

Board Office Use: Legislative File Info.	
File ID Number:	15-1623
Introduction Date:	09/24/2015
Enactment Number:	15-1434
Enactment Date:	09/24/2015

# Memo

**To:** Board of Education

**From:** Antwan Wilson, Superintendent

**Board Meeting Date:** 09/24/2015

**Subject:** Professional Service Contract

**Contractor:** BADARACCO,CHRISTINA of Berkeley, CA

**Services for:** 991-NUTRITION SERVICES

**Board Action Requested and Recommendation:** Ratification by the Board of Education of a Professional Services Contract between the District and BADARACCO,CHRISTINA, Berkeley, CA, for the latter to provide: Working with Menu Planner Amy Glodde, I will help develop and test new and appealing recipes and pursue new food products for students that simultaneously meet national dietary guidelines and appeal to students, and ultimately help to reduce plate waste. The new recipes in particular highlight local ingredients purchased with our CDFA grant. I will also help to update the district's menu planning database based on additional nutritional information and recipe adjustments that seek to reduce plate waste. I will help develop an assessment and evaluation of plate waste to highlight the impact on consumption from our new recipes and other changes. I will also write a piece for the quarterly Food for Thought publication.

**Background:**  
(A one paragraph explanation of why the consultant's services are needed.)

This is a paid internship in partnership with UC Berkely. The intern assisted Nutrition Services Menu Planner in meal program improvement activities this summer.

**Discussion:**  
(QUANTIFY what is being purchased.)

Working with Menu Planner Amy Glodde, I will help develop and test new and appealing recipes and pursue new food products for students that simultaneously meet national dietary guidelines and appeal to students, and ultimately help to reduce plate waste. The new recipes in particular highlight local ingredients purchased with our CDFA grant. I will also help to update the district's menu planning database based on additional nutritional information and recipe adjustments that seek to reduce plate waste. I will help develop an assessment and evaluation of plate waste to highlight the impact on consumption from our new recipes and other changes. I will also write a piece for the quarterly Food for Thought publication about my experience. I will complete two communications projects: the first will investigate and share information about the safety of heating and serving in plastics, and the second will clarify and explain food reheating procedures in the various school kitchens. Finally, my most significant contribution will involve planning and running components of the back-to-school manager and staff training. This will include components such as teaching new recipes, safety regulations, and other best practices in the kitchen.

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**Fiscal Impact:** Funding Resource name(s) (detailed below) not to exceed \$4,000.00.

\$4,000.00

CHILD NUTRITION SCHOOL PROGRAM

**Attachments:** Professional Services Contract including Scope of Work

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OAKLAND UNIFIED  
SCHOOL DISTRICT

## PROFESSIONAL SERVICES CONTRACT 2015-2016

This Agreement is entered into between BADARACCO, CHRISTINA of Berkeley, CA (CONTRACTOR) and Oakland Unified School District (OUSD). OUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR warrants it is specially trained, experienced, and competent to provide such services. The parties agree as follows:

- Services:** CONTRACTOR shall provide the ("Services" or "Work") as described in **Exhibit "A,"** attached hereto and incorporated herein by reference.
- Terms:** CONTRACTOR shall commence work on 07/01/2015, or the day immediately following approval by the Superintendent if the aggregate amount CONTRACTOR has contracted with the District is below \$86,000.00 in the current fiscal year; or, approval by the Board of Education if the total contract(s) exceed \$86,000.00, whichever is later. The work shall be completed no later than 08/31/2015.
- Compensation:** OUSD agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this Agreement. The compensation under this Contract shall not exceed Four Thousand Dollars and 00/100 Dollars (\$4,000.00) [per fiscal year], at an hourly billing rate not to exceed N/A per hour. This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by Contractor including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

If CONTRACTOR will be compensated hourly for services provided under this Contract, CONTRACTOR shall describe in Exhibit "A," attached hereto, the specific scope of services to be delivered on an hourly basis to OUSD.

OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD, except as follows: N/A.

