

# Community Governance

CRD 158, CRN: 27835 – Winter 2019

**Place:** 1150 Hart Hall, **Time:** Monday/Wednesday 10:00 – 11:50AM

**Instructor:** Dr. Catherine Brinkley, [ckbrinkley@ucdavis.edu](mailto:ckbrinkley@ucdavis.edu)

**Office Hours:** sign up outside office (Rm 2333, Hart Hall)

**Teaching Assistants:** Email TAs with any questions and to make appointments

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**Course Description:** This course relies on active learning and community engagement. Students are introduced to the institutions, community organizations and political processes involved in shaping local governance, regional development, political change, policy development, and economic health. The course includes field research on political processes and policy issues along with training in op-ed and policy brief writing.

**Course Objectives:** There are five distinct yet intertwined objectives in this course:

- (1) The purpose of this course is to acquaint students with evidence-based theory and best practices of community governance, with special attention to the Californian context. Students will understand the scope, powers, limitations, procedures, mandates, conflicts, constitutional and legal frames, offices, and democratic life of local government. The course employs history and case studies of special interests in energy infrastructure, food policy and climate change to highlight the role of community governance.
- (2) Through weekly discussions, guest lectures and fieldtrips, students will stay apprised of current events and relate them back to course readings for a real-time understanding of community governance.
- (3) The course is expected to make students more informed citizens and offer a primer for those interested in careers within and alongside government agencies. Students are encouraged to become involved in community governance outside the classroom, and course assignments (attending a public meeting, an op-ed and policy brief) are designed to be used beyond the classroom experience.
- (4) Students will explore tools for planned change at the local level.
- (5) Students will interface with local government practitioners and political activists for network building and career development.

## Required Texts

*Rarick (2013). Governing California.* ISBN-13: 978-0877724438

Mathews, Joe and Mark Paul. 2010. *California crackup. How reform broke the Golden State and how we can fix it*, Berkeley: University of California Press. ISBN: 0520947088

Lewis, J., & Aydin, A. (2016). *March* (Vols. 1-3). Top Shelf Productions.

Journal article and report readings are posted on Canvas organized by week.

## Course Expectations

- Students should come to class prepared to showcase their future professionalism.
- Each student is responsible for completing reading assignments prior to class and should keep notes on course readings and lectures. Assigned readings, collateral readings, and current events will be the subject of class commentary and discussions.
- Participation is an essential part of class.
- Guest Speakers are welcomed to this course by a well-informed class that comes on time, is prepared (has finished the readings/posted questions) to intensely interact with the speakers and pose questions.
- Several assignments engage with the City of Davis government agencies and community groups. Use this interface time to assess your own interest in local governance work, meet future collaborators, showcase your expertise, and have fun!

Plan ahead if you are determined to earn a particular grade. An “A” student will complete weekly assignments in a timely and thoughtful manner with clear, grammatically correct writing. An “A” student is respectful of fellow students and guest speakers, and always has a thoughtful question to add to the discussion. An “A” student completes all the required readings and refers to the readings in class discussion and assignments to demonstrate knowledge acquisition. An “A” student will start the research paper assignment four weeks before its due date, and have a friend proof the paper for content and style before submission for grading.

Grade-focused conversations are welcome when they are proactive (still enough time in the course to impact a grade), realistic (the math adds up), and framed around concrete goals for the course. You may contest a grade by putting in writing where you think I have erroneously interpreted the Grading Rubric, posted on Canvas. Beware: re-grading might also lead to a lowering of the grade.

The University makes available free writing consultation. Use these wonderful services to help improve your writing- no matter where you are in the process: <https://tutoring.ucdavis.edu/writing>

Be familiar with the Student Code of Academic Conduct: <http://sja.ucdavis.edu/cac.html>. Please ask the TAs if you have any questions. Remember the instructor is obliged to refer you to Student Judicial Affairs in all cases of violation or suspected violation.

General Education Literacies to be completed in this course:

- American Culture, Governance, and History
  - The reading requirements, lecture and course discussion will cover the history of American culture as it shapes local governance with focus on the California context
- Domestic Diversity and World Cultures
  - California's changing demographics directly impact the shifts in local government policy focus and scope of powers. Students will analyze policies through the lens of changing demographics and changing demographic needs.
- Visual Literacy
  - Concept mapping exercises in class as well as social network mapping skills help students learn to visualize results and present them to wider audiences.
- Scientific Literacy and Quantitative Literacy
  - Students will learn to interpret scholarly journal articles and infographics in relation to methodological strengths and weaknesses. Student papers will present concept maps and social network analyses. Students will learn social network mapping software to collect and analyze their novel datasets.
- Writing Experience
  - The weekly reading synthesis, op-ed, and policy brief assignments provide students with training and writing experience designed for extension beyond the classroom. Student working groups and iterative peer review help students further hone their writing skills.

