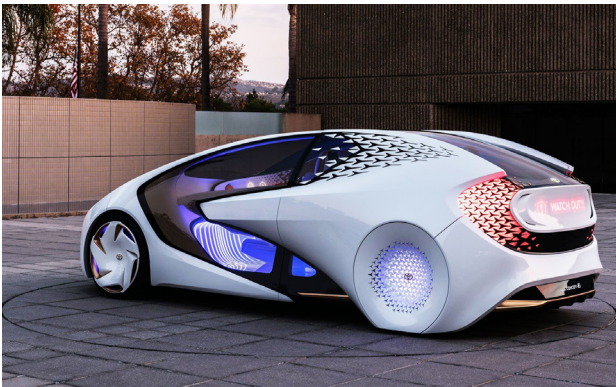




CONCORD CAMPUS DISTRICT VISION FRAMEWORK

Final Report | June 14, 2019





Executive Summary

The economy in the United States and throughout the world is constantly evolving. Traditional academic and career pathways no longer bear the same fruit they did even a generation ago. And the competitiveness for industries to be innovative and attract talented people has never been higher. Over the past nine months, the City of Concord and a Blue Ribbon Committee made up of community leaders, have thoughtfully discussed these new realities. They have analyzed regional and national trends, studied campuses and innovation districts throughout the nation, and formulated a clear vision to strategically support regional economic and higher education through a new campus model—one that combines multiple academic intuitions at various grade levels, research and development, and manufacturing opportunities. This new Campus District will:

FOSTER CUTTING-EDGE INNOVATIONS

The Campus District will provide a full complement of academic, research and development, and

innovation uses operating in a collaborative environment. Academic partners will benefit from an existing student population that is currently underserved by public four-year higher education institutions. Industry partners will have access to Bay Area talent and a wealth of local resources in the heart of the Northern California Megaregion. This clustering of innovative firms and academic institutions will form a cohesive district where ideas and talent are shared.

LEVERAGE CONCORD'S IDEAL LOCATION

The Campus District is part of the larger redevelopment of the Concord Naval Weapons Station. It will be supported by a full range of housing, retail, commercial, industrial, entertainment, and civic uses. The campus is ideally located near a BART station and has easy access to two freeways and a regional airport. The site is undeveloped and provides the unique opportunity to create a completely customizable campus that meets the specific needs of academic and industry partners.

■ **RESPOND TO EVOLVING EDUCATIONAL NEEDS**

The Campus District is envisioned to have flexible and diverse academic programming at all levels, including competency building and career training opportunities for the next generation of California's workforce. Given the precipitous growth in technology-related sectors, the campus will include a broad array of cutting-edge and high-tech courses tied to local, growing industries. Academic programs will cater to a diverse range of traditional students, and online and hybrid courses geared specifically towards non-traditional students (adult learners).

■ **ADVANCE EQUITY, OPPORTUNITY, AND INCLUSIVITY**

The Campus District will expand access to education and employment for individuals of all backgrounds and income levels. Insufficient enrollment capacity and rising tuition costs are restricting thousands of qualified students from accessing the education they require to attain professional success and financial

security. Institutions and industries are working to become more equitable and inclusive, and the Campus District provides a unique opportunity to address these issues head on through new funding and operational models.

The new Concord Campus District will be impactful on the region, nation, and beyond. Building from the Bay Area's culture of innovation, world-class human capital, and unmatched institutional prestige, this project provides a truly unique and once-in-a-lifetime opportunity to create the next generation of academic and industry partnerships. One that is custom designed to serve the needs of the primary users, while also being self-governed to allow for the free flow of ideas, education, and innovation. **We invite you to be part of it.**

THE NEED...

Create a Concord-based, affordable, and accessible educational campus that serves all academic levels, including competency building and non-traditional students

THE CHALLENGE...

Identify an approach to campus development and funding that is feasible and achievable, with benefits accruing to students and businesses in Concord and throughout the region

THE OPPORTUNITY...

Partner with existing institutions and businesses to create a campus model that combines one or more academic institutions at multiple grade levels, combined with research and development, civic and cultural venues, and a full spectrum of job-creating land uses

"Innovation districts facilitate the **creation and commercialization of new ideas** and support metropolitan economies by growing jobs in ways that **leverage their distinct economic attributes**. These districts build on and revalue the intrinsic qualities of cities: location, density, authenticity, and vibrant places. Given the proximity of many districts to existing neighborhoods, their intentional development can be a tool to help connect people to **employment and educational opportunities...**"

– Brookings Institute

July 2018



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1



INTRODUCTION

Overview

Reuse Project Background

Campus District Location

Campus Visioning Process

Blue Ribbon Committee

Additional Community Engagement

Overview

Higher education and the innovative economy are rapidly changing. The needs of industry, and the associated technical and intellectual skills required from students, are constantly evolving. Staying “ahead of the curve” is vital for ensuring local students succeed in the future workplace and local companies have the people and resources they need to stay competitive on a global stage.

Concord is uniquely positioned to **create something truly special** that bolsters both the academic and industry goals of the region. The city is located at the epicenter of the Northern California Megaregion and has land available adjacent to a Bay Area Rapid Transit (BART) station and a continuation of the community being developed on the former Concord Naval Weapons Station (CNWS). What is most important is that the



City and community have a desire to strategically support regional economic and higher education through either a traditional collegiate setting or a new campus model—**one that includes one or more academic institutions at multiple grade levels, combined with research and development, civic and cultural venues, and a full spectrum of job-creating land uses.**

Over the past two decades, the City of Concord has worked with local residents, the business community, regional partners, and other agencies to transform the former Concord Naval Weapons Station (CNWS) into a new, dynamic mixed-use neighborhood supported by a full complement of essential services and public open spaces. A key component of the comprehensive vision for the Reuse Project is the allocation of approximately 120 acres for a higher education campus. This new campus is envisioned to address academic and applied research needs in the region and beyond.

In August 2018, the City formed a **Blue Ribbon Committee (BRC)** composed of education leaders, business and industry representatives, and regional stakeholders to help identify and articulate a shared vision and set of guiding principles for the new campus. The culmination of this collaborative process revealed substantial interest in developing a world-class inclusive hybrid Campus District with a diverse range of academic programs, degrees, and training opportunities for students of all ages. In addition, the BRC identified the need and opportunity to include private industry in the campus, helping to bolster unique research and employment opportunities that support Concord and the Northern California Megaregion.

This **Concord Campus District Vision Framework** identifies the advantages of creating a hybrid Campus District in Concord on the former Naval base, without precluding the possibility of a single university traditional campus. It



Reuse Project Background

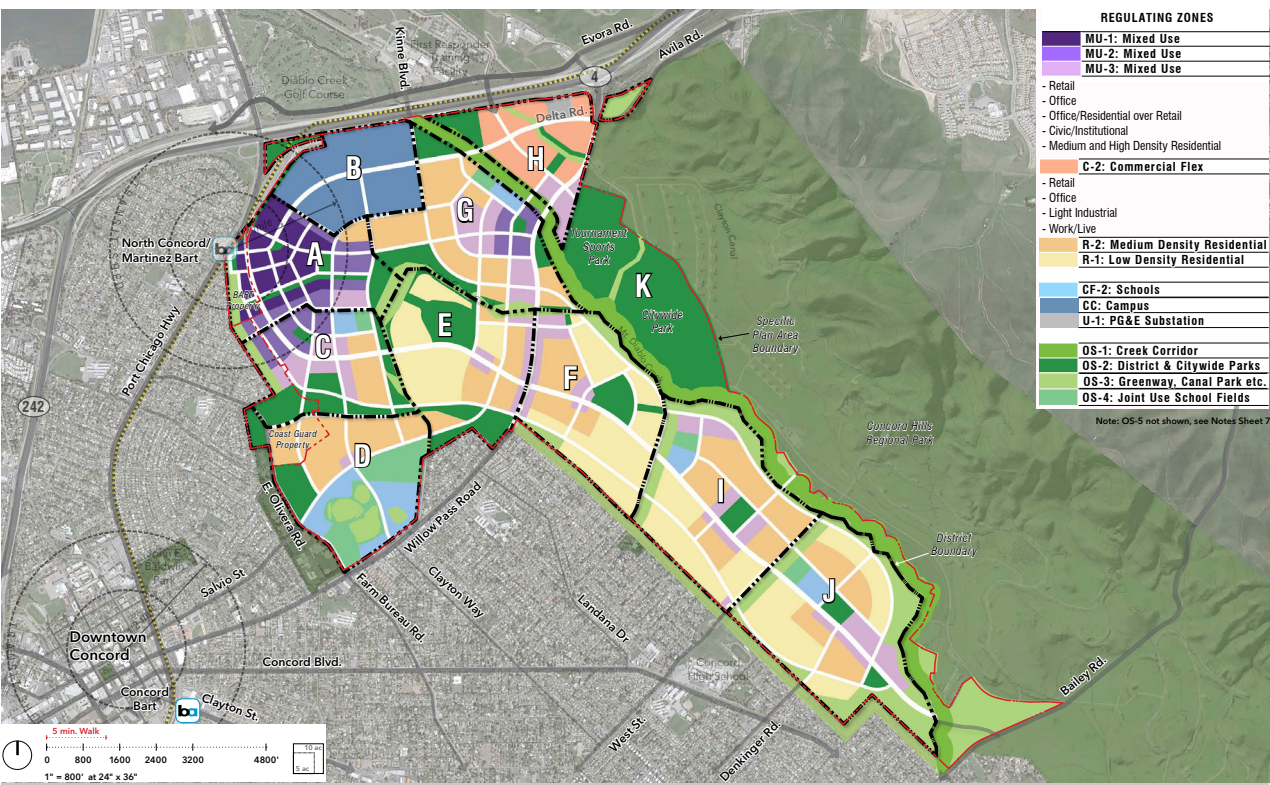
In 1942, the U.S. Navy established the CNWS along Contra Costa County's northern waterfront to serve as its primary Pacific Coast ammunition port, supporting maritime operations during World War II and later military operations in the Korean, Vietnam, and Gulf Wars. Following the 1944 disaster at Port Chicago, in which 320 sailors were killed by a deadly munitions explosion, the Navy purchased an additional 5,200 acres south of the port to serve as its new **Inland Area**.

Plans to redevelop the site gained momentum at the onset of the 21st century. Due to the changing landscape of geopolitics and U.S. military objectives, the Federal government announced the official closure of the CNWS Inland Area in 2005. The following year, the City of Concord was designated as the Local Reuse Authority (LRA) responsible for guiding all subsequent redevelopment efforts, paving the way for a collaborative process of blank-slate thinking.

Campus District Location

In 2012, the City adopted a comprehensive **Area Plan** that established the conceptual framework for the redevelopment of an approximately 2,250-acre portion of the CNWS Inland Area. The Plan envisioned a chain of distinct, yet complementary mixed-use districts supported by a diversity of housing options, commercial and retail amenities, passive and active open spaces, and an array of community benefits.

