

CITY OF SEBASTOPOL CITY COUNCIL
AGENDA ITEM REPORT FOR MEETING OF: October 1, 2024

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To: Honorable Mayor and City Councilmembers
From: Vice Mayor Zollman
 Assistant City Manager/City Clerk
Subject: Consideration of Approval of Early College Credit Capstone Internship Program with Analy High School and Santa Rosa Junior College and Budget Amendment for \$2500 for two Students to Work with the City of Sebastopol through the Internship Program

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RECOMMENDATIONS:

That the City Council Approve the Early College Credit Capstone Internship Program with Analy High School and Santa Rosa Junior College and Budget Amendment for \$2500 for two Students to Work with the City of Sebastopol through a paid Internship Program.

EXECUTIVE SUMMARY:

An increasing number of students in Sonoma County are graduating from high school with college credits. One of those programs is the Early College Credit Capstone Internship Program. Students have dual enrollment which means that a high school student is enrolled in a college course and many dual enrollment programs also include career training in areas, such as local government. This aims to give students entry into a career after high school or a headstart in college. Students learn to apply 21st century skills, also known as "soft skills," in a work environment. Soft skills include teamwork, effective communication, time management, adaptability, and problem solving. Not only are the students interning in an area that they feel they are working towards, but they also learn through mentoring with employers such as the City, to become the kind of employee employers want to hire, retain, and promote.

Internships provide youth with short-term, practical experiences to learn about careers, develop networks, and experience the workplace. Not only is this encouraging our future to be involved in local government, it is also a step to promote a local workforce by employing our local youth. Internships allows access to mentoring, civic engagement, and helps our youth to form relationships with supportive adults while contributing to their local community by engaging in the day to day operations of local government.

BACKGROUND AND DISCUSSION:

Through Vice Mayor Zollman, the City of Sebastopol met with Stacy Fortin, Work-Based Learning Coordinator. Analy and Laguna High School, to discuss the potential collaboration of the City and local high schools to provide an opportunity for students who are interested in local government to have the opportunity to learn about local government through a paid internship. These internships allows the students to learn skills that will support placement and job opportunities in their careers; applying the skills they learn through internships to their future career paths; and earn college credits as well.

This internship program pairs students from high school with employers from a targeted industry sector. Students engage directly with a mentor in the workplace to do authentic, hands-on work over the course of a semester. To support that experience, concurrently, they take the internship program at Santa Rosa Junior College and earn college credit for their successful completion of both the course and internship.

Internships give youth the opportunity to explore what they like and do not like about certain careers. They allow youth who might not know what career they want to pursue with a chance to see whether a certain environment,

job, or management style fits their needs. Both on-the-job experience and the application process allow youth to develop skills so that they are able to enter the job market with relevant career experience. By participating in internships, the program also can provide networking opportunities, allowing youth to connect with professionals in the field of interest. These connections can lead to mentorship, job recommendations, and even future employment opportunities. (A copy of the Internship Program is attached for additional information).

Students participate through our Work Experience class, which means they earn both high school and college credit at the same time (technically called "dual credit").

Students should be engaging in a mutually beneficial experience with employers; they do authentic work that helps the employer while also gaining valuable skills and learning from that experience.

Based upon the information of the students' interests, the City found placement for two students starting in October 2024 (upon approval of this program); as well as one potential internship beginning in January. If that is the case, the City would return during mid year budget to request funding for that internship.

Staff met with department directors and found that all departments were enthusiastic about the possibility of having an intern to learn about local government in their specialized fields. After relaying that information to the students, Ms. Fortin stated she had two students wanting to work for the City: One student is interested in journalism and one student is interested in the government accounting.

Staff Analysis:

Staff has reviewed the program and costs and is supportive of paid internships. It recommended that the internships not exceed 60 hours and be paid at the Sebastopol's living wage rate of \$21.25 per hour.

Budget Committee Review:

The Budget Committee reviewed this item at their September 23rd 2024 Budget Committee meeting with the following comments:

Both Committee members (Vice Mayor Zollman and Councilmember Maurer) supported the paid internship program.

Vice Mayor Zollman supported the paid internship program at the rate of \$21.25

Councilmember Maurer supported the paid internship program at the rate of \$18.10

COMMUNITY OUTREACH:

This item has been noticed in accordance with the Ralph M. Brown Act and was available for public viewing and review at least 72 hours prior to schedule meeting date. The City has also used social media to promote and advertise the City Council Meeting Agenda Items.