Payment for Work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after CONTRACTOR submits an invoice to OUSD for Work actually completed and after OUSD's written approval of the Work, or the portion of the Work for which payment is to be made.

The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by the District and in that case must be replaced by CONTRACTOR without delay.

- Equipment and Materials:** CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement except: N/A, which shall not exceed a total cost of \$0.00.

### 5. CONTRACTOR Qualifications / Performance of Services:

**CONTRACTOR Qualifications:** CONTRACTOR warrants it is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.

**Standard of Care:** CONTRACTOR warrants that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

- Invoicing:** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to OUSD. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, but not be limited to: Contractor name, Contractor address, invoice date, invoice number, purchase order number, name of school or department service was provided to, period of service, name of the person performing the service, date service was rendered, brief description of services provided, number of hours of service, hourly rate, total payment requested.
- Notices:** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

**OUSD Representative:**Name: JENNIFER LE BARRESite /Dept.: 991-NUTRITION SERVICESAddress: 900 High St.Oakland, CA 94601Phone: (510) 879-8344Email: Jennifer.LeBarre@ousd.k12.ca.us**CONTRACTOR:**Name: christina badaraccoTitle: Program ManagerAddress: 2918 Deakin St. Apt 5Berkeley, CA 94705Phone: 609-230-4071Email: cbadarac@berkeley.edu

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change of address.

8. **Status of Contractor:** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

9. **Insurance:**

1. Unless specifically waived by OUSD, the following insurance is required:

- i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check one of the boxes below:

☐ CONTRACTOR is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing the performance of the Work of this Contract.

☒ CONTRACTOR does not employ anyone in the manner subject to the workers' compensation laws of California.

- ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

- iii. If CONTRACTOR is offering OUSD professional advice under this Contract, CONTRACTOR shall maintain Errors and Omissions insurance or Professional Liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

**OR**

- iv. CONTRACTOR is not required to maintain any insurance under this agreement. (Completed and approved Waiver of Insurance Form is required from OUSD's Risk Management.) Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

10. **Licenses and Permits:** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

11. **Assignment:** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of OUSD.

12. **Non-Discrimination:** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

13. **Drug-Free / Smoke Free Policy:** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.
  14. **Indemnification:** CONTRACTOR agrees to hold harmless, indemnify, and defend OUSD and its officers, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. CONTRACTOR also agrees to hold harmless, indemnify, and defend OUSD and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to CONTRACTOR in connection with the performance of this Agreement. This provision survives termination of this Agreement.
  15. **Copyright/Trademark/Patent/Ownership:** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
  16. **Waiver:** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
  17. **Termination:** OUSD may at any time terminate this Agreement upon 30 days prior written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
  18. **Conduct of CONTRACTOR:** By signing this Agreement, CONTRACTOR certifies compliance with the following requirements and will provide OUSD with evidence of staff qualifications, which include:
    1. **Tuberculosis Screening:** CONTRACTOR is required to screen employees who will be working at OUSD sites for more than six hours. CONTRACTOR affirms that each employee has current proof of negative TB testing on file and TB results are monitored.
    2. **Fingerprinting of Employees and Agents.** The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to CONTRACTOR's services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: "CONTRACTOR certifies that CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all CONTRACTOR's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by OUSD, or acting as independent contractors of CONTRACTOR, who may have contact with OUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor further certifies that it has received and reviewed fingerprint results for each of its Employees and Contractor has requested and reviews subsequent arrest records for all Employees who may come into contract with OUSD pupils in providing services to the District under this Agreement.
- In the event that OUSD, in its sole discretion, at any time during the term of this contract, desires the removal of any CONTRACTOR related persons, employee, representative or agent from an OUSD school site and, or property, CONTRACTOR shall immediately, upon receiving notice from OUSD of such desire, cause the removal of such person or persons.
19. **No Rights in Third Parties:** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
  20. **OUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** OUSD may evaluate CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:
    1. Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
    2. Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).
  21. **Limitation of OUSD Liability:** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the services performed in connection with this Agreement.
  22. **Confidentiality:** CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement. Contractors will be permitted

access to student data only where permissible under state and federal law and only after executing OUSD's Confidentiality Agreement Regarding Student Data.

