and outdated information.

VI. Conclusion and Recommendation

The purpose of this project was to analyze and revise West Covina's community engagement program Shop Local After School, propose revisions, and develop a plan for its' re-launch. Through the identification of themes that emerged from the literature, a number of transferable driving factors came to light that will be utilized in the Shop Local After School Program's re-launch plan. Literature explained how government has an important role to shape, develop, and influence the way community engagement is accomplished (Lowndes et a., 2001, Gaventa, Valderamma, 1999). Through this, it was discovered that roles and responsibilities stem from internal mechanisms of the organization itself and how they have been impacted based on the development of the partnership model. Moreover, perceptions towards community engagement have influenced participation and engagement practices in cities (McCloskey et al.,2011). These themes led to a focus group styled methodology to aid in the analysis of West Covina's Shop Local After School Program to determine if these themes emerged within the management team of the program.

The focus group session methodology was used to develop a SWOT - strengths, weaknesses, opportunities, and threats - analysis. The findings in the internal factors of the program (strengths and weaknesses) were corroborated with information that was publicly available to verify or contradict information that emerged from the focus group. The program saw strengths in its benefit towards the youth community as well as being able to build relationships with stakeholders participating in the program. Weaknesses discussed identify elements that include lack of role identification, limited staff, lack of information and plan for the program, and high employee turnover as challenges in the

program's structure. Based on documentation, elements to take into consideration for strengths and weaknesses are miscommunication, misinformation, and outdated information. The program saw many opportunities to update sponsorship packages to entice more businesses to participate, create validation of the program through transparency measures, and finally develop a joint yearly plan to identify the goals of the program that include performance measures of what success means. Threats included opposition from parents who were actively involved in gathering funds for other school programs as well as the bureaucratic system that both School Districts and City had to follow.

The SWOT Matrix developed helped identify ways to offset threats and weaknesses based on strengths and opportunities discovered. In order to minimize the threat of booster clubs potentially hindering the promotion of the program, the strength of building relationships can help. The program intends to follow its strengths - benefit the youth by building a relationship with the boosters. They can potentially minimize potential conflict by addressing the goals of each entity to benefit the youth of both the program and the boosters. To mitigate the threat that bureaucracy has on the program itself, the City and School Districts can look into building relationships with businesses and other community groups that would be willing to take the promotion portion of the program. This has been where the program see's the most conflict. In doing so, they avoid having to go through a bureaucratic systems and streamline the process through a different avenue.

To take advantage of the opportunities of developing a joint plan, as well as validating and updating the program, it is of the greatest importance to address the

weaknesses. This project can be used as an opportunity by using the draft updated sponsorship package (Appendix N), draft updated letter to businesses (Appendix M), as well as the draft plan to re-launch the program (Appendix L). These items will help in identifying roles as well as addressing the lack of a plan and information for the program. A weakness identified that cannot be possibly addressed within the structure of this project is employee turnover. This program does not have control of who is selected as leadership and whether there is limited staff to perform duties. However, the best way to mitigate problems arising from these issues is by building relationships, to get more people to help with the program, as well as implementing a plan so that no further miscommunication or misinformation occurs.

The findings of this study will further inform scholars of the internal organizational structures used for community engagement practices. It will further contribute to how internal mechanisms have, in fact, hindered the way engagement is practiced within institutions, but can be mitigated by clearly defining roles, responsibilities, and the development of partnerships outside of the internal organization. In addition, this study will serve as a way to further help define partnerships within two public institutions and how they came to collaborate for a common purpose.

Recommendations

Based on the findings from this study, an update of current publicly accessible information is recommended. This includes active websites from the City and WCUSD as well as creating websites for CVUSD and RUSD. All should contain the same information to avoid confusion across the board. An updated sponsorship package and an updated letter to businesses are also recommended. Drafts of both of these items can be

found in Appendix M and N for the convenience of the institutions. A plan for the re-launch of the program is also recommended (Appendix L). This plan is to include the following: 1) define what the program is and who it is benefiting; 2) identify who the management team is; 3) identify responsibilities of the program; 4) identify which role is accountable for the responsibilities; 5) include a yearly review of the program to allocate funds to targetable programs; 6) finally, insert the usage of the fact sheet as a way to measure the success of the program.