## **Assignments:**

In addition to the weekly reading assignments and class discussion, this course is planned with four main deliverables that build upon each other. These assignments are designed to showcase your intelligence, demonstrate an arc of knowledge acquisition, and connect your work to the world outside the classroom.

1. **Participation** (20%)
  - i. Introductory letter (2% of total grade), comment to peers (2%)
  - ii. Quizzes (x4) (16%)
2. **Report on local government meeting** (10%)
3. **Policy Brief** (40%)
  - i. Draft (5%), peer review (5%), final (10%)
  - ii. **Social network map** (20%)
    1. Updates (10%), final (10%)
4. **Op-ed** (30%)
  - i. Weekly reading and current event (op-ed) reflection (10%)
  - ii. Op-ed draft (5%), peer review (5%), final (10%)

### **1. Introduction Letter, due dates are on canvas**

The goal of this assignment is for us to get to know one another and shape the focus areas of the course. Please write a few paragraphs detailing your interest in this course, your experiences that have shaped this interest, and what you hope to gain from this course. Please include a brief story of a time you affected change and you went about it. This assignment is excellent practice for formatting a professional cover letter. We will use these letters of introduction to benchmark our progress at the end of the course.

- Please welcome your peers and comment on two of their introductory letters by **January 30th**. Post your letter to the 'Discussions' section of Canvas.

### **2. Report on local government meeting**

Attend a local government meeting and take notes on the citizen groups participating, the interactions with the local officials and how you feel the topic of discussion progressed toward a policy outcome. Submit an 800 word report. You may wish to incorporate this material in your policy brief or final op-ed. Reports will be made available to your classmates so that they can also learn from your experience in informing their own. Please see the list of local meetings at the end of the syllabus.

Questions to consider:

- Why did I pick this activity?
- Who were the key players in this activity and what are their motives, backgrounds, etc.?
- Who was not in the room, but could be directly or indirectly influenced by the policies discussed?
- How did I feel while engaged in the activity?

- How do I feel about it now that it is over?
- Did anything surprise me?
- Has this changed any of my views about politics?
- Would I want to do this again? Why or why not?
- Did anything productive come of my participation?
- What did I learn?

### 3. Policy Brief and Community Governance Social Network Map

#### *Social Network*

The goal of this assignment is to visualize the complex interactions of community governance actors in the formation of policy or social change. Using the problem you define in class, build a social network map that details the financing, policies, organizations and individuals which have influenced the this policy issue. You will add to the map as you complete your required readings, filing the names of organizations and governance units under the following subheadings: Government, Commercial, Non-profit and Community.

Instructions on how to construct a node and edge table are available on canvas. The node and edge table should include links to each agency, a description of what the agency oversees, and how citizens can contact the agency to give their input (ie. Twitter handles, op-eds, link to a suggestion form). You can add connections/edges between local governance structures with justifications (does one organization oversee the budget of another)?

Grading for this assignment will be based on the quality and quantity of additions (# of nodes, clarification of connections between nodes, accurate information, citations included). Should you have any questions or would like to consider new categories, contact the TAs: Gwyneth Manser [gmanser@ucdavis.edu](mailto:gmanser@ucdavis.edu) and Sasha Pesci [spesci@ucdavis.edu](mailto:spesci@ucdavis.edu)

- Focus first on defining the scope of your map: what issue are you covering? What is your question? (eg. How is food aide distributed in Yolo County?)
- Define the history of policies that have created the current issue from the federal to local level
- Next, add the financing that has shaped the issue, (eg transportation planning for the high speed rail is a result of federal stimulus funding with matching state and local contributions).
- Add affiliated organizations and individuals. Include contact information.

#### *Policy Brief*

This paper should build off of the findings from your social network map and feed into conclusions presented in your op-ed. The policy brief should draw from the material covered in class and be directed to local policy-makers. This policy brief is designed to acquaint you with using primary literature and/or a primary data sources. You should draw from *at least 2* course readings.