23. **Conflict of Interest:** CONTRACTOR shall abide by and be subject to all applicable, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without the prior approval of OUSD Human Resources.

CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of section 1090 *et seq.* and section 87100 *et seq.* of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify OUSD in writing.

24. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov/>).
25. **Litigation:** This Agreement shall be performed in Oakland, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement.
26. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
27. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
28. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
29. **Signature Authority:** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.
30. **Contract Contingent on Governing Board Approval:** OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to CONTRACTOR absent formal approval. This Agreement shall be deemed to be approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.
31. **W-9 Form:** If CONTRACTOR is doing business with OUSD for the first time, complete and return with the signed Contract the W-9 form.

## OAKLAND UNIFIED SCHOOL DISTRICT



☐ President, Board of Education

☒ Superintendent or Designee



Secretary, Board of Education

## CONTRACTOR

christina badaracco

Contractor Signature

Christina Badaracco, Program Manager

Print Name, Title

Form approved by OUSD General Counsel for 2015-16 FY

## EXHIBIT "A" SCOPE OF WORK

[IF A CONTRACTOR PROVIDES AN ACCEPTABLE DESCRIPTION OF SERVICES AS PART OF A PROPOSAL, THAT DESCRIPTION OF SERVICES MAY BE ATTACHED WITHOUT ANY TERMS, CONDITIONS, LIMITATIONS, ETC., FROM THAT PROPOSAL.]

1. **Description of Services to be Provided:** Provide a description of the service(s) the contractor will provide. Be specific about what service(s) OUSD is purchasing and what *this* Contractor will do.

See Attached Scope of Work

2. **Specific Outcomes:** What are the expected outcomes from the services of this Contract? Be specific. For example, as a result of the service(s): 1) How many more Oakland children are graduating from high school? 2) How many more Oakland children are attending school 95% or more? 3) How many more students have meaningful internships and/or paying jobs? 4) How many more Oakland children have access to, and use, the health services they need? Provide details of program participation (Students will...) and measurable outcomes (Participants will be able to...). NOT THE GOALS OF THE SITE OR DEPARTMENT.

1. Prepare & lead aspects of back to school meeting for staff.
2. Update menu planning software.
3. Participate in food vendor meetings.
4. Plan & conduct taste tests

3. **Alignment with District Strategic Plan:** Indicate the goals and visions supported by the services of this contract:  
(Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Ensure a high quality instructional core      | <input type="checkbox"/> Prepare students for success in college and careers |
| <input type="checkbox"/> Develop social, emotional and physical health | <input checked="" type="checkbox"/> Safe, healthy and supportive schools     |
| <input type="checkbox"/> Create equitable opportunities for learning   | <input type="checkbox"/> Accountable for quality                             |
| <input type="checkbox"/> High quality and effective instruction        | <input checked="" type="checkbox"/> Full service community district          |

4. **Alignment with Community School Strategic Site Plan – CSSSP (required if using State or Federal Funds):**

Please select:

- ☐ **Action Item included in Board Approved CSSSP** (no additional documentation required) – Item Number(s):

- ☐ **Action Item added as modification to Board Approved CSSSP** – Submit the following documents to the Resource Manager either electronically via email of scanned documents, fax or drop off.

1. Relevant page of CSSSP with action item highlighted. Page must include header with the word “Modified”, modification date, school site name, both principal and school site council chair initials and date.
2. Meeting announcement for meeting in which the CSSSP modification was approved.
3. Minutes for meeting in which the CSSSP modification was approved indicating approval of the modification.
4. Sign-in sheet for meeting in which the CSSSP modification was approved.