Final Remarks

The Shop Local After School Program is a functional program that can be replicated through collaboration. The City of West Covina only has three school districts within their boundaries, making the facilitation of setting up the program easier. It can be challenging for larger cities with a greater number of school districts to build partnerships with. However they can replicate this program by partnering with one school district at a time. Strategizing a plan, such as the one in Appendix L, which defines what the program is, who has which role, and identifies tasks that each is responsible for, is needed to prevent confusion and misinformation. Once this has been completed, performing a yearly evaluation that asks questions and provides information as those presented in the fact sheet, Appendix J, will help in maintaining the program and re-evaluating when needed.

It is important to comment on the feasibility of the project given the time this project was completed, May 2020, when the world continues to be impacted by COVID-19. In the last couple of months we have witnessed California's Governor Newsom implement the "Stay At Home" order which has caused the closure of

businesses, city halls, government agency offices, and more (California, 2020). These closures have led to a decrease in revenue for cities across the state including West Covina. The impacts of COVID-19 in relation to cities are currently unfolding and will require a separate study to identify. These circumstances have called into question whether the timing of the project is pertinent.

The Shop Local After School Program is a partnership requiring participation from the city, the school districts, businesses, students, and residents. Support for this program requires staff time from both the city and school districts, financial support from businesses to sponsor programs, students participating in programs, and residents shopping at local businesses for the program to fully function. It is imperative to keep in mind the hardships that the entire community is facing and adapt to those hardships to succeed. Hardships include a decrease in staff from city and school districts, loss of revenue for businesses to have the ability to donate, loss of ability to shop local due to closure of shops and depleting revenue due to loss of jobs, as well as uncertainty as to whether school will resume and operate in its physical state or be required to move towards an online platform in the fall of 2020. These hardships are critical elements for the Shop Local After School Program.

Despite hardships, it is important to continue to support the community and find ways to recover from COVID-19. Therefore, I believe that the Shop Local After School Program should be used as a vehicle for recovery. Currently, we are at Stage 1 of the roadmap to reopening the state. As early as Stage 2, we begin to see lower risk workplaces, such as retail (e.g. curbside pickup), manufacturing, offices, as well as more public spaces reopening with guidelines (California, 2020). With reopening, local cities

can begin to re-imagine and redesign the way they interact with their residents to promote local activities and businesses. The Shop Local After School Program can be re-imagined to adapt to the new ways of virtual communication.

Although there may be limited staff to pursue the program, there can be other options such as additional help from community groups, online forums, and student interns. The City can begin by creating a promotion of the Shop Local After School Program via their city website. The goal is to promote local shopping in the available format (e.g. curbside/pick-up/delivery) or any other format required by regulations implemented. The more information available to the public of available options, the more likely they are to shop locally to potentially help recover the city's and businesses' financial loss. Once this facet has been completed, school districts can utilize the Shop Local After School Program as an avenue to promote virtual after school programs if regulations remain through the fall. This option will allow for the awareness of the program as a whole, promote online after school programs, and promote shopping at local retailers. It is not guaranteed that businesses will sponsor after school program, but the sooner the city enthusiastically helps them recover, the more likely they will to help the program later on. In the meantime, school districts can use their available funds to develop at least one after school program, as costs will be less to put them on virtually.

It is my personal belief that although there may be challenges in availability of staff to take on the tasks, there are still students in high school, college, and even retired residents who are more than willing to help pursue the recovery of local businesses and local schools. COVID-19 should not dissuade the pursuit of improving community engagement, but rather utilize it to create awareness of local businesses and promote a

virtual way for after school programs. It is absolutely crucial for cities to begin addressing ways to recover from COVID-19 now rather than wait until Stage 4 when the end of the “Stay At Home” order occurs.

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Appendix A: City Council Regular Meeting minutes - Shop Local After School Program Approval

MAYOR/COUNCILMEMBERS REPORTS

COUNCILMAN TONY WU

25) Shop Local After School Program

It is recommended that the City Council provide staff direction on this item.

Councilmember Wu and City Manager Freeland presented the concept of the proposed after school programs with funding from local business, beginning as a pilot program for Covina Valley Unified School District (CVUSD) and West Covina Unified School Districts (WCUSD).

Gloria Duncan, Director of Secondary Instruction and Curriculum of the WCUSD, presented a PowerPoint presentation outlining the district's proposal for funding to provide STEM (Science, Technology, Engineering and Math) Club, iEdge Tech Academy to learn software architecture and a music program for middle school afterschool programs.