In no more than 2000 words, present:

- **Executive summary** (single paragraph detailing the issue and recommended policy solution)
- **Introduction**, covering the problem history, with references
- **Network map** of the actors, agencies and organizations involved (or who could potentially be involved) in the policy issue. Please provide an explanation of the patterns observed in your network map. Your policy recommendation should build from evidence found in your network map.
- **Relevant research** on similar policy approaches and their results with critical examination of methodology and sources
- **Conclusion:** recommendations for specific municipal code changes or programming

Be mindful to cite your sources, and include references in APA format at the end of your paper. You will be graded based on timely completion of the task, understanding of the topic, critical analysis of the chosen problem, demonstration of reading comprehension through use of references, clarity of communication, and logic of proposed solution.

### Peer Review

Please provide constructive criticism for two peers using the format below:

- Write down the main argument. This allows the writer to see that they have clearly conveyed the main argument. If you are struggling to write down the main argument or misunderstand it, the writer needs to revise for clarity.
- Identify three supporting piece of evidence
  - Are these statements logical?
  - Do they agree with the main argument?
- Does the conclusion logically flow from the supporting statements?
- Identify grammatical and spelling errors

## 5. Op-ed

### *Op-ed Discussion*

There are five weekly reflections. The goal of this assignment is for the class as a whole to get to know each individual and their views, stay apprised of current events in relation to course readings, and more meaningfully connect course content with the world outside the classroom. By referencing your weekly reading, this assignment allows me to assess

you course material comprehension. This assignment also familiarizes you with the op-ed format, in which you will write your final course assignment.

Find an op-ed (opinion editorial). You may want to search the *Sacramento Bee*, *LA Times*, *Davis Enterprise* or your local newspaper. Using the discussion tool on Canvas, post a link to the op-ed and discuss how it relates to the weekly course reading. Reflect on postings of your one of you classmates. Active learning hinges on continued participation in synthesizing the material, reading, reflecting and responding.

If an op-ed is already posted, post a different one to highlight different viewpoints. First post claims the content!

Students may wish to form groups or “coffee klatsches” outside the classroom to discuss course readings and current events. Discussion postings from coffee klatsch groups will need to reference each group member in the heading. Individual group members are released from commenting online, and you do not need to be first to post in order to get credit.

### *Op-ed Writing Project*

The goal of this assignment is to succinctly summarize a local policy problem, analyze potential solutions based on the origins of the problem, and clearly lay out a solution proposal. Your op-ed should be 800 words, possess a clearly defined point and demonstrate the strong, unique voice of the writer. The assignment will showcase your written and analytical skills, and could be useful for the job market or in furthering an issue in your community.

The draft is due first so that peers can respond with comments and guidance as you shape your paper. You may wish to choose a local topic so that you can publish your finalized letter in your local newspaper.

The first line of an op-ed is crucial. The opening “hook” may grab the reader’s attention with a strong claim, a surprising fact, a metaphor, a mystery, or a counter-intuitive observation that entices the reader into reading more. The opening also briefly lays the foundation for your argument.

Every successful op-ed piece must have a clearly defined topic and theme.

- The topic should be stated in the first paragraph
- While op-ed pieces allow writers to include their own voice and express an opinion, to be successful, the writing must be grounded in solid research. Research involves acquiring facts, quotations, citations, or data from sources and personal observation. Research also allows a reader to include sensory data (touch, taste, smell, sound, or sight). Supporting research should address the problem scope defined in the introduction.

Every good column or op-ed piece needs a strong ending. The ending:

- May echo or answer the introduction

- Should be foreshadowed by preceding thematic statements
- Contains a final epiphany or calls the reader to action

**Bonus:**

- Start with a broad topic and narrow your topic focus to something manageable for the course assignment. This will enable you to connect your research to the big picture while making the assignment feasible and your findings meaningful in a local context.
- Consider reading your paper aloud to yourself to catch awkwardly worded sentences and missing words.
- Consider sharing your paper with a classmate or writing tutor for proofing before submitting for grading.