## 2015 INTERNSHIP AGREEMENT

Intern: <b>Christina Badaracco</b>	Area of Concentration (check one): <input type="checkbox"/> EHS <input type="checkbox"/> Epi/Bio <input type="checkbox"/> HPM <input type="checkbox"/> HSB <input type="checkbox"/> IDV <input type="checkbox"/> MCH <input checked="" type="checkbox"/> PHN	
Email: <b>cbadarac@berkeley.edu</b>	Phone: 609-230-4071	
Internship Organization: <b>Oakland School District Nutrition Services</b>	Website: <a href="http://www.ousd.k12.ca.us/nutritionservices">http://www.ousd.k12.ca.us/nutritionservices</a>	
Physical Address: <b>900 High Street Oakland, CA 94601</b>	Main Phone: (510) 434-3334	
Preceptor: <b>Amy Glodde</b>	Title: <b>Menu Planner</b>	
E-mail: <b>amy.glodde@ousd.k12.ca.us</b>	Phone: 415-305-1863	
Co-Preceptor/ Supervisor (if any):	Title:	
E-mail:	Phone:	
Duration of Internship (480 hours required): <b>480 hours</b>	Start Date (no later than June 1): <b>May 26</b>	Compensation: <b>\$4000</b>

### SCOPE OF WORK

This section is intended for the intern and preceptor to align expectations, learning objectives, activities, and timelines for the success of the internship. Students are strongly encouraged to develop <b>at least</b> one objective in each Public Health Competency Areas (see attached).			
PUBLIC HEALTH COMPETENCY AREA	OBJECTIVE	ACTIVITIES	TIMELINE
<b>Example:</b> Public Health Knowledge and Competencies-communicate epidemiologic information to lay and professional audiences	<b>Example:</b> Assist in writing a grant proposal investigating the preventative effect of zinc on the common cold	<b>Example:</b> Write the sections articulating an understanding of study design, sampling scheme, potential sources of bias and confounding, sample size calculation, and statistical methods	<b>Example:</b> By Week 6
<b>Public Health Nutrition:</b> Interpret food and nutrition legislation and regulations for professionals and consumers	1. Learn and communicate best practices in cooking, food safety regulations, and school lunch requirements	1. Prepare and lead back-to-school training for managers and kitchen staff	By week 12
<b>Public Health Nutrition:</b> Design, develop, and evaluate nutrition components of health services programs and projects	1. Understand and develop skills to plan and evaluate training and taste tests in school setting 2. Conduct and understand data collection in nutrition and menu planning	1. Plan and conduct taste tests of new recipes and products for students 2. Update menu planning software based on additional nutritional information and adjustments that seek to reduce plate waste 3. Participate in vendor meetings and manufacturer visits	By weeks 2 and 7
<b>Public Health Nutrition:</b> Demonstrate effective organizational skills and the ability to communicate with and enlist the support of potential participants and stakeholders	1. Understand and develop skills to communicate issues, educate, and attract support	1. Plan and conduct taste tests of new recipes and products for students 2. Plan and share information at school health fair and Alameda County Fruit and Veggie Fest	By weeks 3 and 7
<b>Advocacy:</b> Identify key methods for pursuing public health policy or systems change that result in improved outcomes for populations, at the local, state, federal, or international levels	1. Understand prominent policy issues related to school food and the capacity for professionals to effect change	1. Interview director of Nutrition Services to learn about her work in advocacy related to school lunch standards, antibiotic-free meats, farm-to-school purchasing, etc.	By week 8
<b>Leadership Competencies:</b> Communication	1. Convey information to and receive information from others effectively in a variety of formats (such as attentive listening and clarity in writing and speaking, effectively presenting information using visual aids, and using traditional and new media, advanced technologies, and community networks)	1. Write piece for <i>Food for Thought</i> quarterly publication and Letter to the Editor of <i>Oakland Tribune</i> 2. Plan and lead previously-mentioned trainings and taste tests 3. Produce poster about reheating procedures in CDC kitchens 4. Investigate and communicate safety of plastic food packaging	By week 10
<b>Leadership Competencies:</b> Initiative	1. Independently begin or follow through energetically with a task 2. Express underlying curiosity and desire to know more about things, people, or	1. Write piece for <i>Food-for-Thought</i> 2. Contribute to plate waste investigation/reduction strategy 3. Conduct informational interviews (as listed below)	By week 12