Elizabeth Eminhizer, Assistant Superintendent for CVUSD, along with Manny Burciaga, Assistant Principal at South Hills High School and Dr. Mathew Kodama, Principal at Traweek Middle School, presented a PowerPoint presentation beginning with a background of the school district followed by a proposal for funding for STEAM (Science, Technology, Engineering, Arts and Math) and a program called "Empowering Students through Creativity and Innovation" which gives students access to dance, computer classrooms and culinary education as after school programs.

Discussion ensued between the City Council, staff and school officials regarding the programs and funding.

4

Tuesday September 06, 2016

Motion by Wu and seconded by Johnson to move forward with the implementation of the programs.
Motion carried 5-0 by the following vote:

AYES: Johnson, Spence, Warshaw, Wu, Toma
NOES: None
ABSENT: None

Appendix B: Letter to Businesses



1444 W. Garvey Ave. S,
West Covina 91790
www.westcovina.org



1717 W. Merced Ave,
West Covina 91790
www.wcusd.org



519 E. Badillo St,
Covina 91723
www.c-vusd.org

SHOP LOCAL AFTER SCHOOL PROGRAM!!

Dear Business Owner:

Thank you for being part of the West Covina business community. Your business is vital to our City's success and we appreciate all that you do to make West Covina such a great place to live, work, and play. To show our appreciation, we would like to extend an offer that will enhance your business. We wish to invite you to join the new "Shop Local After School Program" that is designed to encourage residents, and visitors of West Covina, to shop at local retailers who give back to our local schools.

By joining this program, your business will be marketed throughout West Covina with additional promotion and support from our local school districts. As a member of this program, the City and school districts will recognize local businesses who donate funds toward afterschool programs through social media, newsletters, and with a custom made certificate for you to put in your business, acknowledging that you support our local schools.

With your support, your business will receive increased brand awareness and marketing while the children of West Covina benefit from enriching programs in science, engineering, music, dance, robotics, cultural arts, and many other fantastic after school programs.

To get involved and make a lasting impact, please visit our website: www.westcovina.org/shoplocalafterschool and support our local schools. In addition, we have enclosed information on the Shop Local After School Program with the contact information of the West Covina and Covina Valley Unified School Districts that are currently part of the program.

Thank you for your support of our schools and the children in the West Covina community. Your contribution will impact our students and your business through this worthwhile partnership.

Sincerely,

Corey Warshaw
Mayor

Lloyd Johnson
Councilman

Tony Wu
Councilman

Mike Spence
Mayor Pro Tem

James Toma
Councilmember

Appendix C: Sponsorship Packages



Shop Local After School Campaign Annual Sponsorship Packages

Platinum
Level Sponsorship
\$10,000+

- Street Banner
- Recognition at District School Board Meeting
- Recognition at City's televised City Council Meeting
- Recognition in City and District Publications, websites, and social media platforms
- Certificate of Recognition

Gold
Level Sponsorship
\$5,000-\$9,999

- Recognition at District School Board Meeting
- Recognition at City's televised City Council Meeting
- Recognition in City and District Publications, websites, and social media platforms
- Certificate of Recognition

Silver
Level Sponsorship
\$2,500-\$4,999

- Recognition in City and District Publications, websites, and social media platforms
- Certificate of Recognition

Bronze
Level Sponsorship
\$500-\$2,499

- Certificate of Recognition

Payment can be made online, via check or cash directly to the District. Checks can be made payable to:

"West Covina Unified School District"

Attn: Shop Local After School, West Covina Unified School District, 1717 West Merced Avenue, West Covina, CA 91790
OR

"Covina Valley School District"

Attn: Shop Local After School, Covina Valley Unified School District, 519 East Badillo Street, Covina, CA 91723
OR

"Rowland Unified School District"


Attn: Shop Local After School, Rowland Unified School District, 1830 S Nogales Street, Rowland Heights, CA 91748

Appendix D: City of West Covina - Shop Local After School Website


- Shop Local After School Program
- Local Schools Fine Arts Performances
- Special Events
- Transit Services
- West Covina Youth Council
- Youth Sports
- Volunteer West Covina

The City of West Covina, in partnership with the West Covina and Covina Valley Unified School Districts, has launched a new program and business opportunity to benefit our local youth. The new "**Shop Local After School Program**" is designed to encourage residents and visitors of West Covina to shop at local retailers that give back to local schools. With local businesses' support, the children of West Covina will benefit from enriching programs in science, engineering, music, dance, robotics, cultural arts, and many other after school programs while businesses receive increased brand awareness and marketing.