**Questions to Ask Yourself When Writing an Op-Ed**

- What point am I making?
  - Who cares? (Writing with a particular audience in mind can inform how you execute your column. Who is it that you are trying to convince? Why are you targeting that specific reader?)
  - Is my opening strong?
    - The first line of an op-ed is crucial. The opening “hook” may grab the reader’s attention with a strong claim, a surprising fact, a metaphor, a mystery, or a counter-intuitive observation that entices the reader into reading more. The opening also briefly lays the foundation for your argument.
  - What three pieces of evidence do I have to support my argument?
    - Your paper can consider one or both types of research
      - Field research: going to the scene, observations, interviews, legwork, primary materials, and knowledge
      - Library, academic, or internet research: using secondary materials, including graphs, charts, and scholarly articles
    - Is there a counter-argument? This is the “to be sure” clause that acknowledges the other point of view.
      - Do I have a good response to a counter-argument?
    - What am I asking the readers to do now that they have this new information?

**Please see the Peer Review guidelines on Canvas**

Revise your op-ed based on peer review.



**Week 1 (Jan 7): Social Networks and Community Governance: an introduction**

<b>In-Class</b>	Question: Who influences policy? Syllabus overview Class Social Network Knowledge Baseline Assessment
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- Assignment: Post introductory letter

**Week 1.2 (Jan 9): Cake and the Commoners: History, Theory and Practice**

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Read Dietz et al. (2003)</li> <li>• Skim: Hardin (1968), Cox et al (2016)</li> </ul>
<b>In Class</b>	Question: Does theory matter? Lecture: Layer Cake of the Governing Theory, History and Practice Activity: eat cake

- Assignment:
  - If you haven't already, post an introductory letter and welcome your peers
  - Schedule a Public Meeting

**Week 2 (Jan 14): Federalism: Nested/polycentric governance**

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Mathews and Paul (2010). <i>California Crackup</i>: Chapter 1-3, 8</li> <li>• Skim:                             <ul style="list-style-type: none"> <li>○ Rarick (2013). <i>Governing California</i>. Chapters 1-4, 9, 10, 12</li> <li>○ Scutelnicu and Ganapati, (2012). <i>Community Development Districts</i>.</li> </ul> </li> </ul>
<b>In-Class</b>	MicroLecture: What is Federalism? Group Activity: Build a concept map of federal, state, regional, county, city and special district levels of government

- Assignment:
  - Welcome your peers by commenting on their introduction letter
  - Schedule a Public Meeting
  - Post on current events discussion for week 2

**Week 2.2 (Jan 16): All politics is local, visit to City Hall**

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Gumprecht, (2010). <i>The American college town</i>. Chapter 5, “All things right and relevant” (108-145). Pay special attention to the personal narratives policy changers, the ebb and flow of University positions interchanging with public service positions and the origins of these change movements</li> <li>• Rarick (2013). <i>Governing California</i>. Chapter 13</li> <li>• Skim: Storper (2014) <i>Governing the Large Metropolis</i></li> </ul>
<b>In-Class</b>	<p>MicroLecture: All Politics is Local City of Davis City Hall Tour with introduction to City Manager</p> <ul style="list-style-type: none"> <li>• Fill out the community governance matrix by noting the actions of various community governance actors (government, industry, non-profit, community, individual) across scales</li> <li>• Note the role of staffers and community in forming policy</li> </ul>

Assignment:

- Welcome your peers by commenting their introduction letter
- Schedule a Public Meeting
- Post on current events discussion for week 2

**No class for Martin Luther King, Jr. Day Jan 21**

**Week 3.2 (Jan 23): Gephi Tutorial**

- Materials are posted to Canvas
- Assignments:
  - Schedule a Public Meeting
  - Post on current events discussion for week 3

**Week 4 (Jan 28, Jan 30): Social Networks and Civil Rights**

<b>Reading</b>	<ul style="list-style-type: none"> <li>• March Books 1-3</li> </ul>
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- Assignments:
  - Attend a Public Meeting
  - Post on current events discussion for week 4
  - Continue to build your social network map

**Week 5 (Feb 4): Getting Elected and Cultivating your Social Network, Guest Lecture from Gloria Partida, City of Davis Mayor Pro Temp**

**Week 5.2 (Feb 6): What is an op-ed?**

<b>Reading</b>	<ul style="list-style-type: none"> <li>• No required reading <ul style="list-style-type: none"> <li>○ On op-ed influence: Coppock et al (2018), Sommer et al. (2008)</li> <li>○ See supplemental reading on Mayor pro temp Gloria Partida</li> </ul> </li> </ul>
<b>In-Class</b>	<p>Question: Who writes history?  Lecture: Write to Change the World  Group Activity: Develop lede/hook, evidence (x3) and concluding ask for an op-ed</p>