This high-level vision plan forms the foundation upon which several concurrent planning processes are being built. In particular, the Plan included a 120-acre piece set aside for a higher education campus (see area “B” on the diagram to the right). The campus site was strategically located close to an existing BART station and a planned mixed-use hub (area “A”). The intent was to ensure the campus was highly visible from local freeways, had easy access to BART, and could be seamlessly integrated with new neighborhoods. These combined locational assets make the campus site an ideal location for a major hybrid campus district.

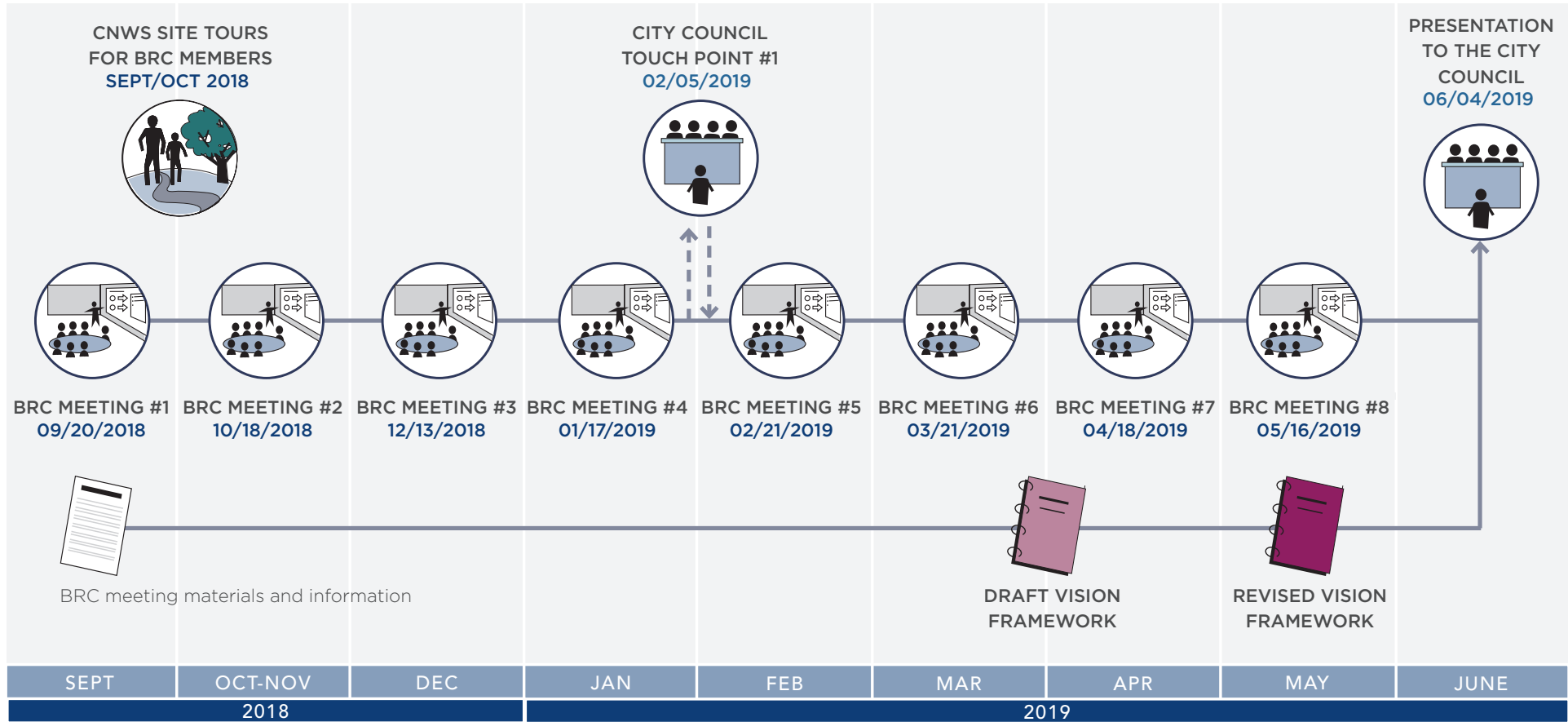


Campus Visioning Process

Between August 2018 and June 2019, the City led a collaborative planning process that included a site tour, eight topical BRC meetings, and two presentations to the City Council (as shown below). Each meeting was facilitated by MIG—a Bay Area-based campus planning and design firm that has assisted the City

with visioning the future of the CNWS site for over a decade. MIG, working closely with City staff, prepared materials and presented information during each meeting. In addition, they recorded BRC member comments on large posters to help coalesce ideas and identify strategies.

The BRC meetings served as the primary forums in which the vision, guiding principles, and implementation actions for the Campus District were discussed and refined, leading to the groundwork for the comprehensive planning framework proposed in this document.



Blue Ribbon Committee

The new campus in Concord presents a “**blank slate**” opportunity to creatively and thoughtfully envision what the next generation of a higher education campus should look like and how it should function. To ensure a creative and comprehensive visioning process, the City formed a Blue Ribbon Committee (BRC) consisting of regional academic leaders, local industry representatives, and elected officials who have both the knowledge and understanding of Contra Costa County and the future of education and industry in California.

The BRC was organized as an advisory committee to the City Council with the charge of helping the City and community:

- **Identify** the specific research and academic needs of Concord, Contra Costa County, and the broader region.
- **Understand** the facility sizing and programming needs of various potential university and college partners.
- **Evaluate** financial, regulatory, and legal solutions that will encourage a new institution to locate in Concord.
- **Reach** a consensus on the desired outcome and strategic next steps.



BLUE RIBBON COMMITTEE MEMBERS

City of Concord

Carlyn Obringer, Concord Mayor
Dominic Aliano, Concord Councilmember
Ron Leone, Former Concord Councilmember

Bay Area Council

Jim Wunderman, President and CEO
Matt Regan, Senior Vice President

California State University East Bay

Satinder Malhi, Assoc. Director, Government and Community Relations
Dr. Robert Phelps, Concord Campus Director

California Polytechnic State University, San Luis Obispo

Bob Linscheid, Special Advisor for Economic Development, Office of the President

Contra Costa Community College District

Dr. Fred Wood, Chancellor
Mojdeh Mehdizadeh, Executive Vice Chancellor

Contra Costa Transportation Authority

Randell Iwasaki, Executive Director
Tim Haile, Deputy Executive Director

Council for Strong America

Susan Bonilla, California Director

John Muir Health

Sharon Jenkins, Employer Broker Relations

Lawrence Livermore National Lab

Buck Koonce, Senior Advisor
Scott Wilson, Community Relations Officer

Mount Diablo Unified School District

Dr. Nellie Meyer, Superintendent

Public Member

Dr. Peter Wilson, Retired Dean, California State University East Bay, Concord Campus

Student Representative

Victor Tiglao, Diablo Valley College Student

Building and Construction Trades

Greg Feere, Retired CEO
Dan Torres, Business Agent

TRI Commercial

Edward Del Beccaro, East Bay Regional Manager

University of California, Division of Agriculture and Natural Resources

Dr. Glenda Humiston, Vice President



BRC MEETING #1

This meeting formally kicked-off the project and provided an opportunity for BRC members to introduce themselves and learn about the current Reuse Specific Plan process. The focus of the discussion was to review and understand national employment and academic trends. BRC members also brainstormed preliminary ideas for campus design and programming.

Key Discussion Points

- Campus design and programming should be value-driven, prioritizing principles of equity, inclusivity, regional integration, program diversity, flexibility, and facility modernization.
- Campus features should include a library, cultural center(s), postgraduate research facilities, and an applied industry incubator.

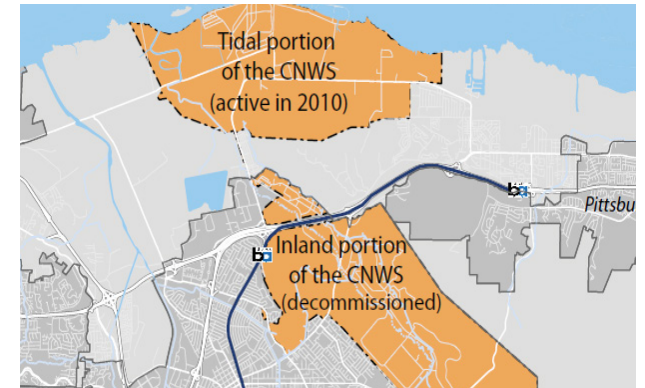


SITE TOUR

BRC members and the project team took a tour of the CNWS site to better understand the area's physical characteristics, including its assets, constraints, and strategic opportunities.

Key Discussion Points

- Transit connections make the site easily accessible for residents, employers, and employees within the broader region.
- There are opportunities to co-locate uses between the campus, new and existing neighborhoods, and the planned Tournament Level Sports Complex.
- The campus site is situated on a knoll and provides beautiful views of Mount Diablo and surrounding areas. And in turn, the campus will be highly visible from major roadways and BART.



BRC MEETING #2

This meeting included a review of the physical conditions on the CNWS site and an opportunity to further advance initial concepts for the Campus District. BRC members also discussed demographic and programming priorities, and refined overarching planning principles that were discussed during the first meeting.

Key Discussion Points

- The campus should be envisioned as part of a hybrid educational system, based on partnerships with regional industries and educational institutions offering different types and levels of education.
- The campus should maintain flexibility to adapt to evolving workforce needs and student preferences, both in terms of programs and physical spaces.



BRC MEETING #3

This meeting was focused on reviewing comparable campus planning models and trends, discussing conceptual programming options, and brainstorming potential public-private partnership opportunities.

Key Discussion Points

- The campus should be a leader in the production of cutting-edge research and innovation, closely collaborating with industry and public institutional partners.
- The campus should offer a hybrid education system, based on partnerships with regional industries and aiming to maintain flexibility to adapt to evolving workforce needs and lifelong learning opportunities.



BRC MEETING #4

This meeting included a review of campus and innovation district financing mechanisms that have worked successfully on other projects. A guest speaker (James Birkey from JLL) presented three case studies on public-private financing, lessons learned, and other potential strategies to align public and private interests.

Key Discussion Points

- The campus will likely need multiple financial approaches to ensure it is economically feasible.
- All forms of Public-Private Partnerships (P3s) should be explored to help finance the campus.
- There needs to be a strategy to attract the first major institution to the campus.



BRC MEETING #5

This meeting included a robust discussion around the potential for a “hybrid campus” partnership. There were presentations on the UC Division of Agriculture and Natural Resources’ (ANR) Nano-Fiber program, which included a description of the new technology and government mechanisms currently in place to expand research. An discussion on emerging cyber security opportunities that cross-cut industries.

Key Discussion Points

- Support the existing autonomous vehicle industry and identify ways to complement the Northern Waterfront Initiative.
- Tour the Auraria Campus in Denver to get a better sense of the programming and organizational structure.



BRC MEETING #6

This meeting included a detailed review of several important community assets that can be bolstered by the new campus, including: GoMentum Station; Buchanan Field Airport; and the UC Berkeley Open Innovation Lab. There was also a review of the CSU San Marcos campus, which highlights innovative ways for academic and financial partnerships.