FISCAL IMPACT:

Cost is dependent upon City. The cost depends on the City's option between the current Sonoma County's living wage (\$18.10) and Sebastopol's living wage (\$21.25). Staff recommends that the Council approve the use of the Sebastopol's living wage rate if the program is approved. The program would run from October 15th to December 19th, which is 9 weeks. At 6 hours per week, this totals 54 hours. If the City approves a maximum of not to exceed 60 hours, which is more than the required 54 hours, the request would be for a budget amendment of \$2,500 for two students.

RESTATED RECOMMENDATION:

That the City Council Approve the Early College Credit Capstone Internship Program with Analy High School and Santa Rosa Junior College and Budget Amendment for \$2,500 for two Students to Work with the City of Sebastopol through a paid Internship Program; or

CITY COUNCIL OPTIONS:

1. That the City Council Approve the Early College Credit Capstone Internship Program with Analy High School and Santa Rosa Junior College and Budget Amendment for \$1,275 for one student to Work with the City of Sebastopol through a paid Internship Program; or
2. Deny the request for the paid internship program.

ATTACHMENTS:

Program Information
Resolution for Budget Amendment

APPROVALS:

Department Head Approval: Approval Date 9-23-2024

CEQA Determination (Planning): Approval Date: 9-23-2024

This action is exempt from the California Environmental Quality Act (CEQA) because it is not a project which has a potential for resulting in either a direct physical change in the environment, or a reasonably foreseeable indirect physical change in the environment, pursuant to CEQA Guidelines.

Administrative Services (Financial): Approval Date:

Costs authorized in City Approved Budget: Yes No N/A

Account Code (f applicable) 9-24-2024

City Attorney Approval Approval Date: N/A

City Manager Approval: Approval Date: 9-24-2024

West Sonoma County Union School District



Early College Credit Capstone Internship Program

Information Handbook



SANTA ROSA
JUNIOR COLLEGE



Sonoma County
Office of Education

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CTE Early College Credit Internship Program Overview and Responsibilities

Definition:

This internship program pairs students from high school CTE pathways with employers from a targeted industry sector. Students engage directly with a mentor in the workplace to do authentic, hands-on work over the course of a semester. To support that experience, concurrently, they take the WEOC 99 Internship Course at Santa Rosa Junior College and earn college credit for their successful completion of both the course and internship. In the semester prior to the internship, students also participate in Counseling 6 and Counseling 270, college and career readiness courses that help prepare students for the world beyond high school.

Overview of Industry Responsibilities:

- Commit to hosting an intern for 52-105 hours
- Provide authentic work experiences for the student appropriate to his/her skill level and nature of the worksite
- Train student as needed for site-specific duties
- Hold regular check-ins/meetings with the student to provide feedback, answer questions, etc.
- Collaborate with the student and, if applicable, the high school CTE teacher to create a project to be completed by the end of the semester
- Collaborate with the SRJC internship course instructor regarding two site visits and other check-ins/correspondence/evaluations (*see SRJC Employer Guide, p.14*)
- Pay the high school student at least minimum wage (unless student is volunteering for a non-profit)
- Contact the high school Internship Program Coordinator with any problems, questions, or feedback

Overview of Student Responsibilities:

- With support of counselor and/or CTE teacher, enroll in SRJC Counseling 6 (first semester), Counseling 270 (first or second semester), and WEOC 99 Internship (second semester)
- Contribute real work at the host site for 75-150 hours over the course of the second semester (ave. 4-8 hrs/wk)
- Engage in asynchronous SRJC coursework, as well as CTE capstone course work, if applicable
- Provide own transportation to/from the internship site
- Participate in regular check-ins/meetings with the internship supervisor to ask questions, get feedback, etc.
- Collaborate with the supervisor and, if applicable, the high school CTE teacher to create a project to be completed by the end of the semester

- Contact the SRJC Internship instructor and/or the high school program coordinator with problems or questions
- Complete internship and site-specific permissions and forms
- Engage in Work Readiness Certificate program (if desired)
- Participate in June Job Fair (if desired)
- Demonstrate professional behavior/etiquette on the job

Overview of High School Program Coordinator Responsibilities:

- With assistance of high school outreach liaison at SRJC, help students enroll in SRJC Counseling 6 (one semester), Counseling 270 (first or second semester), and WEOC 99 Internship (one or two semesters).
- Communicate with the SRJC instructors to receive Add Codes for students to register; share codes with students for COUN 6 and WEOC 99 courses.
- Assess student interests for possible internship placement and communicate with CTEF.
- Conduct outreach, with help of CTEF, to find internship placements for each student.
- In fall, with help of CTEF, organize and manage internship interviews with industry partners.
- Collaborate with school, worksites, and students on internship logistics.
- Conduct workshops and/or share information to prepare students for internship experience.
- Assist students in completing work permits, if necessary.
- Communicate with CTE teachers, admin, SRJC instructors, and industry and act as main point of contact for the Internship Program.
- Recruit students for participation in the Internship Program for the upcoming school year.
- Be the site facilitator for the Work Readiness Certificate and June Job Fair (optional).

Objectives for Internship

1. To reinforce and develop academic, social-emotional, and technical skills
2. To provide basic background instruction to help interns prepare for business/industry occupations and related professions
3. To facilitate the transition between school and employment
4. To provide training stations for interns to practice skills and attitudes learned in the classroom via practical experiences that will help make classroom instruction more meaningful and relevant
5. To provide an opportunity, through local business, for interns to acquire skills and knowledge that are best developed on the job
6. To provide opportunities for interns to practice soft skills and to develop the ability to work cooperatively with co-workers and supervisors
7. To help interns discover the importance of being able to follow directions, pay attention to details, and accept supervision
8. To foster an understanding in interns of the benefits and responsibilities of gainful employment
9. To provide interns with the ability to keep up with the changing world of work by putting emphasis on problem-solving, critical thinking, and decision-making
10. To counsel interns who want to continue training beyond high school
11. To illustrate to interns that constant educational growth is necessary for successful employment and good citizenship
12. To graduate well-trained, experienced interns who can address local workforce industry needs
13. To build strong connections between our schools and the community
14. To develop relationships between adults and students that foster a sense of community, mutual understanding, and belonging

**Adapted from the Clairemont High School Internship Program Handbook*

Being a Mentor

Defining the Mentor Experience

Mentoring is exciting, challenging, and rewarding. It holds great promise for helping young people in a meaningful way. Caring mentors offer support, consistency, and a chance for a young person to develop the knowledge and skills needed for their fullest potential. Mentors have the opportunity to pass on values, lessons learned, and social skills from their generation to the next. Given the realities of our public high schools and the difficulties associated with adolescence, mentoring may not be "smooth sailing." It is an experience, however, through which both mentor and mentee can learn and change. As a mentor, you can be absolutely certain that you will make a difference.

What is a mentor?

A mentor is...

- a responsible adult
- a trusted guide
- a good listener
- a reliable role model
- a professional advisor
- an active sponsor
- a "real-world" trainer
- a teacher of life skills
- an advocate for students
- an opener of doors

A mentor is not...

- a disciplinarian
- a savior
- a therapist
- a counselor
- a social worker
- a parent
- a peer
- "just" a boss

Benefits to mentees:

Mentors frequently ask, "Am I making a difference? What are the signs of progress that can be considered successful in a mentor/mentee relationship?" For some, it may be years before a mentee looks back in retrospect, and says, "You know who made a difference in my life? My mentor." Here are some signs of success which mentors and teachers may observe in mentees as a result of the relationship:

- Improved motivation and self esteem
- Improved eye contact and smiles
- More volunteering in class/on the job
- Increased communication, enthusiasm
- Improved interaction with peers
- Happier demeanor at school/on the job

Benefits to mentors:

Mentors make a difference in the lives of young people. The one-to-one relationship with a student mentee may also provide personal benefits to the mentor such as:

- More satisfaction in the workplace
- More fulfillment with the commitment as a volunteer in the community
- A greater understanding of the education system and education-related issues
- Satisfaction of impacting a student's life