- Assignments:
  - Attend a Public Meeting
  - Post on current events discussion for week 5
  - Draft your op-ed
  - Social network map draft due

**Week 6 (Feb 11 and 13): Budgets and Ballots**

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Mathews and Paul (2010). <i>California Crackup</i>: Chapter 5-7, and 9</li> <li>• Rarick (2013). <i>Governing California</i>. Chapter 5 and 8</li> <li>• See other supplemental sources on Canvas</li> </ul>
<b>In-Class</b>	<p>Lecture: Direct Democracy and City Finance  Game: Bad at the Ballot  Mid-Quarter Inquiry</p>

- Assignments:
  - Post on current events discussion for week 6
  - Op-ed due
  - Attend a Public Meeting

**Week 7 (Feb 18): President’s Day, no class**

**Week 7.2 (Feb 20): Policy Brief Prep**

- Assignments:
  - Peer review two op-eds
  - Local government public meeting report due

**Week 8 (Feb 25): Non-Governdustry: the role of non-profits, government and industry in community governance**

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Bowles, S. and Gintis, H., 2002. Social capital and community governance*. <i>The Economic Journal</i>, 112(483), pp.F419-F436.</li> <li>• Gates, C., 1999. Community governance. <i>Futures</i>, 31(5), pp.519-525.</li> </ul>
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<b>In-Class</b>	Lecture: Three Pieces of Pie? Exercise: The Market Fails, the Government Fails, but Things Still Work Micro-Lecture: Food Deserts Role play: mayor, grocer, non-profit, and community member
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- Assignments:
  - Policy brief due

**----Beginning of applied skills----**

**Week 8.2 (Feb 27): Special Case: Death of a Soda Tax**

- Policy brief draft due

**Week 9 (March 4): Special Case: Street Food Vending**

- Peer review policy brief
- Op-ed final due

**Week 9.2 (March 6): Special Case: Farmers' Markets, [Ben Feldman](#), Policy Director for the national Farmers Market Coalition**

- Peer review policy brief
- Op-ed final due

**Week 10 (March 11): Special Case: Climate Change and Local Energy\***

- Recommended reading: Rarick (2013). *Governing California*. Chapter 16
- Final Policy Brief Due

**Week 10.2 (March 13): Wrap-up**

<b>In-Class</b>	Feedback for next year Community Potluck: themed dishes encouraged! Post-assessment quiz
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**Final Policy Brief Due**

## Governing Board Schedules

Check out these local governing opportunities!

Which of the following most interests you?

<b>BOARD</b>	<b>MEETS</b>	<b>WHERE</b>
<b>Davis City Council</b>	1st Four Tuesdays	City Hall
(530) 757-5648	6:30 PM	23 Russell Blvd.

<http://www.city.davis.ca.us/meetings/agenda.cfm?c=18>

<http://cityofdavis.org/city-hall/city-council/commissions-and-committees>

### **BICYCLING, TRANSPORTATION, AND STREET SAFETY COMMISSION**

Second Thursday of the month at 5:30 p.m in the Community Chambers at City Hall, located at 23 Russell Boulevard

### **CIVIC ARTS COMMISSION**

Second Monday of each month at 7:15 p.m. in the Community Chambers Conference Room at City Hall, located at 23 Russell Boulevard.

### **FINANCE AND BUDGET COMMISSION**

Second Monday of each month at 7:00 p.m. in the Community Chambers at City Hall, located at 23 Russell Boulevard.

### **NATURAL RESOURCES COMMISSION**

Fourth Monday of each month at 6:30 p.m. in the Community Chambers at City Hall, located at 23 Russell Boulevard.

### **PLANNING COMMISSION**

The second and fourth Wednesdays of each month at 7:00 p.m. in the Community Chambers at City Hall, located at 23 Russell Boulevard.

### **COMMUNITY CHOICE ENERGY ADVISORY COMMITTEE**

Please see the posted agenda for next meeting date and time. Meetings held in the City Hall Conference Room at City Hall, located at 23 Russell Boulevard.

### **CITY/YOLO COUNTY 2X2**

First Thursday of the month at 8:00 a.m. in the City Hall Conference Room located at 23 Russell Boulevard.