Key Discussion Points

- The CSU San Marcos example shows a creative way to seamlessly blend academic uses with new private development, while also including creative public-private partnership (P3) financing opportunities.
- Actions needed to implement the Vision Framework will be taken by the City and local/regional/national partners.



BRC MEETING #7

This meeting included a review of several additional campus models, including the STAR Campus and the University Center of Lake County. The majority of the meeting was dedicated to BRC members sharing their ideas and comments on the draft Campus District Vision Framework. This included specific refinements to the draft vision, guiding principles, and implementation actions.

Key Discussion Points

- Additional research needs to be done to better understand the needs and desires of both traditional and non-traditional students.
- Consider whether a successor entity to the BRC will be required to advance the implementation process, and what its composition and role will be.



BRC MEETING #8

This meeting included additional information on non-traditional student and adult learner trends and campus needs. The focus of the discussion was on identifying specific next steps that are necessary to advance the Campus District process. They also discussed a broader group of BRC members and others that will help market the campus idea to partners and the broader community.

Key Discussion Points

- Continue to ensure flexibility in both the composition of the Campus District and the structure of its operating entity.
- Work with emerging partners to identify private funding opportunities that will help pay for the various implementation actions needed to advance the Campus District concept.

Additional Community Engagement

CITY COUNCIL TOUCH POINT

Midway through the process MIG and City staff met with the City Council, Planning Commission, and Design Review Board to update them on the Campus Visioning process. This included a presentation on an emerging vision and guiding principles. The decision makers complemented the BRC on their thoughtful approach to the project, and provided key feedback and direction, including:

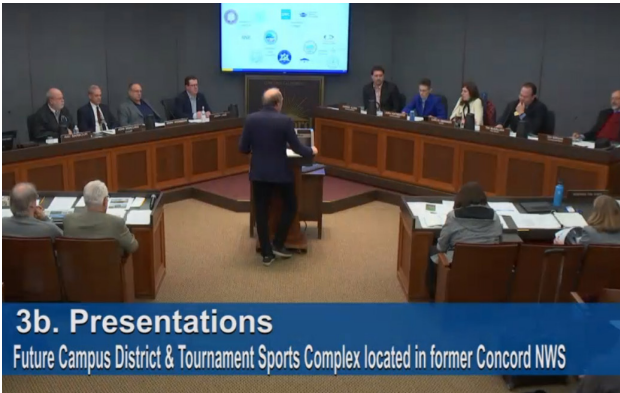
- Ensuring that the future campus addresses local Concord needs as well as regional needs.
- Confirming interest in a hybrid campus that can serve many different functions and institutions, while also cautioning that the campus not turn into a stale corporate office park.

PROJECT WEBPAGE

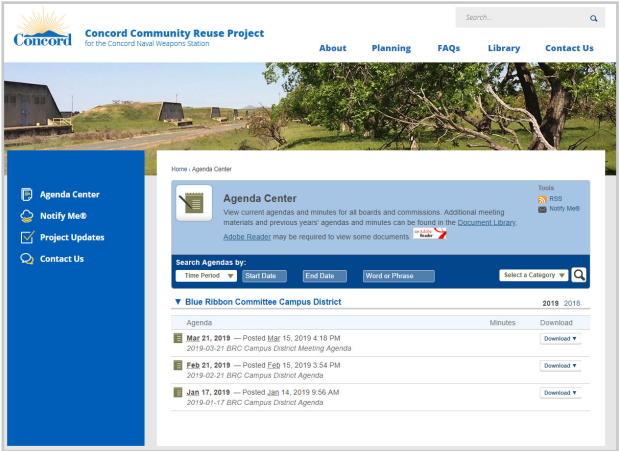
Throughout the process the City maintained a project web page, linked from the Reuse Specific Plan website, that included all BRC materials (e.g., agendas, presentations, summaries, etc.).

STUDENT SURVEY

During the BRC Campus Visioning process, a graduate class from UC Berkeley developed a survey to understand what local high school students would like to see included in a future Concord campus. The survey was administered in Fall 2018 and input from students was used to help refine the guiding principles included in this document.



3b. Presentations
Future Campus District & Tournament Sports Complex located in former Concord NWS



2





DEFINING THE NEED

Overview

Higher Education Trends

Regional Demand

Strategic Local Assets

Campus Case Studies

Creating an Innovation District

Potential Funding and Financing Approaches

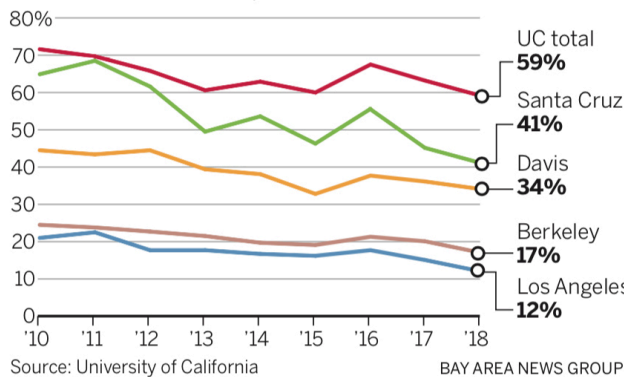
Overview

The way students, industry, and governments interact with higher education is changing. No longer are colleges and universities isolated enclaves that operate in a “bubble” removed from outside forces. Today, the **line between education and industry is rapidly blurring**. Students are finding themselves opportunities to apprentice and learn on-the-job while studying for a certificate or degree. Industries have the ability to leverage their internal resources with academic “brain trusts” to create approaches to research that are mutually beneficial. This change is happening rapidly—and the megaregions that are embracing this new way of learning and innovating are **reaping benefits for both the economy and community**.



UC IN-STATE FRESHMEN ADMISSIONS

Admission rates for applicants from California fell in 2018 at some of UC's elite campuses.



Higher Education Trends

California is endowed with world-class academic institutions, headlined by the ten University of California campuses, 23 California State Universities, and 115 community colleges. The San Francisco Bay Area region is particularly renowned as one of the world's premier higher education hotspots, home to countless institutions at the cutting-edge of research and development (R&D) initiatives and producing some of the nation's most skilled and best educated graduates.

STUDENT ACCESS AND COMPETITION

There is an urgent need in California to address the barriers that restrict access to public higher education institutions. In an effort to compensate for State funding cuts during the 2008-09 recession, California's public universities are now charging the highest tuitions in the State's history, saddling more and more students with debt repayment obligations well into their professional lives.

Though the State has increased financial aid to lower-income students, a 2016 survey from the Public Policy Institute of California (PPIC) revealed that 57% of

all respondents still considered college affordability a "big problem," given high tuition and living costs.

Increased student competition for enrollment spaces poses another major obstacle. Though the proportion of high school students meeting entrance requirements is steadily rising, thousands of qualified applicants are being rejected due to the limited number of spaces available. Unless access to high-quality affordable four-year education is expanded, California will face a severe labor market imbalance in the coming years. Though the demand for skilled workers is growing precipitously in most economic sectors, California is anticipated to have a deficit of one million college-educated workers by 2025 should current trends continue (which includes both degree and non-degree programs). This projected shortage indicates that the State's higher education system is neither responding to nor keeping pace with the changing needs and priorities of its economy (PPIC, 2016).



EMERGING PARADIGM SHIFTS

The very nature of higher education will itself undergo significant changes as societal needs, desires, and trends continue to evolve through the years. The proportion of national college students classified as non-traditional—that is, already in the workforce but lacking a post-secondary credential—is anticipated to increase through at least 2026 (Brookings Institute, 2019). This growing trend should compel higher education institutions to expand their target demographics and cater to the unique needs of individuals of all ages and backgrounds.

Traditional higher education curricula are also growing increasingly outdated and out of touch. Although the dominant narratives surrounding education suggest that individuals should pursue a college degree, approximately one-fifth of all graduates ultimately occupy jobs that

do not require a degree. The implication is not that academic degrees are unimportant, but rather that they are not always necessary to achieve success in certain professions. Rather than continue to promote solely the pursuit of a degree(s), the higher education system must adapt to destigmatize skills-based competency training and promote their continued value in today's multi-faceted economy.

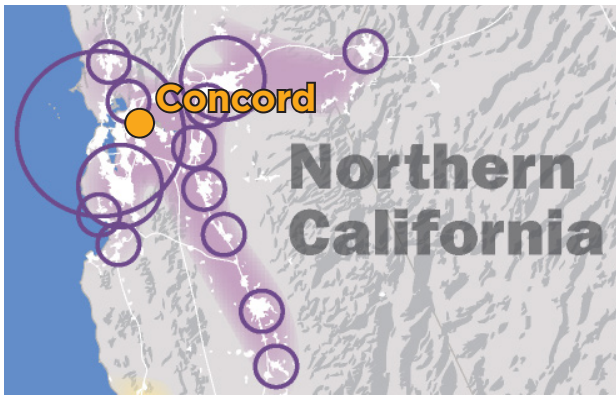
In addition, non-traditional students desire and require access to specific types of campus amenities. This includes onsite healthcare and child care that is accessible and affordable. Having these amenities available either on or near a campus dramatically improves the academic experience for non-traditional students and their ability to efficiently take classes and courses.





Regional Demand

The need to establish a new higher education campus in Concord is clear. Not only is there a strong desire to serve local academic needs for residents of all ages, but the booming regional economy demands local research and partnerships that can support innovative companies and emerging industries.

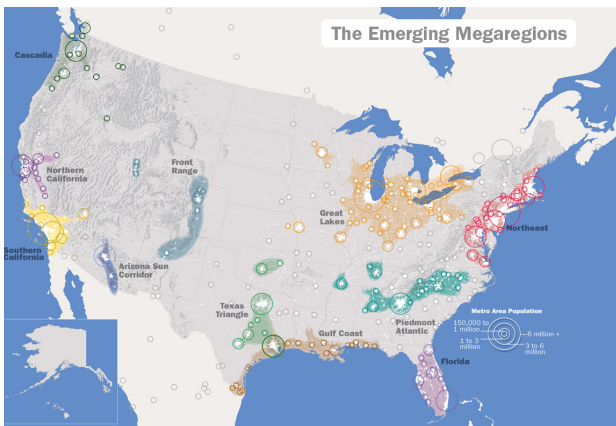


DEFINING THE “MEGAREGION”

Northern California comprises a network of clustered metropolises in which the people, firms, and labor markets of four distinct regions—San Francisco Bay Area, Sacramento Area, Monterey Bay Area, San Joaquin Valley—are functionally interconnected and interdependent. This economic and cultural agglomeration has

created one of the nation’s fastest growing “Megaregions,” with Gross Regional Product (GRP) growing at an annual rate of at least 5% since 2010 (Regional Plan Association, 2019).

As the Northern California Megaregion continues to evolve and grow over the coming decades, it is imperative that innovation remains at the forefront of this change. In order to sustain this, higher education needs to continue to partner with industry in new, creative ways. Concord, as shown in the diagram to the left, is strategically located in the center of the Northern California Megaregion, well-positioned to have easy access for students, affordable housing for academics and professionals, and physical connections to all major urban centers.