Guidelines for Mentorship

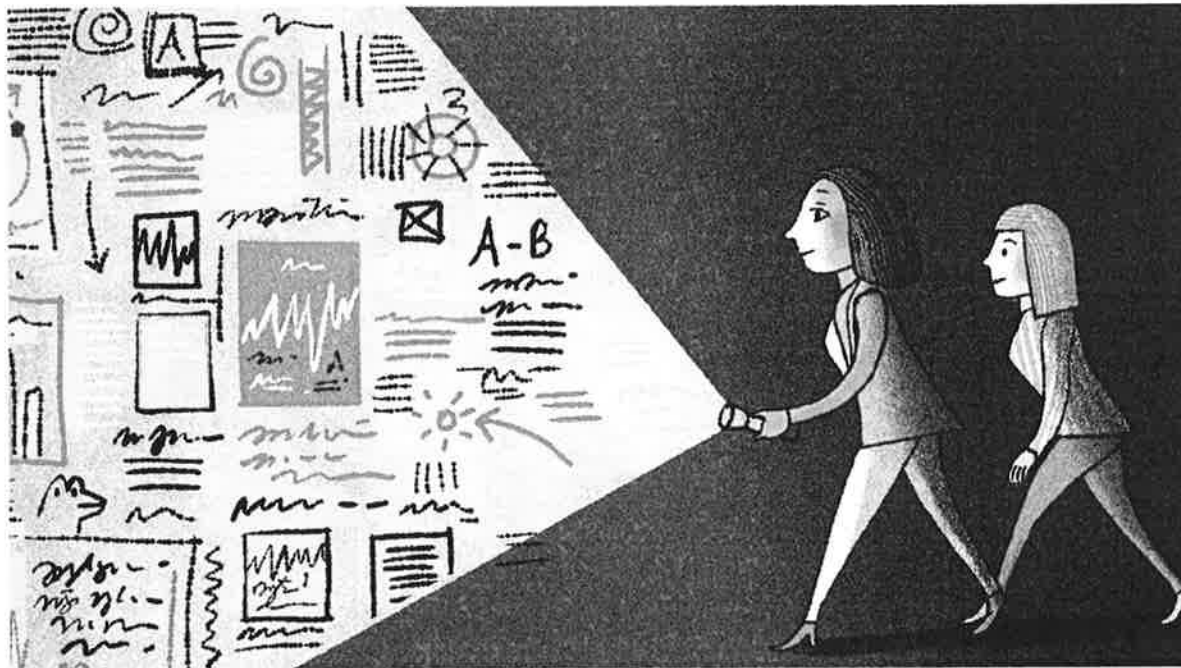
Once committed to mentoring, mentors should recognize that they will have a significant impact on a student's life. Throughout the mentoring process, mentors are asked to:

Make time: One of the most important responsibilities of the mentor is being available and accessible to students. This includes showing up to every meeting and being present at the work site. In the case of an unavoidable conflict, we ask that mentors schedule an alternate meeting date with students during the same week, if possible.

Be reliable: Consistent accountability builds trust, establishes a positive example, and creates constructive mutual expectations. Mentors should communicate with the high school program coordinator and/or student if there is a conflict with a particular meeting or work date. Mentors are also asked to reply to student emails in a timely manner.

Be a professional role model. Professional language, dress, and behavior is requested of all mentors. Role modeling involves showing students by example how to be professionals. Mentors can help mentees strive for possibilities beyond what they may see in their present environment.

Listen and encourage. Keep an open mind. Other adults in a young person's life may not have the time, interest, or ability to listen. Mentors can encourage young people to talk about their fears, dreams, and concerns. A mentor may, in fact, be the only adult in the mentee's life that truly listens. Mentors can help the mentee build self-confidence, self-esteem, and cultural pride by focusing on talents, assets, and strengths.



**Adapted from the Clairemont High School Internship Program Handbook*

Mentor Expectations

- Meet and plan with the Internship coordinator.
- Provide directions or instruction and close supervision initially on assignment
- **Meet with the student during the timeframe of the assigned Work Experience Education course:**
 - **6th Period - 1:10-2:40 pm (T/Th)**
 - **7th Period - 2:30-3:40 pm (W/F)**
- Provide an orientation to the organization: its mission, its products/services, its customers/users, its production/operations, and its finances
- Be available if the student encounters difficulties or needs support
- **Obtain fingerprint clearance through the District required DOJ and FBI processes**
- Contact the internship coordinator or Teacher if the student is not performing satisfactorily
- **Sign and submit timecards to the instructor each week throughout the semester.**

SRJC Employer Guide to Developing an Internship

What is an internship?