	issues, including the desire for knowledge and staying current with professional field		
<b>Leadership Competencies:</b> Meeting Facilitation	1. Organize and lead a successful meeting including identifying intended meeting outcomes, setting agenda, facilitating to achieve outcomes, gaining agreement on next steps, and documenting agreements made	1. Plan and lead components of back-to-school training for staff and managers 2. Plan, lead, and evaluate taste tests of new recipes for students 3. Plan and conduct informational interviews	By weeks 7 and 12
<b>Leadership Competencies:</b> Project Management	1. Plan, execute, monitor, and evaluate projects involving the deployment of human, financial, and technology resources 2. Successfully complete projects on time, within budget, and to the satisfaction of all participating parties	1. Plan and conduct back-to-school training components 2. Plan and conduct student taste-tests	By weeks 7 and 12
<b>Leadership Competencies:</b> Relationship-building	1. Establish, build, and sustain personal and professional relationships that build networks to support projects and activities	1. Conduct informational interviews (as listed below), both internally and externally	By week 12 (continually)
<b>Leadership Competencies:</b> Teamwork	1. Develop and promote effective relationships with colleagues 2. Seek diverse ideas and opinions to make decisions and draft plans	1. Work with Menu Planner and Food Corps Member to plan taste tests, purchasing, and make other menu-related decisions	By week 12
<b>Personal and Career Development</b>	1. Understand the operations of Nutrition Services and connection to National School Lunch Program 2. Understand the financial aspects of purchasing food, paying staff salaries, providing lunches, and receiving reimbursement 3. Understand the role of an MPH, RD in developing recipes, purchasing food, planning menus, and nutrition education 4. Understanding the role of public health promotion in a public school system	1. Visit school kitchen sites, central kitchen, and potential vendors 2. Conduct informational interviews with Nutrition Services Director, Nutrition Educator, Field Supervisor, key vendors, communications contractor from Alameda County Nutrition Services, director of Alameda County Nutrition Services, Rethinking School Lunch program manager 3. Listen to two UC Berkeley webinars about leadership and complete at least two modules from online Leadership Toolkit (Professional Effectiveness and Communication) 4. Listen to <i>School Food Focus</i> webinar about community eligibility (and potentially others)	By week 12 (continually)

**Brief description of primary project(s) and/or final project:**

Working with Menu Planner Amy Glodde, I will help develop and test new and appealing recipes and pursue new food products for students that simultaneously meet national dietary guidelines and appeal to students, and ultimately help to reduce plate waste. The new recipes in particular highlight local ingredients purchased with our CDFA grant. I will also help to update the district's menu planning database based on additional nutritional information and recipe adjustments that seek to reduce plate waste. I will help develop an assessment and evaluation of plate waste to highlight the impact on consumption from our new recipes and other changes. I will also write a piece for the quarterly Food for Thought publication about my experience. I will complete two communications projects: the first will investigate and share information about the safety of heating and serving in plastics, and the second will clarify and explain food reheating procedures in the various school kitchens. Finally, my most significant contribution will involve planning and running components of the back-to-school manager and staff training. This will include components such as teaching new recipes, safety regulations, and other best practices in the kitchen.

**UNEMPLOYMENT:** Interns cannot file unemployment claims against their employers at the end of their internships according to the Federal Unemployment Tax Act Provision, Title XXVI, Section 3306 (c)(10)(C).