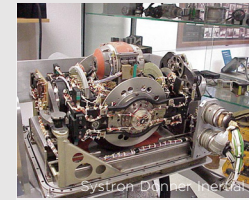


EXISTING AND EMERGING INDUSTRY SECTORS

Constant innovations are creating high demand for various evolving technical positions. The jobs with the highest growth potential in the coming decades are predominantly found in technology-related sectors, such as blockchain development, machine learning engineering, and data science. The demand for such positions has grown so precipitously in recent years (e.g., 650% demand increase for data scientists since 2012) that it is difficult for the supply of qualified candidates to keep pace. These estimates notwithstanding, the continuously evolving nature of technological innovation renders it difficult to appropriately forecast the nature of jobs in the future. Indeed, it is estimated that 65% of children currently enrolled in primary school will ultimately hold jobs that do not exist today (World Economic Forum, 2016).

Recent technological innovations have also contributed to a national resurgence in manufacturing. The emerging advanced manufacturing industry—also known as “Maker Tech”—is defined by the

Existing and Emerging Industry Sectors in the Region



ADVANCED MANUFACTURING

Arco Associates
Bazell Technologies
Benchmark Electronics
MCE Solar
Molecule
Pacific Instruments
Pulse Systems
Systron Donner Inertial
Telemetry Solutions



AGRISCIENCE AND FOOD

Epidemic Brewery
Italian Dough Factory
Pacific Plaza Imports
Mythology Inc.



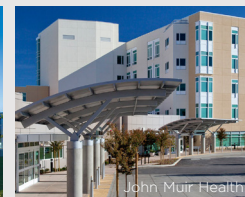
BANKING AND FINANCE

Bank of America
Wells Fargo
Asset Mark



CONSTRUCTION AND BUILDING MATERIALS

Eichleay Construction
Gilbane Building Co.
Harris and Associates
Swinerton
UC ANR/UCCE



HEALTHCARE AND BIOTECH

Akesis
Beyond Lucid Tech.
BioMicroLab
BioZone
Cerus Corporation
Fresenius
John Muir Health
Sigray



TRANSPORTATION TECHNOLOGY

AAA Norcal/NV/UT
Baidu
Easy Mile
GoMentum Station
Honda Innovations
Lyft
Marble
SF Motors
Starship Technologies
Toyota Research Inst.
Uber

* This is not a complete lists and is subject to change

Concord Snapshot

Changes in the past five years

Job growth
over last 5 years:

10.2%



Population growth
over last 5 years:

4.3%



House price growth
over last 5 years:

76%



use of interdisciplinary, cutting-edge technologies to stimulate product and/or process innovations, bringing together scientists, engineers, skilled trade workers, and production line operators. Though Maker Tech firms are generally relatively small in size and contract to larger corporations, they have contributed steady growth in the manufacturing sector since 2010.

This growing demand for technical expertise does not, however, diminish the significance of so-called “soft skills.” Demonstrated proficiency in oral communication, business management, and leadership underpin a variety of emerging positions across economic sectors, such as sales representatives, customer success managers, and brand managers.

DEMOGRAPHIC AND ECONOMIC TRENDS

Public colleges and universities contribute greatly to the civic and economic vibrancy of a region. At one level, they spur economic development by producing applied research that may contribute to industry innovation—training skilled graduates who help meet regional

employment demand, and employing thousands of local workers in various technical and service-oriented capacities. Critically, these institutions also serve local community needs by offering educational access to those with insufficient means to either commute or relocate from their hometowns. This is especially true for lower-income individuals and adult learners with family or other employment obligations.

Contra Costa is the most populous County in California without a public four-year college that offers a complete array of degrees, constraining the ability of many prospective local students from pursuing a Bachelor’s degree or higher. The Contra Costa Community College District (CCCD) encompasses three colleges—Contra Costa College, Diablo Valley College, and Los Medanos College—and two branch campuses (Brentwood and San Ramon) where students pursue up to two years of education in a wide array of technical, certificate, and credential programs, but cannot obtain a Bachelor’s degree or higher. This limited access to four year degrees is likely partially responsible for a relatively low rate of educational attainment. While approximately 46%

Source: Transwestern EMSI Q3 Data Set, 2018

of eligible workers in the Bay Area have a Bachelor's degree or higher, the proportion falls to 40% in Contra Costa and even lower to 33% in Concord (Legislative Analysts Office, 2019).

Despite the county's limited public higher education infrastructure, Concord is nonetheless considered an attractive destination for corporate firms seeking relocation or new opportunities for growth. Concord is home to 5.8 million square feet of industrial space, 4 million square feet of Class A office space, and 690,00 square feet of research and development (R&D) space, all of which are significantly more affordable than comparable facilities in nearby markets of Silicon Valley, San Francisco, San Ramon, and Walnut Creek. These financial advantages, coupled with the city's array of business-friendly policies, relative housing affordability, and strong transit infrastructure, have increased Concord's desirability for firms across a wide range of economic sectors. Overall vacancy in Concord's industrial, warehousing, and R&D markets is at an historic low of 5.1% (Transwestern, 2018).

Furthermore, Concord's economic base is approaching a technological transition that could provide an ideal foundation for new growth and industry innovation. Traditionally a stronghold of the healthcare and service sectors, Concord has also emerged as a national hub for autonomous technology testing.

The internationally-renowned GoMentum Station provides vehicle testing grounds for innovative firms such as Uber, EasyMile, Baidu, and Honda to test their emerging technologies. In 2017, the City approved two pilot programs to operationalize sidewalk-roving personal delivery devices (PDDs) that transport parcels, groceries, and food orders to customers across Concord within 30 minutes.

Expanding access to world-class public education would, at one level, help train the next generation of industry professionals in a dual effort to both replenish California's labor pool and provide a local resource for residents with few academic options. Attracting California's best and brightest to the region would expand possibilities for collaborative partnerships.





Strategic Local Assets

Several large planning efforts are being concurrently developed in the study area's immediate vicinity. Each of these projects and assets can further support and benefit from a higher education campus in Concord. And, through the BRC Visioning Process, there have already been connections and initial partnership discussions around ways to leverage local resources to support the Campus District.



BART STATION AREA DEVELOPMENT

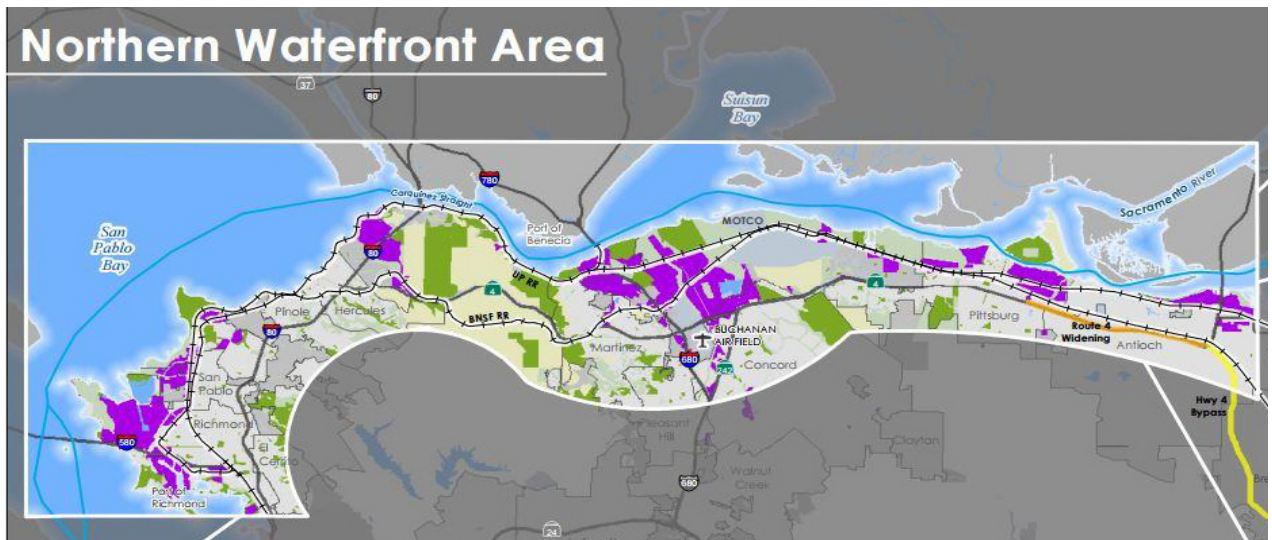
The Campus District is purposefully located within a comfortable walking distance to the North Concord/Martinez BART station. In late 2018, the BART Board formally solicited developer proposals to construct a transit-oriented community on the 20-acre parking lot next to the station. This project will potentially create housing and commercial uses as an initial catalytic effort to create energy and interest in not only the Reuse Specific Plan area but also the Campus District site.

NORTHERN WATERFRONT ECONOMIC DEVELOPMENT INITIATIVE

Contra Costa County established a strategic action plan in 2019 to transform its northern shoreline into a competitive economic hub that aims to create 18,000 jobs by 2035. The Initiative focuses on attracting firms in the advanced manufacturing, transportation technology, biotechnology, clean technology, and agriscience and food sectors.

CONCORD INDUSTRIAL AREAS

Concord has well-established industrial areas that are involved in manufacturing, logistics, storage, and operations for a diverse array of companies. Many of these facilities are located along the Highway 4 corridor near the Campus District site. In addition, the Reuse Specific Plan has identified new industrial areas immediately adjacent to the Campus District. There is a tremendous opportunity to leverage these industrial areas so they can manufacture the products and ideas that originate from the future research done at the campus.





BUCHANAN FIELD AIRPORT

The airport, located adjacent to Concord, is a full-service public regional airport operated by Contra Costa County. It is a significant aviation resource that serves the region's growing business community. It currently provides corporate jet service, daily scheduled commercial service to Southern California and Las Vegas, executive and general aviation hangars, and a staffed FAA air traffic control tower. The airport provides a strategic resource to the campus not only for convenient commercial service, but it also can easily accommodate feeder cargo aircraft.



GOMENTUM STATION

GoMentum Station is located on the CNWS site and utilizes the base's former roads as a full-scale secure test facility for connected and automated vehicle (CAV) technology. Owned and operated by AAA Northern California, Nevada and Utah, its

goal is to assist members and the public in adapting to the fast-changing mobility landscape, while continuing to focus on traffic safety.

The innovative technology being explored and tested at GoMentum Station will redefine the next generation of transportation, bring unprecedented mobility options to people, and help advance traffic safety towards zero fatalities. This facility can provide an invaluable hands-on experience to local students. In turn, the strength of this emerging technology cluster will serve to attract more pioneering firms to the region, spawning regional growth, industry innovation, and human development.

Campus Case Studies

To help generate both ideas and best practices, several hybrid educational district case studies were presented to the BRC for their consideration and evaluation. These precedent models offered a wealth of strategic information that was leveraged to help inform the vision and guiding principles for the Concord Campus District. While nearly a dozen models were discussed, six specific case studies were examined in detail:

- **Clemson University International Center for Automotive Research (CU-ICAR):** An applied automotive research campus and innovation hub offering skills programs and graduate degrees.
- **Spokane University District:** A multi-institutional academic and applied research campus specializing in health science innovations that includes public and private institutions.
- **Auraria Campus:** A multi-institutional education district that includes all levels of public higher education in Colorado, with shared-use facilities.