The school districts in West Covina have a strong commitment to academic excellence and this supplemental after school program aims to provide opportunities for children in elementary school through high school to experience science, technology, engineering, arts and math (STEAM). Some children are not engaged in the classroom with the core curriculum, and non-traditional programming helps them stay in school. The program, once fully funded, will offer initiatives such as a culinary art class, or computer game engineering to students who either don't have the means or the availability in their daily school schedules. This program will expose them to new experiences they might have otherwise missed. The City of West Covina and the West Covina and Covina Valley Unified School Districts are currently seeking local business support for this new program for the youth in the community. To learn more about sponsoring a local after school program, please click [here!](#)



1717 W Merced Ave
West Covina, CA 91790
www.wcusd-ca.schoolloop.com/shoplocal

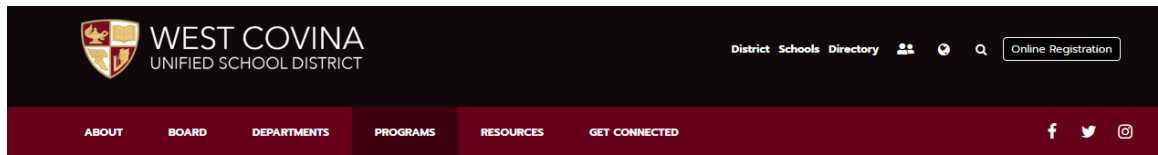


519 E. Badillo St,
Covina, CA 91723
www.c-vusd.org



1830 S Nogales Street
Rowland Heights, CA 91748
www.rowlandschools.org

Appendix E: WCUSD - Shop Local After School Website



Shop Local After School Program

The Shop Local After School Program is dedicated to enhancing educational opportunities for the students of the West Covina Unified School District. The program, with the generous backing of participating businesses in West Covina, will fund a variety of enrichment opportunities for students.

We are currently supporting the following secondary programs:

- Hollencrest Middle School's Color Guard
- West Covina High School Choir Department

The West Covina Unified School District accepts donations on an on-going basis. To make your tax-deductible donation today, select a sponsorship package and method of payment below.

Sponsorship Packages

- Platinum**
- Gold
- Silver
- Bronze

PLATINUM LEVEL SPONSORSHIP \$10,000+

- Street Banner
- Recognition at District School Board Meeting
- Recognition at televised City Council Meeting
- Recognition in City and District publications, websites, and social media platforms
- Certificate of Recognition for display

Support our Programs

The West Covina Unified School District accepts donations on an on-going basis.

To make your tax-deductible donation today, select a sponsorship package and method of payment. Payments can be made online, via check or cash directly to the District.

DONATE VIA PAYPAL →

If you prefer to send a check, please write the check to the order of West Covina Unified School District with a notation indicating the "Shop Local After School Program."

Checks can be mailed to:

Appendix F: Businesses in West Covina from 2016-2020

Calendar Year	In City [Commercial]	In City [Residential]	In City [Home Business]	In City [Total]
2015	1,823	263	606	2,692
2016	1,961	259	661	2,881
2017	2,202	261	649	3,112
2018	2,326	258	692	3,276
2019	2,376	264	678	3,318
2020 [YTD]	2,332	256	654	3,242

Appendix G: 2016 Sales Tax Revenue and Projections

2015-16 Sales Tax Adopted	2016-17 Sales Tax Adopted	2017-18 Sales Tax Adopted	2018-19 Sales Tax Adopted
16,925,000	16,799,000	17,048,000	16,525,000*

2015-16 Sales Tax Actual	2016-17 Sales Tax Actual	2017-18 Sales Tax Actual	2018-19 Sales Tax Adopted	2019-20 Sales Tax Proposed
17.1	16,503,563	16,316,947	16,525,000*	16,900,000*

Appendix H: City Council Goals 2016-2020

2015-16 Goals & Objectives	2016-17 Goals & Objectives	2017-18 Goals & Objectives	2018-19 Goals & Objectives	2019-20 Goals & Objectives
Hire new city manager and full time human resources director	Continue to support business-friendly efforts of the CED	Expand “after school” programs with school districts	Continue to support business-friendly efforts of the CED	Continue to support business-friendly efforts of the CED
Continue to support business-friendly efforts of the CED	Develop “After School” programs with School Districts	Continue to support business-friendly efforts of the CED	Accomplished raising over \$40,000 in sponsorships for shop local. Also provided local schools opportunities to conduct public performances at the lakes entertainment center.	Overhaul City website to enable enhanced civic engagement
Reduce city staff turnover as measured by percentage	Accomplished hiring a new city manager, deputy city manager, and human resources director	Develop new Branding/Marketing campaign for West Covina		Identify new areas of redundancy or possible innovations to streamline process, reduce costs, and add new beneficial services
				Reach out to local organizations for more inter-organizational cooperation
				Accomplished transitioning community economic development (CED) into the newly formed community development department.