***\*This is an agreement that outlines the summer internship work plan. It should be used as a working document and guide towards making the internship a success.\****

<u>Amy Glodde</u>	<u>Amy Glodde</u>	<u>6/9/15</u>
Preceptor's Name (Print)	Signature	Date
<u>Christina Badaracco</u>	<u>Christina Badaracco</u>	<u>6/5/15</u>
Student's Name (Print)	Signature	Date
<u>Field Supervisor's Name (Print)</u>	<u>Signature</u>	<u>Date</u>

**RETURN IN PERSON TO: 141 UNIVERSITY HALL OR BY SCAN/EMAIL TO: Field Supervisor OR FAX TO: (510) 643-1200**  
**Complete by the end of the second week of start date (and no later than JUNE 19, 2015)**

## PUBLIC HEALTH COMPETENCY AREAS

### I. Public Health Knowledge and Competencies

The internship is a unique opportunity to develop and apply the public health knowledge and competencies required for your concentration. **Table 1** lists the competencies for each concentration. Students are encouraged to develop learning objectives for the competencies that are most relevant to their concentration.

### II. Public Health Leadership

Leadership competency and confidence are often required in addition to technical public health knowledge and competencies for health professionals to get things done, solve problems, and have impact. The internship offers the opportunity for interns to strengthen leadership competencies through learning by doing, taking initiative, and “leading from where you are” during the internship. There is also opportunity for active observation and reflection of what makes effective leaders and public health professionals. Students will develop a learning objective related to the Leadership Competencies listed in **Table 2** and be using at least one module from the Center for Health Leadership toolkit.

### III. Key Factors that Influence Your Organization or Project

Public Health organizations and projects must operate within and respond to numerous, changing external and internal factors and systems. The combination of them creates the context for your experience and requirements for project or organizational success and sustainability. Systems and contexts within which public health organizations and professionals function include external factors such as: funding sources and levels; public policy; politics; external relationships; community dynamics; cultural, social, and economic inequalities; market trends; and other historical and current influences on public health. Internal factors include: mission and values; organizational structure; culture; decision-making and resource allocation processes; politics; policy; interpersonal relationships; and project management. Students are encouraged to develop a learning objective related to understanding the key factors that provide the context for the organization and influence the success of the student projects, as well as strategies for addressing them.

### IV. Personal and Career Development

The internship is a unique opportunity for students to explore, discover, or refine their career and professional development. It could ultimately lead to a job and/or strengthening of important professional credentials, relationships, and networks. Students are encouraged to take full advantage of the opportunity by having an internship objective related to activities that assist them with their career development, including: informational interviews within and outside the organization; attendance of conferences and professional meetings; shadowing; and rotations to other departments. Students are encouraged to develop a learning objective specific to advancing their career direction, goals, and progression.

**TABLE 1: PUBLIC HEALTH KNOWLEDGE AND COMPETENCIES FOR EACH DIVISION**

<b>BIOSTATISTICS</b>	
<ul style="list-style-type: none"><li>• Identify, access, and display in tables or graphs data relevant to disciplines in public health</li><li>• Evaluate the quality and comparability of data and utilize appropriate methodology for combining relevant data from different sources</li><li>• Understand basic demographic techniques used in measuring the health of populations</li><li>• Understand the major study designs for obtaining quantitative information relevant to public health questions from surveillance data, other observational studies, community-based research, or controlled trials</li><li>• Design a surveillance system for a disease or condition of public health importance</li><li>• Understand commonly used public health measures such as relative risk, attributable risk and relative hazards; and select appropriate statistical methods for estimating such measures in the presence of covariates</li><li>• Interpret descriptive and inferential statistics resulting from data analysis and draw relevant conclusions</li></ul>	<ul style="list-style-type: none"><li>• Communicate epidemiologic information to lay and professional audiences</li><li>• Draw appropriate inferences from epidemiologic data</li><li>• Evaluate the strengths and limitations of epidemiologic reports</li></ul>
<b>HEALTH POLICY AND MANAGEMENT</b>	
	<ul style="list-style-type: none"><li>• Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US</li><li>• Describe the legal and ethical bases for public health and health services</li><li>• Explain methods of ensuring community health safety and preparedness</li><li>• Discuss the policy process for improving the health status of populations</li><li>• Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives</li><li>• Apply principles of strategic planning and marketing to public health</li><li>• Apply quality and performance improvement concepts to address organizational performance issues</li><li>• Apply “systems thinking” for resolving organizational problems</li><li>• Communicate health policy and management issues using appropriate channels and technologies</li><li>• Demonstrate leadership skills for building partnerships</li></ul>
<b>ENVIRONMENTAL HEALTH SCIENCES</b>	
<ul style="list-style-type: none"><li>• Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents</li><li>• Describe genetic, physiologic and psychological factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards</li><li>• Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues</li><li>• Specify current environmental risk assessment methods</li><li>• Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety</li><li>• Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures</li><li>• Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity</li><li>• Develop a testable model of environmental insult</li></ul>	
<b>HEALTH AND SOCIAL BEHAVIOR</b>	
	<ul style="list-style-type: none"><li>• Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice</li><li>• Identify the causes of social and behavioral factors that affect health of individuals and populations</li><li>• Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions</li><li>• Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions</li><li>• Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions</li><li>• Describe the role of social and community factors in both the onset and solution of public health problems</li><li>• Describe the merits of social and behavioral science interventions and policies</li><li>• Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions</li><li>• Apply ethical principles to public health program planning, implementation and evaluation</li><li>• Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies</li></ul>
<b>EPIDEMIOLOGY</b>	
<ul style="list-style-type: none"><li>• Identify key sources of data for epidemiology purposes</li><li>• Identify the principles and limitations of public health screening programs</li><li>• Describe a public health problem in terms of magnitude, person, time and place</li><li>• Explain the importance of epidemiology for informing scientific, ethical, economic, political discussion of health issues</li><li>• Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data</li><li>• Apply the basic terminology and definitions of epidemiology</li><li>• Calculate basic epidemiology measures</li></ul>	