- **CSU San Marcos/University District:** A creative public-private partnership campus closely aligned with the development of a new downtown neighborhood for San Marcos.
- **STAR Campus:** A hybrid innovation district with a creative public-private partnership approach that allows the University of Delaware to retain ownership of land while industry partners the ability to develop highly-customized buildings that serve their specific needs.
- **University Center of Lake County:** An integrated campus that includes high school, community college, and four-year education on a campus with nearly two dozen academic partners.

The following pages provide a summary of each campus model and how they are addressing the emerging hybrid campus of the future.





CASE STUDY

CU-ICAR

CU-ICAR is a partnership between Clemson University, BMW, and other automotive industry partners to create the premier automotive research, innovation, and educational enterprise in the world. Started in the early 2000s, the campus will eventually include five technology neighborhoods, each designed for optimizing a collaborative environment.

At the core of the campus is the CU-ICAR Autopark and Innovation Place, a four-story multi-tenant facility, including classrooms/labs for Clemson University.

How did it get started?

The campus started as a large family-owned parcel of land that was gifted to Greenville County under the condition that a technology center be created. The County worked with Clemson University to identify a development plan for the campus. Once a plan was in place, BMW approached the County and Clemson University with a partnership concept.

CASE STUDY

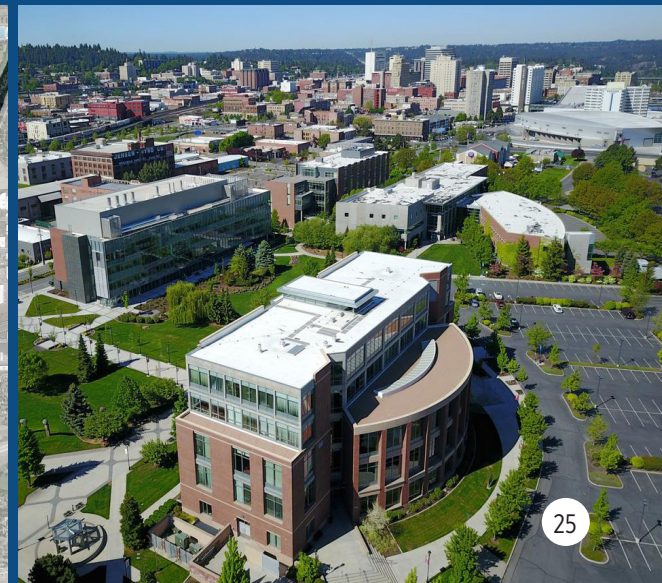
SPOKANE UNIVERSITY DISTRICT

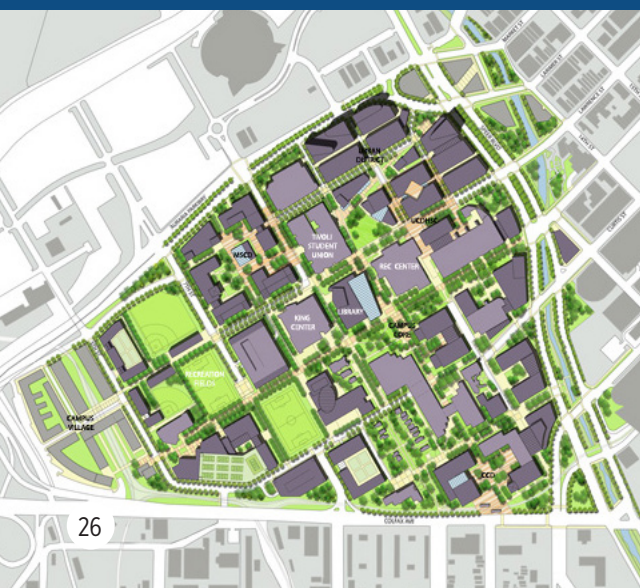
The Spokane University District was created to provide connections and interactions between several higher education institutions and healthcare providers. It is home to six different institutions that together enroll more than 11,000 students. Proximity to these urban campuses, and the ability to attract the best and brightest graduating from them, have presented tremendous opportunities to the region and beyond.

The District includes individual campuses or facilities for the Community Colleges of Spokane, Eastern Washington University, Gonzaga University, University of Washington, Washington State University Health Sciences, and Whitworth University.

How did it get started?

The campus district started as a repurposing of an existing industrial neighborhood near Gonzaga University. The synergy of the University and other medical institutions allowed Spokane to formulate a long-term land use plan for the Health Sciences campus.





CASE STUDY

AURARIA HIGHER EDUCATION CENTER

The Auraria Campus is a vibrant higher education community located in the heart of downtown Denver. The 150-acre campus is shared by the Community College of Denver, Metropolitan State University of Denver, and University of Colorado Denver.

The Auraria Higher Education Center is a separate State entity whose role is to provide and manage shared services, facilities, and property to support these prominent institutions in achieving their goals. The Center includes its own planning department, maintenance staff, and security/police force. The collective student population is approximately 42,000, with an additional 5,000 faculty and staff.

How did it get started?

The Auraria Higher Education Center was started as a repurposing of an existing neighborhood adjacent to Downtown Denver.

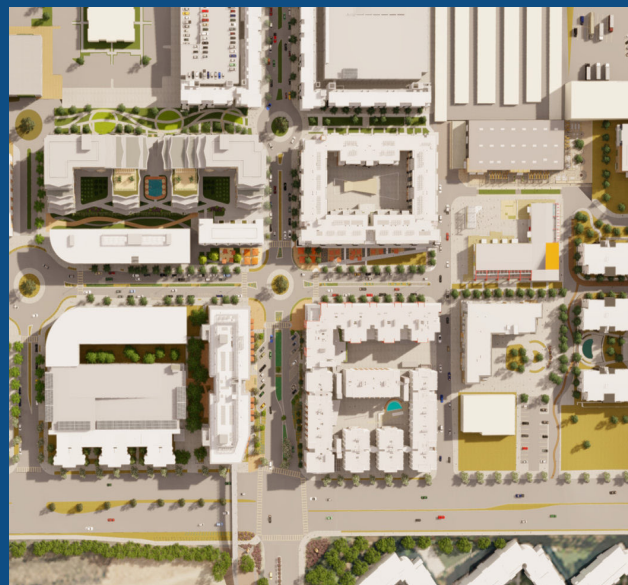
CASE STUDY

CSU SAN MARCOS / UNIVERSITY DISTRICT

CSU San Marcos and the City of San Marcos worked together to seamlessly blend a new State University with a new Downtown. Through the creation of an advisory committee and the adoption of the San Marcos Creek District and North City Specific Plans, they have created a comprehensive downtown core in the heart of San Marcos. In order to finance many of the public university buildings, the University, City and private developers worked together to form creative public-private partnerships (P3)—including California's first P3-funded academic building (currently under construction).

How did it get started?

The CSU San Marcos campus and Downtown district started through an advisory committee process that created a clear vision and planning principles for area. Over time, the committee was able to coordinate public, university, and private interests to help spur public and private investment.





CASE STUDY

STAR CAMPUS

The Science, Technology, and Advanced Research (STAR) Campus is a 272-acre innovation hub built on Chrysler's former Newark assembly facility that combines academic training and applied research needs. It serves as a research cluster for firms in health, energy, finance, and environmental sectors.

The University of Delaware is building out much of the campus through collaboration with outside private entities. The University owns the land and leases it to industry partners. Current and future tenants build facilities that suit their individual needs while simultaneously fitting the University's vision of a mixed-use development with vibrant street life.

How did it get started?

The STAR Campus started as a repurposing of an industrial site adjacent to existing transit. The University of Delaware acquired the site and worked with the City to create a planning framework for the campus.



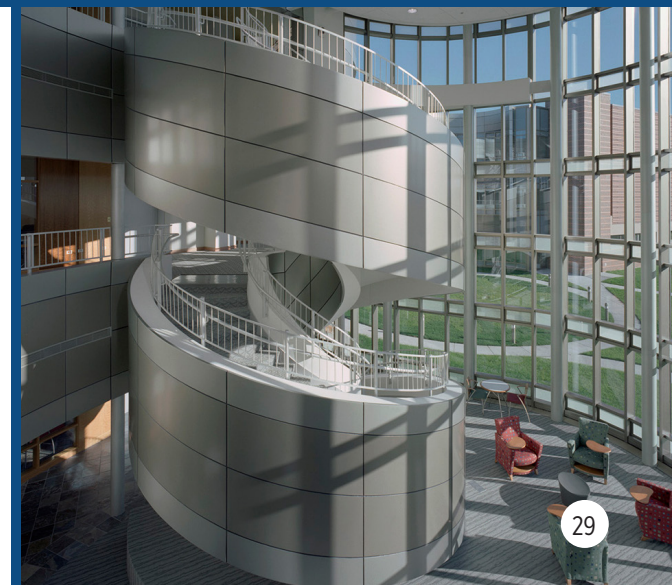
CASE STUDY

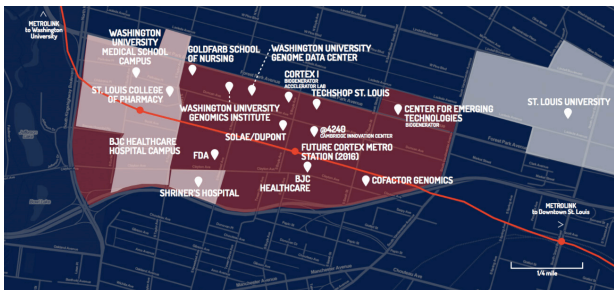
UNIVERSITY CENTER OF LAKE COUNTY

The University Center of Lake County is a consortium-based academic center comprising a partnership between eight public and ten private institutions. Combined, these institutions provide more than 130 degrees, certificates, and professional development courses. The center is located on a portion of the College of Lake County (community college) property. The property also includes Lake County Tech Campus—a multi-school campus for tech focused high school education.

How did it get started?

The University Center of Lake County was created on a portion of an existing community college campus. The driving force behind the center was a desire by the State of Illinois to allow Lake County students to pursue an education without needing to commute or relocate.





Creating an Innovation District

There are many different ways campus districts are formed and the academic and economic drive to form these districts are enormous. As the United States emerges from the Great Recession, a shift is occurring in the spatial geography of innovation. For the past 50 years, the landscape of innovation has been dominated by places like Silicon Valley—suburban corridors of spatially isolated corporate campuses, accessible only by car, with little emphasis on the quality of life or on integrating work, housing and recreation.

A new complementary urban model is emerging, giving rise to what is called “innovation districts.” These districts are geographic areas where leading-edge anchor institutions and companies cluster and connect with start-ups, business incubators, and accelerators. They are also physically compact, transit-accessible, and technically-wired and offer mixed-use housing, office, and retail.

Innovation districts are the manifestation of mega-trends altering the location preferences of people and firms and,

in the process, re-conceiving the very link between economy shaping, place making and social networking. Our “open innovation” economy rewards collaboration, transforming how buildings and entire districts are designed and spatially arrayed.