Appendix I: City Manager Insights 2016-2020

2015-16 CM Insights	2016-17 CM Insights	2017-18 CM Insights	2018-19 CM Insights	2019-20 CM Insights
General fund has been negatively impacted in the past number of years by economic recession, increases in pension costs, the State's elimination of redevelopment, and the State's raid of local revenues.	Sales tax revenues represent 29% of general fund revenues. Still predicted to increase because of addition of new commercial and retail outlets.	Sales tax represents 27% of the general fund.	Sales tax represents 25% of the general fund.	Council goals are to achieve financial stability and sustainability. Enhance the city image and effectiveness. Enhance city programs and activities. Engage in proactive economic development.
Sales tax revenues represent 29.5% of general fund revenues.	Added an economic development specialist to further address the expansion of economic development efforts in West Covina.	Sales tax revenues are projected to remain flat over the course of the next few years	Minimal growth in sales revenues	
Community and Economic Development (CED) created and tasked to promote economic development in the community among other things. They are responsible for City's economic development programs and activities through a proactive marketing campaign that aggressively markets West Covina opportunities to over 1,800 prospective tenants, and promotes West Covina as a "business-friendly city"	The City's financial goal is to provide an appropriate level of municipal services with the ability to adapt to local and regional economic changes, while maintaining and enhancing the sound fiscal condition of the city. The City's General Fund has been negatively impacted in the past number of years by the economic recession, increases in pension and health care costs, the State's elimination of redevelopment, and the States raid of local revenues.	Maintaining city services and programs will require diligence and creativity from both the City council and staff in order to meet the growing demands of the community in the face of deceleration revenue growth. Staff will continue to present these challenges to the community and take appropriate measures to address them.	Staff is expecting a multi-million dollar budget deficit for FY 2019-2020	
			Sales tax revenues are projected to remain flat over the course of the next few years	

Appendix J: Fact Sheet

Snapshot of the Shop Local After School Program 2016-2020

<u>Entity</u>	<u>Participating Businesses</u>	<u>Sponsorship \$ Amount</u>	<u>Programs Offered</u>	<u>Students Participating in Programs</u>
West Covina Unified School District	14	\$42,100	2 - West Covina Choral Union Club, Hollencrest Middle School After School Flags Program	*Program 1: approximately 90 *Program 2: approximately 25
Covina-Valley Unified School District	2	\$8,000	3 - After School Tutoring Math, After School Tutoring CAASPP Prep, Vex Robotics	*Program 1: more than 50 *Program 2: more than 50 *Program 3: 34
Rowland Unified School District	3	\$9,000	3 - Band, Orchestra, Mariachi	*Program 1: 40 *Program 2: 40 *Program 3: 20
City of West Covina	10	0	0	0

Revenues and Expenditures 2016-2020

Entity	Revenue	Expenditures	Remaining Balance
West Covina Unified School District	\$42,100.00	\$21,590.77	\$20,509.23
Covina-Valley Unified School District	\$8,000.00	\$5,000.00	\$3,000
Rowland Unified School District	\$9,000.00	\$6,000.00	\$3,000.00
City of West Covina	\$63,500 <i>(collected by schools not city)</i>	0	0

Businesses Participating as Reported by Entities (discrepancies are highlighted)