**Roseville City Council**      1st and 3rd Wednesday      City Hall Council Chambers  
(651) 792-7021      7:00 PM      311 Vernon Street

[http://www.roseville.ca.us/calendars/city\\_council\\_n\\_commissions.asp](http://www.roseville.ca.us/calendars/city_council_n_commissions.asp)

<http://www.roseville.ca.us/council/default.asp>

**Sacramento County**      Tuesdays & Wednesdays      County Admin. Center  
**Board of Supervisors**      9:30 AM (2nd Wednesday      700 H Street, Room 1450  
(916) 874-5411      of the month - 6:00 PM)      Sacramento

<http://www.bos.saccounty.net/MeetingInformation/index.htm>

<http://www.sccob.saccounty.net/calendar/calendar.pdf>

**Dixon City Council**      2<sup>nd</sup> and 4<sup>th</sup> Tuesday      City Hall Council Chambers  
(707) 678-7000      7:00 PM      600 East A Street

<http://www.ci.dixon.ca.us/MayorCouncil/citycouncilschedule.html>

**West Sacramento**      1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup> Wednesday      West Sacramento Civic Center  
**City Council**      7:00 PM      1110 West Capitol Avenue  
(916) 617-4500      West Sacramento

<http://www.cityofwestsacramento.org/cityhall/council/default.cfm>

**Winters City Council**      1<sup>st</sup> & 3<sup>rd</sup> Tuesdays      Winters City Hall  
(530) 795-4910      7:30 PM      318 First Street

[http://www.cityofwinters.org/administrative/admin\\_council.htm](http://www.cityofwinters.org/administrative/admin_council.htm)

**Vacaville City Council**      2<sup>nd</sup> & 4<sup>th</sup> Tuesdays      City Council Chambers  
(707) 449-5110      7:00 PM (Live Cable TV 26)      650 Merchant Street

[http://cityofvacaville.com/content/city\\_information/government.php](http://cityofvacaville.com/content/city_information/government.php)

**Folsom City Council**      2<sup>nd</sup> & 4<sup>th</sup> Tuesdays      City Hall

(916) 355-7200                      6:30 PM (Cable TV 14)                      50 Natoma Street  
[http://ci.folsom.ca.us/about/city\\_council/city\\_council\\_meetings\\_n\\_agenda/default.asp](http://ci.folsom.ca.us/about/city_council/city_council_meetings_n_agenda/default.asp)

**Yolo County**                      1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Tuesdays                      County Admin. Bldg.  
**Board of Supervisors**                      9:00 AM                      625 Court Street #206,  
(530) 666-8195                      Woodland  
[http://yolo.granicus.com/ViewPublisher.php?view\\_id=2](http://yolo.granicus.com/ViewPublisher.php?view_id=2)

**Woodland City Council**                      1<sup>st</sup> and 3<sup>rd</sup> Tuesdays                      City Hall Council Chambers  
(530) 661-5806                      7:00 PM                      300 First Street  
<http://www.ci.woodland.ca.us/UserFiles/File/City%20Council/Meetings2008Revised.pdf>

**Sacramento City Council**                      Tuesdays/Some Thursdays                      City Hall Council Chambers  
(916) 808-7200                      2:00 PM and 7:00 PM                      915 I Street, First Floor  
<http://www.cityofsacramento.org/clerk/documents/CouncilMeetingCalendar2008.pdf>

**Galt City Council**                      1<sup>st</sup> and 3<sup>rd</sup> Tuesdays                      City Hall Council Chambers  
(209) 366-7130                      7:00 PM                      380 Civic Drive  
<http://www.ci.galt.ca.us/site/Calendar/index.php>

**Workforce Investment Board (WIB) Schedules**

<b>BOARD</b>	<b>MEETS</b>	<b>WHERE</b>
Yolo County (530) 661-2632	2nd Tuesday of every month 8:00 – 9:30 AM	Community Room, Yolo County Employment and Social Services Center 25 N. Cottonwood Street, Woodland
Sacramento County	1st Thursday of	Sacramento Employment &

(916) 263-3800

each month 10:00 AM

Training Agency (SETA)

Board Room

925 Del Paso Blvd.,

Sacramento

<http://www.calwia.org/lwia/index.cfm?county=Sacramento>

Solano County

3<sup>rd</sup> Friday

Solano County

(707) 863-3540

every other month

Office of Education

8:00 AM

5100 Business Center Drive,  
Fairfield

<http://www.solanowib.org/>

**Please call in advance to confirm time and location; there are occasional special sessions, locations, and times.**