Innovation districts are emerging in dozens of cities and metropolitan areas in the United States and reflect distinctive typologies and levels of formal planning. They typically emerge near anchor institutions in the downtowns and midtowns of larger cities. However, they are starting to take shape in the transformation of traditional exurban science parks like Research Triangle Park in Raleigh-Durham.

Innovation districts have the unique potential to spur productive, inclusive and sustainable economic development. At a time of sluggish growth, they provide a strong foundation for the creation and expansion of firms and jobs by helping companies, entrepreneurs, universities, researchers and investors—across sectors and disciplines—co-invent and co-produce new discoveries for the market.

Potential Funding and Financing Approaches

Funding for new higher education campuses and innovation districts can be a daunting challenge. Increasingly, large-scale development projects like these incorporate public-private partnerships (P3)—coalitions formed between government and private entities in which partners pool their resources and expertise to help achieve a common goal. These joint initiatives are useful to the extent that they distribute the burdens of funding, design, development, and operations amongst various institutions to create new financing mechanisms, transfer risk, and increase speed-to-market.

Though private developers have traditionally served as the most common nongovernmental partner, P3s have evolved to incorporate other institutional actors such as health care providers, educational institutions, nonprofit associations, and intermediary groups (e.g., business improvement districts). P3's can have a flexible structure to meet the context-specific needs of a project.



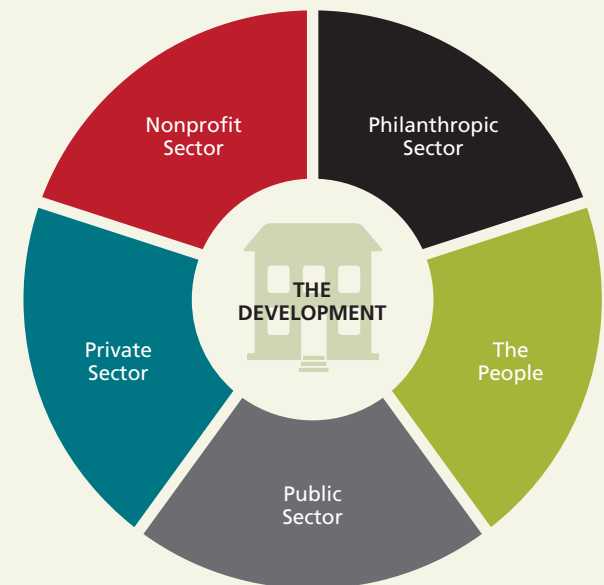
Summary of PPP Benefits and Limitations

Potential Benefits

- Project risks transferred to private partner
- Greater price and schedule certainty
- More innovative design
- Public funds freed up for other purposes
- Quicker access to financing for projects
- Higher level of maintenance
- Project debt kept off government books

Potential Limitations

- Increased financing costs
- Greater possibility for unforeseen challenges
- Limited government flexibility
- New risks from complex procurement process
- Fewer bidders



Source: Legislative Analyst's Office, *Maximizing State Benefits from Public-Private Partnerships*, November 8, 2012.

3





VISION AND GUIDING PRINCIPLES

Overview

Vision Elements

Guiding Principles

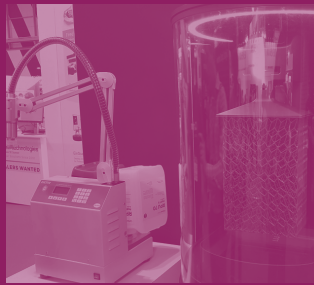
Overview

A successful Campus District needs an inspired vision and a strategy for achieving it. The BRC-defined vision and guiding principles, as articulated on the following pages, establishes the conceptual framework that will shape the future planning and development of Concord's campus district. Much thought and discussion has gone into the framing of these ideas, with the ultimate goal of ensuring that the campus fully serves the needs of Concord and the region.

The City of Concord, institutional and industry partners, and other stakeholders will use the vision and guiding principles to **evaluate future proposals and initiatives for new uses, facilities, and programs located within the Campus District.** While much interest in the Concord campus has already been generated, there is an ongoing need to ensure that all ideas match the ultimate desires for the campus as outlined in this document.



Flexible and Collaborative Classroom



3D Printer



Cyber Security Center



Wood Technology Maker Space



Bio Technology



Competency Building



Community Arts Center



Inclusive Classroom



Public/Private Financial Partnerships



Donor Funded Projects



GoMentum Station



Concord Regional Community

VISION ELEMENT A MULTI-INSTITUTIONAL EDUCATIONAL DISTRICT

The Concord Campus District will offer the opportunity for an integrated master planned area, including a combination of academic programs from K-12 through graduate, providing competency building that addresses the needs of the evolving economy.

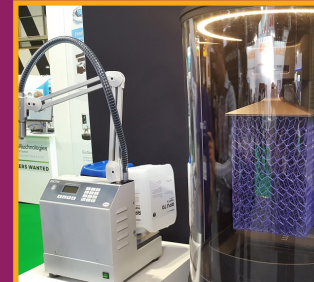
VISION ELEMENT B

STRONG PUBLIC-PRIVATE PARTNERSHIPS

There will be strong partnerships with private companies, public institutions, and NGOs/non-profits to support experiential learning, research and development, technology, production, job creation, and workforce development.



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Donor Funded Projects



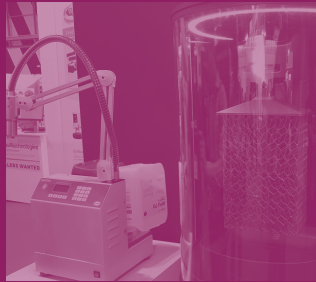
GoMentum Station



Concord Regional Community



Flexible and Collaborative Classroom



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Cyber Security Center



Wood Technology Maker Space



Bio Technology



Competency Building



Community Arts Center



Inclusive Classroom



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Donor Funded Projects



GoMentum Station



Concord Regional Community

VISION ELEMENT C BLENDED SEAMLESSLY WITH CONCORD AND THE SURROUNDING REGION

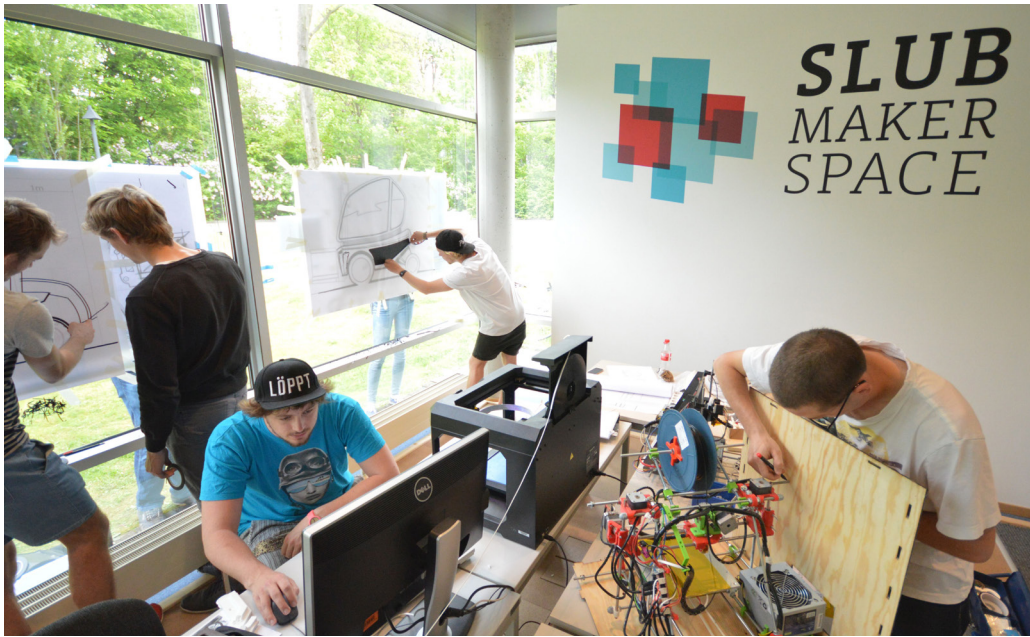
The campus will blend seamlessly in a physical and programmatic sense, creating a place that engenders economic, social, and cultural interaction with the surrounding neighborhood, the City of Concord, and the region. It will become one of many new models for integrating higher education with industry in California and beyond.



GUIDING PRINCIPLE #1 HYBRID MODEL APPROACH

- A.** Encourage a **campus that can serve all ages and skill sets**, including K-12, competency building, career tech, associate's degrees, bachelor's degrees, professional degrees, graduate/post-graduate degrees, and research.
- B.** Form an **innovation ecosystem** that holistically serves many industries (Maker Tech, robotics, drone delivery, health care, biomass, cyber security, etc.).
- C.** Blend **higher education with local industry**, including research and development, workforce training, technology, and academic research.
- D.** Include a **diverse range of flexible meeting and conferences spaces** that can be used by academic and industry partners, and the broader Concord community, for various events and activities.





GUIDING PRINCIPLE #2 STATE-OF-THE-ART

- A.** Consider creative **online learning** approaches to expand the reach of the campus and offer a flexible learning experience to students of all backgrounds, allowing students to attend classes "anytime" and at "anyplace."
- B.** Attract **innovative manufacturing** and **Maker Tech** businesses that benefit from campus research.
- C.** Include a "**competency building**" approach that allows students to efficiently complete academic programs based on their existing skills and experiences.
- D.** Ensure that the Campus District is well-connected with **high bandwidth internet**, and flexible and expandable telecommunications infrastructure.



GUIDING PRINCIPLE #3 CONCORD REGIONAL CONNECTION

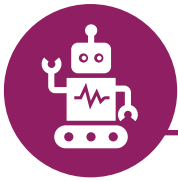
- A. Create a **strong identity** that highlights the Campus District's connection to Concord and the Northern California megaregion.
- B. Focus on hiring **workers, students, apprentices, and residents** from the Concord region in all aspects of the campus.