City of West Covina	WCUSD	CVUSD	RUSD
85C Bakery - \$15,000	85C Bakery - \$5,000	West Covina City Council - \$5,000	Aurio Lighting - \$1,000
McIntyre Company - \$10,000	Xuan Zhang Meditation Monastery - \$5,000	CAAWC - \$3,000	85C Bakery - \$5,000
EDI Media - \$10,000	McIntyre Company - \$5,000		CAAWC - \$3,000
Penske Mercedes Benz - \$5,000	Penske Mercedes Benz - \$5,000		
Xuan Zhang Meditation Monastery - \$5,000	EDI Media - \$5,000		
LTG South Hills - \$5,000	LTG South Hills - \$2,500		
HK2 - \$2,500	HK2 - \$2,500		
Jones & Mayer - \$2,500	Jones & Mayer - \$2,500		
Aurio Lighting - \$6,000	Royal Coaches - \$2,500		
Royal Coaches - \$2,500	Aurio Lighting - \$2,000		
	Crestview Cadillac - \$1,000		
	David Kuo - \$1,000		
	CAAWC - \$3,000		
	Unknown - \$100		

Website Activity

Entity	Active Website
City of West Covina	✓
WCUSD	✓
RUSD	X
CVUSD	X

***This information is current as of 2/3/2020*

Appendix K: Focus Group Questions

1. What have been some of the strengths of the program?
2. What have been some of the challenges with the program?
3. What would you do differently?
4. Would you update anything?
5. What ideas do you have to move forward?
6. What are your concerns in growing the program?

Appendix L: Draft Plan for Re-launch

The Shop Local After School Program is a yearly opportunity for local businesses to become community partners with the City, West Covina Unified School District, Covina-Valley Unified School District, and Rowland Unified School District. To become a community partner, a local business must sponsor an after school program at the School District of their choice. When a local business becomes a community partner, they have the opportunity to receive recognition by both the City of West Covina and their selected School District. In addition, they have the opportunity to work with the City and School District to brand and market their business to local residents to enhance their capacities. This opportunity intends to benefit both the business community and youth of West Covina.

Goals and Performance Measures

The purpose of this program is to provide yearly free after school programs in the performing arts for West Covina middle school and high school students while building partnerships with local businesses. To achieve this purpose, goals must be set:

Goal 1: Develop new free yearly programs while maintaining available ones for students.

Goal 2: Encourage students to participate in the after school programs.

Goal 3: Acquire local businesses to sponsor after school programs.

Goal 4: Market participating local businesses to help improve their sales.

Goal 5: Encourage residents to shop at participating local businesses.

Goal 6: Partner with businesses to develop further opportunities.

This programs' success will be measured in ways that make sense to the City as well as the School Districts. One single definition does not quantify the benefits to both. The City will define success as the number of businesses who participate in the program, as well as the sales tax revenue collected from the participating local business. The City will have these two measurements to quantify whether the program is functioning. The School Districts will define success as the amount of sponsorship revenue collected, the number of programs they are able to provide, as well as the number of students they benefit. These three performance measures will define success for the School Districts. If at the yearly reviews the City or School District finds that their performance measures are lacking, a revision of the performance measures can be implemented.

Management Team

It is the responsibility of the management team to achieve the purpose of this program, responsibilities of the program, as well as achieve set performance measures. They must collaborate and communicate with each other to achieve success.

2020-2021 Team:

City of West Covina - Economic Development & Housing Manager

West Covina Unified School District - Director of Secondary Curriculum and Instruction

Covina-Valley Unified School District - Assistant Superintendent of Educational Services

Rowland Unified School District - Superintendent

Responsibilities of the Program

- Develop a yearly letter to send to businesses
- Update sponsorship packages if necessary
- Develop a yearly plan with information of the after school programs that are to be funded
- Develop a yearly marketing plan
- Mail out letter to businesses
- Provide audit report to City on a yearly basis
- Validate the program to businesses (i.e. provide them with the recognitions established in the Sponsorship Packages)
- Update/Develop websites for the Shop Local After School Program
- Attend yearly meeting
- Lead efforts in marketing plan developed

Role Identification

Identifying who is responsible for each activity listed in the responsibilities of the program is currently unclear and has been a topic of conflict for the group. The following is a sample of who the author suggests should be responsible in the role they have within the Shop Local After School Program.