Internships are designed by the employer to meet their organizational needs, while providing for the educational and training needs of the intern. Internships offer students an opportunity to expand their education by putting classroom theory into practice, test tentative career choices, and build their professional experience in preparation for graduation. Interns make a short-term commitment to work for an employer to gain valuable experience to the work environment as it relates to their academic pathway.

The employer, in turn, commits to providing a learning experience and specific work assignments related to a student's studies. An internship can be part-time or full-time and must be paid if the position is with a "for-profit" business. Non-profit organizations can be unpaid based on the FLSA (Fair Labor Standards Act), though the applicant pool will be stronger with paid positions. Academic credit is given to students upon successful completion of an internship.

How do interns contribute to the business?

Interns are a valuable resource. They may:

- assist with special projects (tackle a "wish list"), organize research projects, plan special events, and develop special promotional campaigns
- provide additional help during peak business periods
- offer fresh, creative perspectives and energy
- contribute experience with research techniques, computer skills, and current theoretical knowledge
- serve as additional staff at minimal cost without making a long-term commitment
- provide an organization with a low-risk opportunity to try out a possible new employee for a future job opening

Organizational Support

When hosting an intern at your employment site, consider the following:

- Who will supervise and guide the intern?
- Where will the intern's work area be located? Do they need equipment?
- What kind of orientation and training will the intern need?
- What hours will the intern work?
- How much will the intern be paid?
- Inform other staff members regarding the intern's schedule and duties

Paid or Unpaid?

We encourage employers to pay students for internships for two reasons. First, students, especially students from diverse backgrounds, need to work to support themselves and their families. Second, employers have a much stricter standard for meeting the [Federal Labor Standards Act](#) guidelines for an unpaid internship. Here is the link for the [FLSA form](#) required by the J.C. if you choose to implement an unpaid internship.

Employer Role for Students Earning Intern Credit via SRJC

- ❖ Active involvement in reviewing four specific learning objectives that the intern has written
- ❖ One meeting with the SRJC instructor, student and employer/supervisor (end of semester)
- ❖ Evaluation of the student's learning objectives and verification of hours worked
- ❖ Take a 10 minute Skills Survey on behalf of the student (Sent by Skills Survey company)
- ❖ Discussion of performance with the intern and instructor
- ❖ Students who are enrolled in the course and have an unpaid internship (following FLSA Guidelines) are covered for Workers Compensation through SRJC.

See the SRJC Career Hub website for FAQ about internships:

<https://careerhub.santarosa.edu/internships>

Questions? Feel free to contact the Internship Coordinator:

Lauralyn Larsen

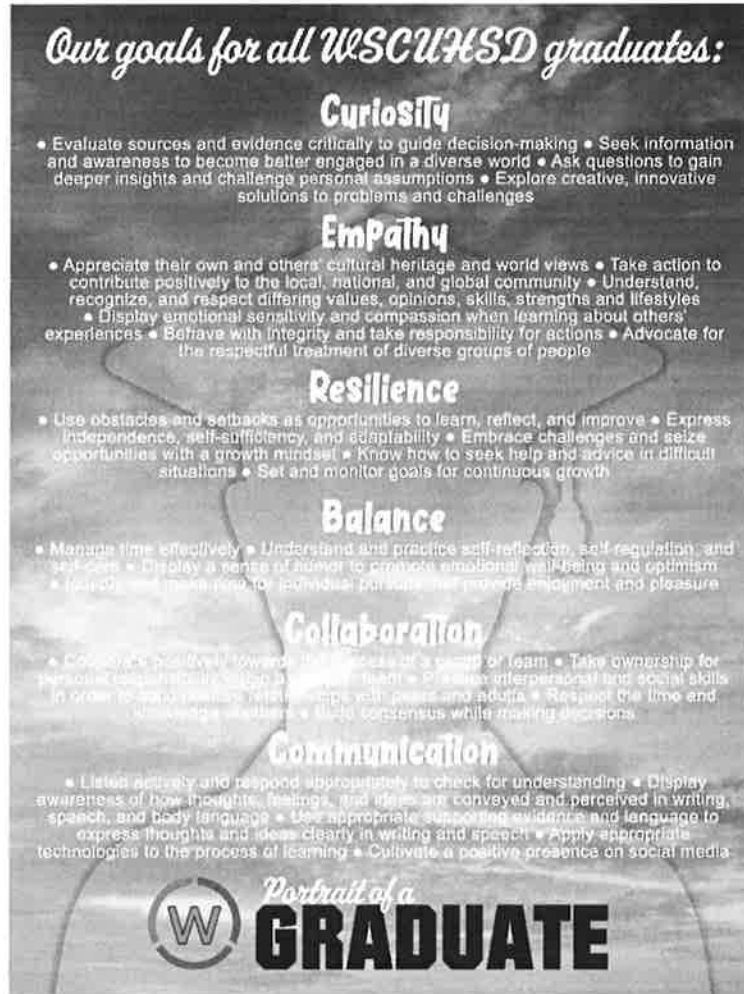
Faculty/Internship Coordinator; Work Experience Department
Santa Rosa Junior College; 1501 Mendocino Avenue, Santa Rosa, CA 95401
llarsen@santarosa.edu
<https://careerhub.santarosa.edu>