**TABLE 1: PUBLIC HEALTH KNOWLEDGE AND COMPETENCIES FOR EACH DIVISION**

**INFECTIOUS DISEASES AND VACCINOLOGY**

- Describe the viral, bacterial, fungal and parasitological agents of infectious diseases in humans
- Explain the manifestations of infectious diseases and the biological, molecular, cellular and immunological mechanisms of infection and disease
- Identify the local, state, federal and international agencies responsible for infectious disease surveillance and control and explain their roles and missions
- Conduct classical and molecular laboratory methods
- Implement leading edge diagnostic and surveillance techniques used in clinical and public health laboratories
- Identify current public health problems in communicable diseases and describe how the social, behavioral, environmental, administrative and policy components of public health affect infectious disease distributions
- Demonstrate the use of biostatistics and epidemiology in infectious disease surveillance
- Critically evaluate biological and experimental designs for infectious disease research
- Organize, analyze and present scientific data in a lucid manner through oral and written communications

**MATERNAL AND CHILD HEALTH**

- Discuss the major health and social problems facing mothers and children from demographic, health, social, and community perspectives, as well as the scientific basis for these concerns
- Discuss the relationship of women's health, race, and ethnic disparities in health and the current political environment to MCH in the United States today
- Critically assess the scientific basis of MCH programs and issues
- Learn basic principles and applications of quantitative research and epidemiology and qualitative research for addressing MCH problems
- Identify the major sources of information related to mothers and children, assess their strengths and limitations, and be capable of using such data for problem identification, problem analysis and prioritization, program planning, implementation and evaluation
- Demonstrate skills in needs assess, program planning, implementation grantsmanship, strategic management, and evaluation of public health programs for MCH populations
- Describe and discuss legislation and regulations related to maternal and child health and describe how such legislation promotes equity in health care
- Identify political, financial, and organizational factors that foster the development of adequate systems of health care
- Demonstrate skills in combining and applying PH principles, techniques across disciplines to solve complex problems within the context of family-oriented, comprehensive, culturally competent, community-based MCH programs and systems
- Describe the historical roots and structure of MCH services in the United States (including Title V legislation)

- Demonstrate skills in application of Healthy People 2000/2010 objectives for the development and evaluation of national and state performance measures, as mandated in Title V