City of West Covina - Economic Development & Housing Manager

- Develop a yearly letter to send to businesses
- Mail out letter to businesses
- Validate the program to businesses (i.e. provide them with the recognitions established in the Sponsorship Packages)
- Update/Develop websites for the Shop Local After School Program
- Attend yearly meeting

West Covina Unified School District - Director of Secondary Curriculum and Instruction

- Provide audit report to City on a yearly basis
- Develop a yearly plan with information of the after school programs that are to be funded
- Validate the program to businesses (i.e. provide them with the recognitions established in the Sponsorship Packages)
- Update/Develop websites for the Shop Local After School Program

- Attend yearly meeting

Covina-Valley Unified School District - Assistant Superintendent of Educational Services

- Provide audit report to City on a yearly basis
- Develop a yearly plan with information of the after school programs that are to be funded
- Validate the program to businesses (i.e. provide them with the recognitions established in the Sponsorship Packages)
- Update/Develop websites for the Shop Local After School Program
- Attend yearly meeting

Rowland Unified School District - Superintendent

- Provide audit report to City on a yearly basis
- Develop a yearly plan with information of the after school programs that are to be funded
- Validate the program to businesses (i.e. provide them with the recognitions established in the Sponsorship Packages)
- Update/Develop websites for the Shop Local After School Program
- Attend yearly meeting

Collaboration is required

- Update sponsorship packages if necessary
- Develop a yearly marketing plan
- Lead efforts in marketing plan developed

Yearly Meeting

Per discussions with the management team, there is agreement that a yearly review of the program should be conducted. Every year, preferably in late August or early September, there will be a meeting of both the City and School Districts' representatives. At this meeting the responsibilities identified per role will be visited and discussed to develop the required collaborative tasks. Out of the three collaborative tasks,

the most important is the development of a marketing plan for the upcoming year. This marketing plan can include: (1) programs to fund for the following year; (2) amount of funds required to implement planned programs; (3) letter to businesses; (4) sponsorship packages; (5) assignment of who is responsible for which marketing tactics. If the programs' management selects to, they can utilize the fact sheet snapshot as a part of their website to validate the program to businesses who are participating.

Appendix M: Draft Updated Letter to Businesses

Dear Business Owner:

The City of West Covina is excited to announce the plan for the 2020-21 Shop Local After School Program.

The Shop Local After School Program is an incredible opportunity to become a community partner. As a community partner, your businesses will be recognized and have the ability to work with the city and local school districts to enhance your business capacities.

In the last year, we have seen the capability of this program. We saw more than 340 students benefit from free after school programs that were sponsored by local businesses, like yours. We saw children thrive across our three local school districts: West Covina Unified, Covina-Valley Unified, and Rowland Unified School District. Programs we saw include West Covina's Choral Union Club, Hollencrest Middle School Flags Program, Covina-Valley After School Vex Robotics, Rowland Unifields' Band, Orchestra, and Mariachi programs

For this 2020-21 year, we ask our local businesses to become community partners. Help us help your business, and help us continue to give our youth free after school programs.

Our goal is to fund **[insert programs that you look to have funded]** ...

This program would require us to raise **[insert amount needed]**

To become a community partner, please visit our website www.westcovina.org/shoplocalafterschoolprogram to support our local schools.

Enclosed you will find information of the sponsorship packages available as well as contact information of the West Covina, Covina-Valley, and Rowland Unified School Districts.

Thank you for your support of our schools and youth in the West Covina community. Your contribution will impact our students, your business, and community as a whole through this worthwhile partnership.

Sincerely,

Tony Wu
Mayor

Letty Lopez-Viado
Mayor Pro Tem

Dario Castellanos
Councilman

Lloyd Johnson
Councilman

Jessica Shewmaker
Councilmember

Appendix N: Draft Updated Sponsorship Packages

SHOP LOCAL AFTER SCHOOL PROGRAM CAMPAIGN

2020-21 SPONSORSHIP PACKAGES

Platinum \$8,000+

- Street Banner
- Recognition at City's televised City Council Meeting
- Recognition at School District Board Meeting
- Recognition in City publications, websites, and social media platforms
- Recognition in School District publications, websites, and social media platforms
- Certificate of Recognition

Gold \$6,000 - \$7,999

- Recognition at City's televised City Council Meeting
- Recognition at School District Board Meeting
- Recognition in City publications, websites, and social media platforms
- Recognition in School District publications, websites, and social media platforms
- Certificate of Recognition

Silver \$4,000 - \$5,999

- Recognition at School District Board Meeting
- Recognition in City publications, websites, and social media platforms
- Recognition in School District publications, websites, and social media platforms
- Certificate of Recognition

Bronze \$2,000 - \$3,999

- Recognition in City publications, websites, and social media platforms
- Recognition in School District publications, websites, and social media platforms
- Certificate of Recognition

White \$500 - \$1,999

- Recognition in School District websites, and social media platforms
- Certificate of Recognition

Honorary Member \$100 to \$499

Certificate of Recognition