Employer Checklist in Designing an Internship:

- Supervisor/manager identified and assigned to the student** – Direct supervision is an important aspect to provide a meaningful learning environment for the student where they can apply their classroom knowledge to the workplace.
- Job Description** – Students work under specific job descriptions outlining responsibilities, tasks and desired minimum qualifications.
- Application process** – Students will fill out specific paperwork for the company.
- Interview and hiring process** – Students will participate in an interview process with the employer.
- Paid interns** – Students receive monetary compensation for their work.
- Orientation** – Students participate in a formal orientation at the beginning of the internship.
- Tours** – Students participate in a tour of the facilities at the beginning of the internship.
- Safety training** – Students participate in safety training at the beginning of the internship.
- Consistent schedule** – Students are given a consistent work schedule.
- Work space** – Students are given a work space to perform duties.
- Performance or learning objectives** – Students are given a list of clear performance or learning goals to achieve during the internship.
- Regular and ongoing feedback on performance** – Students receive recognition and positive feedback on their progress, and constructive feedback when necessary.
- Mentors/supervisors assigned to intern** – Students have an assigned mentor and a supervisor who offers guidance and support.
- Partnered with educational institutions** – The employer is partnered with an educational institution which can allow student interns to receive college credits for their employment, educational instruction that aligns with their gap year and additional resources to aid the students with their goals.
- Rotational schedule** – Students rotate job assignments and even locations throughout the course of the internship to diversify the training and broaden their understanding of the company.
- Work performance evaluation at the internship conclusion** – Supervisors provide interns with performance evaluations at the conclusion of the internships.
- Post-internship employment opportunities** – Students may be hired on as full time staff after the internship if there is an open position and the intern is qualified.
- Skilled trade(s) emphasis** – The program emphasizes training for a skilled trade or trades.

West County Portrait of a Graduate

The Portrait of a Graduate is a community-curated list of traits, skills, and mindsets that offers a vision for what a genuinely college-and-career-ready high school graduate looks like. As such, the portrait can serve as a foundational structure for guiding all sorts of critical



learning for our students.

For the mentor:

How do these outcomes show up at your job site? How might you help a student identify, practice, and reflect on these traits as part of their internship experience?

For the student:

Where do you see these outcomes at your job site? How could you practice them through the work you are doing?

Work Readiness Certificate

As students participate in the Capstone Internship Program, they have the opportunity to simultaneously pursue a Work Readiness Certificate from the Sonoma County Office of Education. By completing steps to earn the certificate, students can explore, develop, and demonstrate Sonoma County Portrait of a Graduate skills and mindsets. Successful completion of the certificate gives students special consideration for employment with local businesses endorsing the project. A student can complete the process over the course of a semester, a year, or several years.

Two required elements to earn the certificate:

- **Part I: Digital Portfolio**
- **Part II: Readiness Interview**



What is the Work Readiness Digital Portfolio?

- ❖ The portfolio is the “home” for showcasing and commentating on students’ experiences and work throughout the certification process. It is recommended that students create a website or blog page to house their portfolio. As students navigate through the six Portrait of a Graduate outcomes, they provide evidence in their portfolios that demonstrates their “readiness” in each area. This evidence may be expressed in various forms but should always coincide with commentary explaining how it aligns with each Portrait outcome.
- ❖ Once a student has completed the portfolio portion, the program coordinator or a teacher will evaluate the student’s readiness based on evidence and commentary provided and will either return the portfolio for revision and development or will recommend the student submit the portfolio to SCOE for evaluation, at which point a representative from SCOE will read and score the final product. Additionally, if the portfolio is sufficient, the teacher/program coordinator will recommend the student for the Readiness Interview.