**PUBLIC HEALTH NUTRITION**

- Evaluate nutrition research and interpret the implications for public health policies and programs
- Plan, perform, and evaluate nutritional assessment and screening for individuals and populations
- Design, develop and evaluate nutrition components of health services programs and projects
- Demonstrate effective organizational skills and the ability to communicate with and enlist the support of potential participants and stakeholders
- Organize and direct nutrition-related programs and projects, with in the context of a health system
- Participate in making policy related to health and nutrition within services, programs and projects
- Analyze and formulate public policy related to health and nutrition
- Interpret food and nutrition legislation and regulations for professionals and consumers
- Critically analyze emerging issues in public health nutrition
- Understand the biological and social roles of nutrition in health

**ADVOCACY COMPETENCIES (All Disciplines)**

- Identify basic theories, concepts and models for influencing policy or systems change with relevance to public health.
- Identify key methods for pursuing public health policy or systems change that result in improved outcomes for populations, at the local, state, federal or international levels.
- Discuss the basic legal, regulatory, legislative and fiscal decision-making processes by which public health systems change can be leveraged.
- Design, develop and evaluate a public health policy change campaign with appropriate stakeholders and participants.
- Critically analyze and/or formulate public health-related legislation, regulations, and other policy documents.
- Accurately translate and persuasively communicate public health research and data to policymakers, traditional and social media outlets and the general public.
- Demonstrate leadership, personal integrity, risk-taking, creativity, cultural humility and collaborative skills in seeking to influence policy decision-making to improve public health.

**TABLE 2: LEADERSHIP COMPETENCIES**

**LEADERSHIP COMPETENCIES (All Disciplines)**

**Communication**

- Convey information to and receive information from others effectively in a variety of formats. Essential components include attentive listening and clarity in writing and speaking. Ability to effectively present information using visual aids. Use traditional and new e-media, advanced technologies and community networks to communicate.

**Initiative**

- Independently begin or follow through energetically with a plan or task. Initiative is an underlying curiosity and desire to know more about things, people, or issues, including the desire for knowledge and staying current with one's professional field.

**Interpersonal skills**

- Treat others with respect, trust, and dignity; work well with others by being considerate of the needs and feelings of each individual; promote a productive culture by valuing individuals and their contributions; able to accurately understand the unspoken or partly expressed thoughts, feelings, and concerns of others.

**Meeting facilitation**

- Organize and lead a successful meeting including identifying intended meeting outcomes, setting an agenda, facilitating the meeting to achieve meeting outcomes, gaining agreement on next steps, and documenting agreements made at the meeting.

**Organizational awareness**

- Understand and learn the formal and informal decision-making structures and power relationships within an organization or industry. This includes the ability to identify who the real decision-makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.

**Professional integrity**

- Demonstrate ethics and professional practices as well as social accountability and community stewardship. The desire to act in a way that is consistent with one's values and what one says is important. This definition includes demonstrating general leadership ethics, such as honesty and responsibility, as well as behaving in a culturally competent manner.

**Project management**

- Plan, execute, monitor, and evaluate projects involving the deployment of multiple resources such as human resources, financial resources and technology resources. The ability to successfully complete projects on time, within budget, and to the satisfaction of all parties participating in the project.

**Relationship-building**

- Establish, build and sustain personal and professional relationships for the purpose of building networks of people that can be mobilized to support projects and activities.

**Self-confidence**

- Believe in one's own ability, success, and decisions or opinions when executing plans and projects, or addressing challenges.

**Self-development & awareness**

- See an accurate view of one's own strengths and development needs, including one's impact on others. A willingness to address needs through reflective, self-directed learning and to try new leadership approaches.

**Strategic thinking & problem solving**

- Anticipate future developments and obstacles and translate them into opportunities in the present. The ability to understand a situation, issue or problem by breaking it into smaller pieces. The ability to apply complex concepts, develop creative solutions, or adapt previous solutions in new ways to solve problems.

**Team work**

- Develop and promote effective relationships with colleagues and team members; learn from others; seek diverse ideas and opinions to make decisions and draft plans; encourage team members to discuss concerns and conflicts openly rather than covering them up or overlooking them; solve conflicts to everyone's benefit.