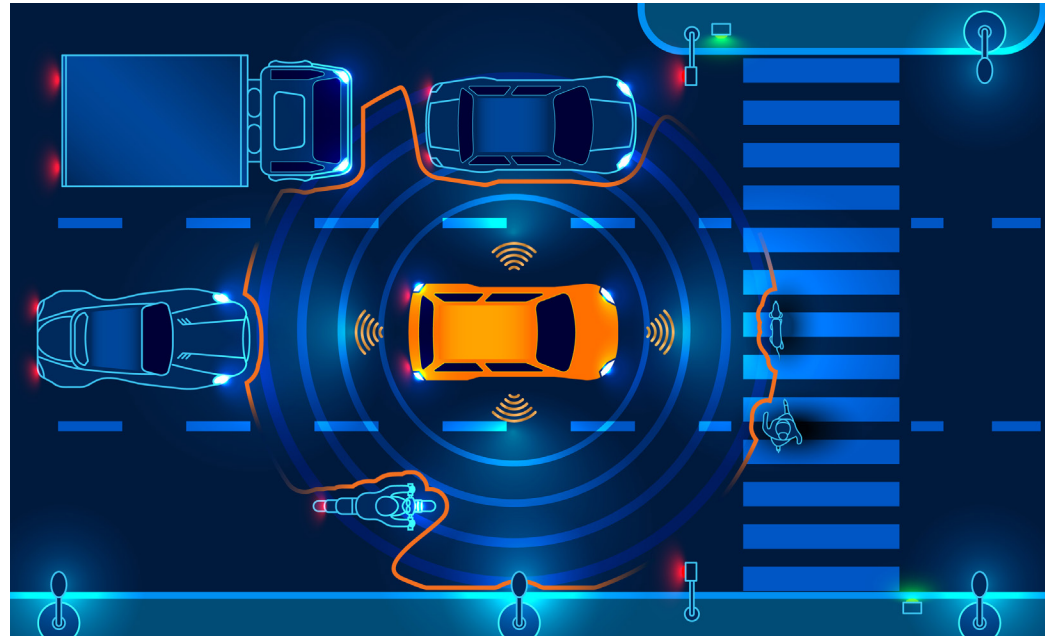
GUIDING PRINCIPLE #4 EQUALITY AND INCLUSIVITY

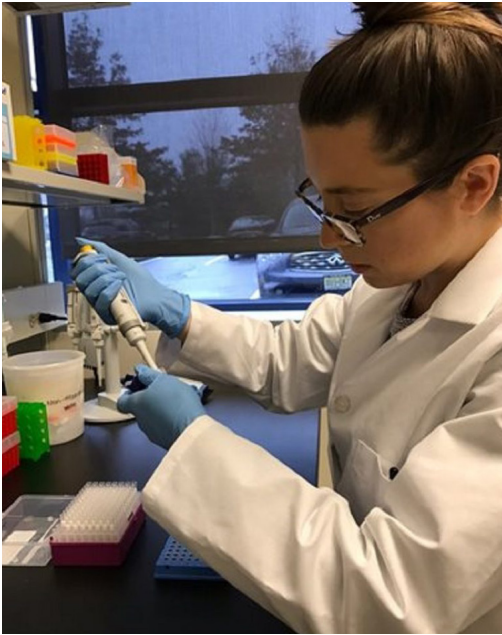
- A.** Build on the **diversity of Contra Costa County** while improving social equity and removing access barriers to higher education.
- B.** Make the higher education programs offered on the campus **accessible** and **affordable** to local and regional residents.
- C.** Identify strategies for **recruiting top intellectual talent** to the campus through various incentives or other citywide programs (e.g., housing, local schools, community amenities, etc.).
- D.** Encourage a **culture of diversity and inclusion** within public institutions and private industries located at the Campus District.



GUIDING PRINCIPLE #5 JOBS OF THE FUTURE

- A. Include a **broad array of specializations** to meet the diverse industry needs of today and tomorrow, while leveraging distance learning opportunities.
- B. Work with academic and industry partners to **align training and educational courses/programs** with existing and emerging industries in the region.





GUIDING PRINCIPLE #6 INDUSTRY ATTRACTION AND GROWTH

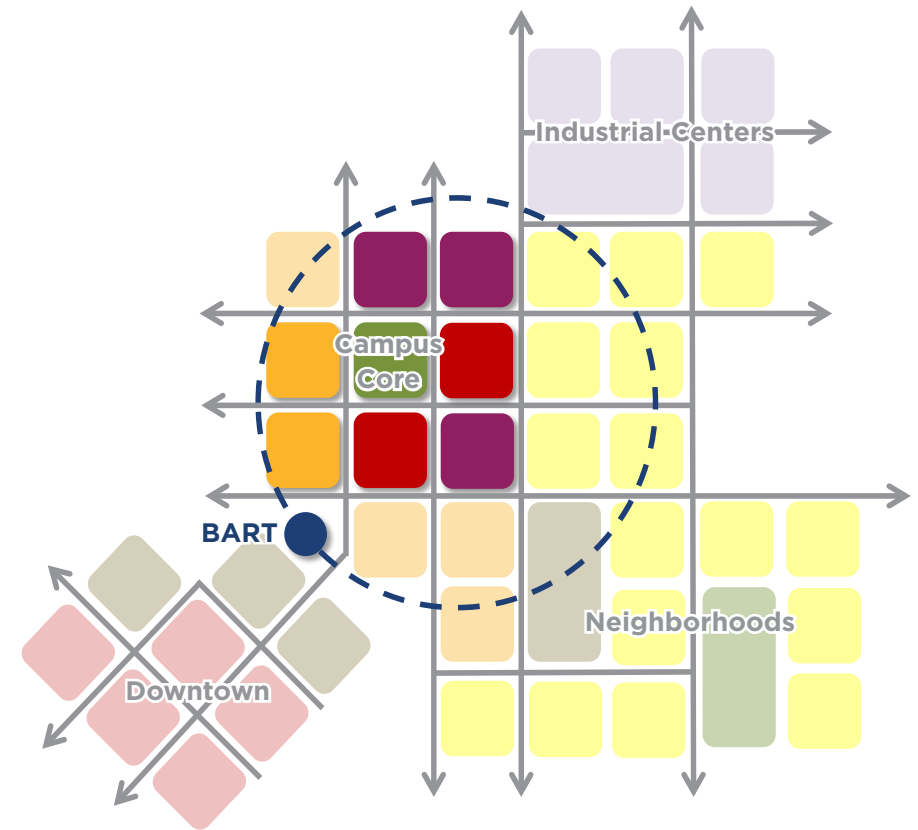
- A.** Use the **design** and **programming** of the campus to promote Concord and the broader region as an academic and industry epicenter.
- B.** Pursue **international collaborations** to expand the reach and reputation of the campus.
- C.** Include **incubator space** and **access to research** that will help grow local start-ups.

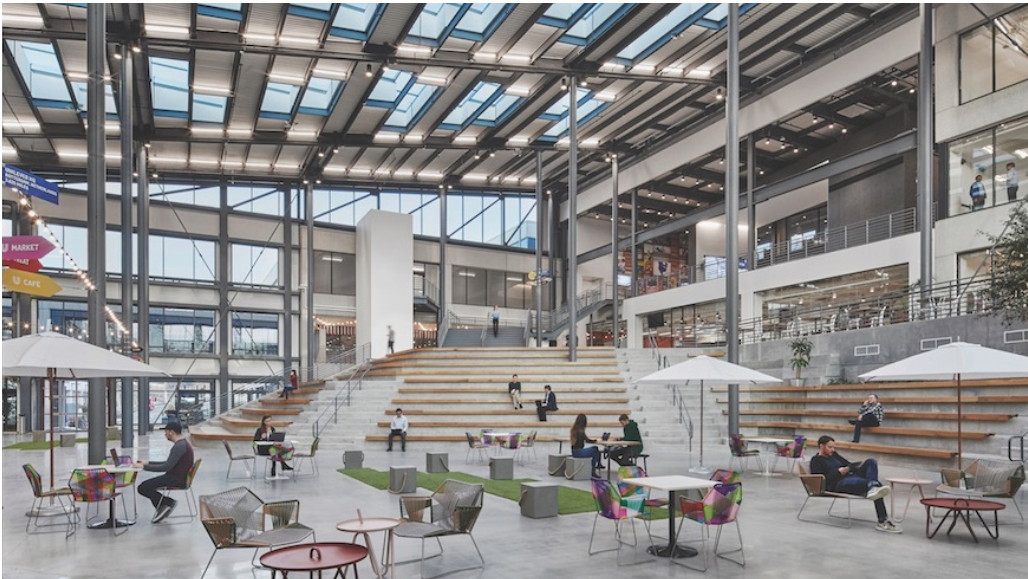




GUIDING PRINCIPLE #7 SEAMLESS INTEGRATION

- A.** Ensure the Campus District **blends with surrounding development** so education and research uses are adjacent to, and integrated with, surrounding mixed-use, residential, commercial, and civic uses.
- B.** Include well-located and visible **commercial-oriented uses** within or adjacent to the campus, including research and development.
- C.** Create convenient and safe **pedestrian and bicycle connectivity** to the North Concord/Martinez BART station and adjacent employment and residential neighborhoods.
- D.** Create a **central, open space area** that becomes the focal point for campus gatherings, events, art, and performances.





GUIDING PRINCIPLE #8 FUNCTIONAL DESIGN

- A.** Offer **cutting-edge facilities** with modern equipment and amenities to make the campus an educational and research destination.
- B.** Create a **flexible physical campus** that can adapt to new industries and the services of the future.
- C.** Create **smart buildings** that have flexible interior layouts and high floor plates to allow a variety of future users.
- D.** Identify opportunities to locate educational, research, and **other complementary uses** beyond the 120-acre campus.



GUIDING PRINCIPLE #9 ELEGANT DESIGN

- A.** Build a **thematic identity** for the campus that attracts students, industries, and partners.
- B.** Ensure the new campus fits the **scale** and **character** of the broader specific plan area.
- C.** Focus on **placemaking** so the campus can become a gathering space for the entire community to enjoy and celebrate.





GUIDING PRINCIPLE #10 SUSTAINABLE CAMPUS

- A.** Consider the **physical** and **natural environment** of the Bay Area in the design of the new campus.
- B.** Capitalize on adjacent **transit connections** and walking distances to future **mixed-use** and **housing**.
- C.** Incorporate **sustainability** into the design and operations of the campus.
- D.** Create **complete neighborhoods** that include a mix of uses, activities, and bicycle/pedestrian connections that are seamlessly integrated between the Campus District and new neighborhoods in the specific plan area.
- E.** Through the Base Reuse Specific Plan, identify **appropriate housing types and densities** near the Campus District to allow for affordable student housing near the core campus area and the North Concord/Martinez BART station.



GUIDING PRINCIPLE #11 CULTURE AND COMMUNITY

- A.** Incorporate **cultural and arts** programs and facilities that support the campus, Concord, and the broader region.
- B.** Ensure the Campus District and/or the adjacent community contains key **community amenities** and quality of life elements that are closely tied to the needs of the Concord community, including a combination of the following uses:
- State of the Art Public Library that can become a destination center for the community
 - Event Center
 - Performing Arts Center
 - Conference Center
 - Art Gallery
 - Museum

Encourage additional community amenities, including dining, indoor recreation and fitness, and additional entertainment uses.

- C.** Include **liberal arts curriculum and programs** to ensure a well-rounded education and opportunities for leadership training.





GUIDING PRINCIPLE #12 STRATEGIC IMPLEMENTATION

- A.** Integrate **infrastructure** being developed as part of the broader specific plan with the campus to make a more cost-efficient project.
- B.** Develop a clear **phasing approach**, tied to the broader specific plan, that will allow the campus to incrementally grow.





GUIDING PRINCIPLE #13 PARTNERSHIPS

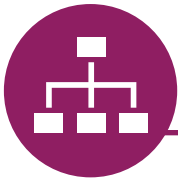
- A.** Identify and **nurture partnerships** between different education providers (CSU East Bay, Cal Poly San Luis Obispo, University of California, community colleges, private colleges and institutions, high schools, international connections, etc.), and top local existing and emerging industries.
- B.** As partnerships begin to form, work strategically to identify and secure a **key anchor partner/user** who can provide the initial energy, innovation, and funding to initiate investment and momentum in the Campus District area.