What is the Readiness Interview?

- ❖ For this portion of the project, a student will prepare for a job interview-style interaction with a panel of industry and community leaders. Through the course of the interview, the student will discuss and explain how their experiences and evidence demonstrate readiness for various Portrait outcomes. The panel will provide a “Ready” or “Not Ready Yet” score.

The Work Readiness Certificate

- ❖ Once both the Digital Portfolio and the Readiness Interview have been successfully completed, a student earns the Work Readiness Certificate. This document, endorsed by local professionals, may be cited on resumes and may earn the student priority consideration when applying for jobs from sponsoring businesses. Students may continue to show and build upon their portfolios for future job interviews, as well.

See the [Portrait of a Graduate](#) website for more information.



Santa Rosa Junior College Work Experience & Internship Department
1501 Mendocino Avenue, Santa Rosa, CA 95401 | (707) 527-4329
careerhub.santarosa.edu

Dear Supervisor:

The employee delivering this letter to you has enrolled in a Work Experience Course at Santa Rosa Junior College to focus on learning and demonstrating employability skills. The SRJC Work Experience course recognizes the value of learning when students work and train in actual job situations.

The cornerstone of the Work Experience course is to build, develop and strengthen Employability Skills in all of our students that are vital to any job, position or industry in the following areas:

- Career & Self Development
- Communication
- Critical Thinking
- Equity & Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

WORKPLACE SITE SUPERVISOR ROLE & COMMITMENT:

1. Provide necessary supervision and training to ensure that the student receives appropriate educational benefits from this work experience.
2. Provide necessary and appropriate facilities, equipment, and materials at the worksites so students may achieve agreed-upon work goals.
3. Comply with all appropriate federal and state employment regulations. If you are a for-profit business and have an unpaid intern, please complete the FLSA form.
4. Participate in a meeting at the start of the semester with student to develop three measurable new or expanded job-oriented work goals.
5. Participate in an evaluation meeting of student's approved work goals on the SRJC Course Learning Agreement Form at the conclusion of the semester with the student and Work Experience Instructor (in-person at the job site 20-30 minutes in length).

Thank you for participating in the Santa Rosa Junior College Work Experience course. Your student/employee's assigned SRJC Work Experience Instructor will contact you through email to introduce themselves and will be your point of contact if you have any questions or concerns throughout the semester.

Thank you,

The SRJC Work Experience Team

RESOLUTION NUMBER: XXXX-2024

CITY OF SEBASTOPOL

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF SEBASTOPOL AUTHORIZING A BUDGET AMENDMENT FOR THE INTERSHIP PROGRAM WITH ANALY HIGH SCHOOL AND SANTA ROSA JUNIOR COLLEGE

WHEREAS, an increasing number of students in Sonoma County are graduating from high school with college credits; and

WHEREAS, one of those programs is the Early College Credit Capstone Internship Program; and

WHEREAS, this aims to give students entry into a career after high school or a head start in college. Students learn to apply 21st century skills, also known as "soft skills," in a work environment; and

WHERE, internships provide youth with short-term, practical experiences to learn about careers, develop networks, and experience the workplace; and

WHEREAS, this provides an opportunity for students who are interested in local government to have the opportunity to learn about local government through a paid internship; and

WHEREAS, two students wanting to work for the City: One student is interested in journalism and one student is interested in the government accounting; and

WHEREAS, the proposed budget adjustment for this request is \$2,500 to be shared between Administrative Services and Police Department;

NOW, THEREFORE, BE IT RESOLVED that the City Council of the City of Sebastopol does hereby approve a budget amendment of \$2,500 identified in the account listed 100-14-01-4210 and 100-32-01-4210 to provide reimbursement to the school districts.

The above and foregoing Resolution was duly passed, approved, and adopted at a meeting by the City Council on the 1st day of October, 2024, by the following vote:

VOTE:

Ayes:

Noes:

Absent:

Abstain:

APPROVED: _____
Mayor Diana Gardner Rich

ATTEST: _____
Mary Gourley, Assistant City Manager/City Clerk, MMC

APPROVED AS TO FORM: _____
Alex Mog, City Attorney