GUIDING PRINCIPLE #14 FINANCIAL FEASIBILITY

- A.** Identify a **range of funding sources** and **financing strategies** to ensure flexibility as the vision and development of the campus mature over time.
- B.** Identify different ways to create public-private partnerships (P3, P4, and P5) that will allow many different users and industries to **share costs burdens and revenues**.



GUIDING PRINCIPLE #15 GOVERNANCE

- A.** Once the primary and secondary partners/users are identified and confirmed, consider establishing an **operating entity** for the Campus District, composed of representatives from both the City of Concord and partner agencies, that could perform the following functions:

Development: Identify, review, and approve all new capital projects, including buildings, roads, infrastructure, outdoor space, recreation facilities, etc.

Operations: Organize spaces and facilities so they are efficiently programmed and maintained, making sure that all academic and industry partners benefit from the campus.

Management: Ensure that mechanisms are in place to protect the long-term financial health of the campus, as well as the ongoing maintenance and operations of all facilities.

- B.** Remain **flexible and adaptable** in the overall governance approach to ensure that future end users (academic, institutional, and industry partners) have the ability to tailor operational structures and financial agreements to meet their needs, while also ensuring the Vision and Guiding Principles included in this document are met.



4





PRIORITY ACTIONS

Overview

Concord Campus District Vision Action Plan

Emerging Potential Partners

Overview

The bold vision outlined in this document will require many individual actions—some relatively small and others much more complex—to take place over the coming years. Coordination between the City of Concord, campus institutional and industry partners, and the community will be critical to ensuring momentum is maintained and the campus is created. The following pages outline several key strategic action items that will be taken in partnership over the coming years. These lists are intended to be a starting point, and additional actions may be added by the City in the future as the vision matures and partners are identified and secured.



Marketing and Communications

- M-1** Solicit **feedback on the Vision Framework** from local and regional academic and industry leaders through a roadshow and/or direct one-on-one meetings. This should include civic leaders (e.g., Mayor's Conference).
- M-2** Develop a comprehensive and coordinated **Marketing Strategy** to promote the Concord campus.
- M-3** Prepare **digital and physical collateral** that can be used by the City to engage the community and interested partner institutions and companies. This could include a dedicated website, briefing book, pamphlet, or other similar materials. The City, BRC members, and other partners will use these materials to promote the Campus District to potential partners and users.
- M-4** Create **targeted outreach** that is specifically focused on major existing and emerging industries in Contra Costa County, as well as larger institutional partners (UC, CSU, CCC, private universities, etc.)
- M-5** Conduct **site tours** for potential partners so they can visit and learn more about the Campus District potential.
- M-6** Consider creating **videos, renderings, graphics**, and other materials to further articulate the ideas expressed in this framework.
- M-7** Do something unique that will catch the attention of local media and institutional/business leaders. Consider hosting an **Innovation Conference** or **Speakers Bureau** in Concord as a way for different potential partners to meet and exchange ideas.



Campus Model Research and Refinement

- C-1** Research **additional campus models** as needed that can help further refine the Vision Framework. Consider providing the Vision Framework to these campuses for their input and feedback.
- C-2** Consider **touring campus models** either in-person or online to learn more about how they were formed and their programming, and to ask questions to key staff.
- C-3** Work closely with the **Reuse Specific Plan process** to ensure the specific plan is adopted and the associated Environmental Impact Report (EIR) is certified by the City of Concord.
- C-4** Research the **specific needs of non-traditional students** as a way to refine the programming, types of uses, and amenities that will be located at the Campus District.
- C-5** Include **young adults, college students, and non-traditional students** in the discussion about how to refine the campus model. Consider focused surveys to both traditional and non-traditional local students.
- C-6** Create a **unique and special Campus District** through design, programming, and partnerships that are aligned with the guiding principles in this Vision Framework.
- C-7** Coordinate all **core campus planning** with the broader Reuse Specific Plan process to ensure a seamless and integrated development process.
- C-8** Consider a **Master Developer** as a method for organizing and managing the development of the Campus District.



Financing

- F-1** Work closely with campus partners and financing/development specialists to evaluate different **public-private partnership approaches** that is equitable, profitable, and sustainable for all partners.
- F-2** Identify a **preferred financing approach** and structure based on the following general concepts:
- Identify anchor institution(s) with whom the City can evaluate the market and develop solicitation for supportive uses, where private partnerships will have the strongest role to play.
 - Refine the vision as new partners are identified to help guide the marketability of the Campus District.

- Ensure that the economics work for the City and all project partners.
- Strategically tap into the unique expertise and resources offered by the private sector to make a vision more successful.

- F-3** Establish **funding agreements** for new major capital projects and infrastructure investments.
- F-4** Establish **long-term operations agreements** to ensure the fiscal health of the Campus District for generations to come.
- F-5** Consider a **regionally-focused fund raising campaign** or development program that will engage the larger community in the formation of the Concord Campus District.



Partnerships

- P-1** Consider creating an **Advocacy Team** to help accelerate the process. This would include dedicating resources (staff and budget), identifying a point person who can quickly respond to questions or calls, and establishing a team that can evaluate individual proposals.
- P-2** Execute a **pilot program** with an existing academic partner where they can hold classes or research activities at or near the campus site.
- P-3** Identify **key academic and industry anchor partners** that can create catalytic projects on the campus (see the following page for a list of potential partners identified by the BRC).
- P-4** Identify **key anchor user(s)** early in the process. Once identified and secured, have them help refine the campus vision to ensure both the campus and building elements address their needs.
- P-5** Develop a **student enrollment phasing strategy**, working closely with academic and industry partners, to ensure facilities are adequately sized and phased.
- P-6** Identify other **“support” partners** that would benefit from being on the campus.
- P-7** As partnerships form and mature, develop an **organizational structure** and **governance system** for the Campus District, ensuring the City of Concord continues to play a role in the planning and operations of the area.

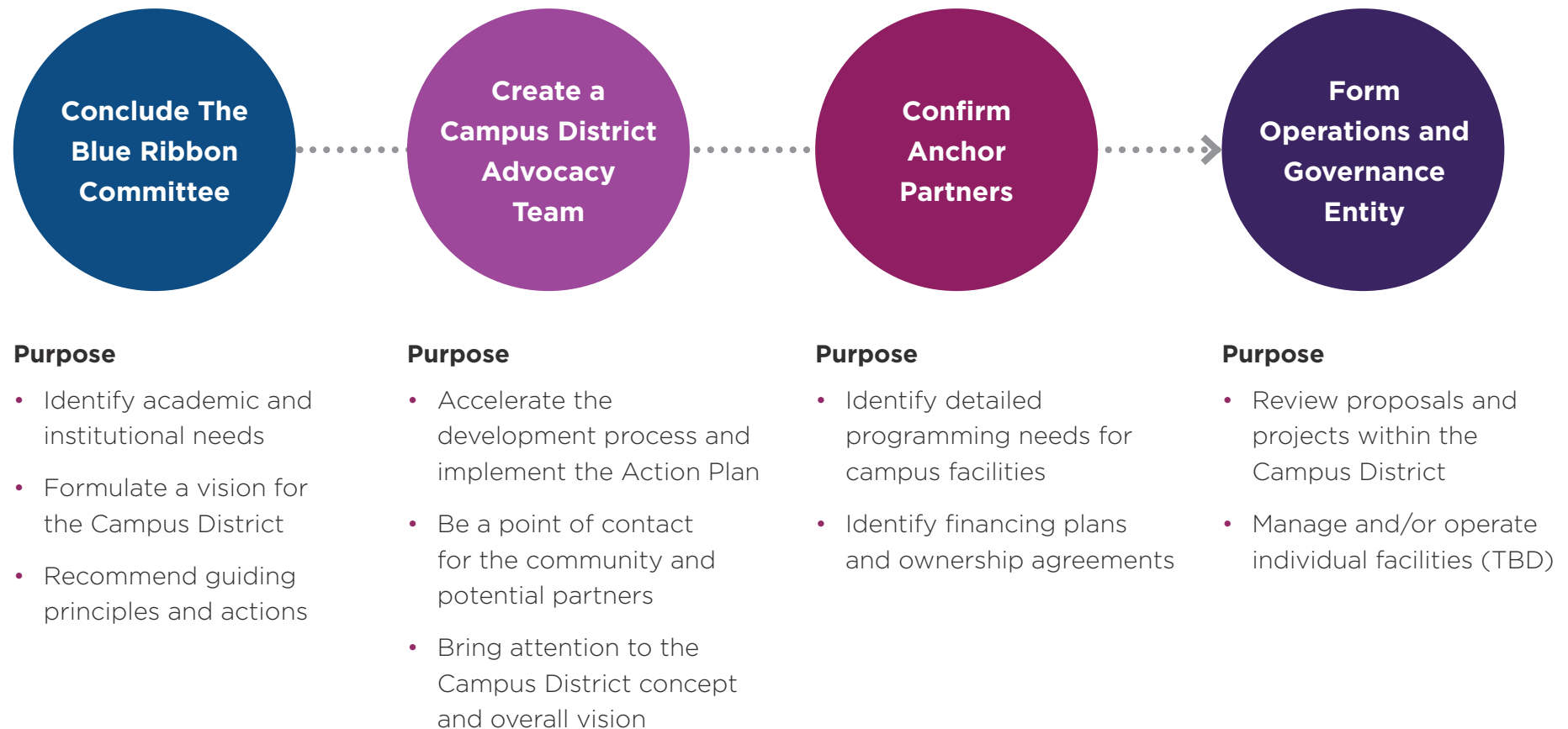
Emerging Potential Partners

As a launching point for creating the Campus District, the BRC identified a broad range of potential academic, industry, and agency partners. While this graphic below represents a strong starting point for initiating discussions—it is not a comprehensive list and the City should continuously engage new partners as the vision evolves over the coming years.



Potential Next Steps

At the completion of the Blue Ribbon Committee process, the City of Concord will establish a "Campus District Advocacy Team" to help market the Campus District concept and identify key partners. The diagram below outlines the anticipated steps moving forward in the Campus District development process.



Final Document Edits

The Concord City Council received and accepted this report on June 4, 2019. Following the meeting, the City made a series of consistency and clarification edits to the document, including:

- (1) Making the text larger and darker.
- (2) Creating a new graphic in the Executive Summary that summarizes the needs, challenges, and opportunities associated with a new Campus District in Concord.
- (3) Changing the title of Chapter 4 from "Programmatic Priorities" to "Priority Actions."
- (4) Reorganizing individual action items in Chapter 4 so they are sequential.
- (5) Creating a new graphic on Page 59 that summarizes potential next steps.

These edits did not result in any substantive changes to the ideas, vision, guiding principles, or implementation actions endorsed by the Blue Ribbon Committee.

Acknowledgements

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CONCORD CAMPUS DISTRICT VISION FRAMEWORK

Please visit the project website for additional information, including Blue Ribbon Committee meeting presentations, summaries, case studies, and news articles:

www.concordreuseproject.org/183/Campus-District

