Redwood City 2020 Leadership Council/Executive Team Joint Meeting
Cradle to Career Planning Retreat with StriveTogether
Community Activities Building (CAB)
1400 Roosevelt Avenue, Redwood City, CA 94061
Wednesday, September 4, 2019
8:30am – 1:00pm

(Draft) Meeting Minutes

Leadership Council members in attendance: David Cattivera, Carrie Du Bois, Diane Howard, Alisa MacAvoy, Shelly Masur

Executive Team members in attendance: John Baker, Amy Gerstein, Pamela Kurtzman, Melissa Stevenson Diaz, Mary Streshly, Timothy Wong

Other Redwood City 2020 partners in attendance: Elena Betts Barahona, Shannon Chiu, Dayna Chung, John Crowell, Sarad Davenport, Monroe Nichols, Pati Ortiz, Nicole Prieto Macias, Matthew Reeves, Peter Shih,

Community members in attendance: Ben Parker

Welcome, Introductions, Agenda Review
- Chairperson Shelly Masur welcomed everyone to the meeting and reviewed the agenda. Introductions were given by all those present, with a special welcome to Dave Cattivera (Redwood City 2020 Interim Executive Director) and Shannon Chiu (Redwood City 2020 Shinnyo-en Community Impact Fellow).

Oral Communications
There were no public comments.

Draft Minutes
- Shelly Masur requested the approval of the draft minutes from the Leadership Council meeting held on May 15, 2019.
- Diane Howard motioned to approve the draft minutes; John Baker seconded. The motion was unanimously approved.

Redwood City 2020 Operations
- Melissa Stevenson Diaz reviewed Redwood City 2020's 2018-19 fiscal year Financial Plan and Actuals and 2019-2020 fiscal year Financial Plan.

- Highlights from the financial plans are that Redwood City 2020 has maintained a strong financial basis with the 2018-2019 fiscal year ending with higher revenue than expenditures. The 2019-2020 fiscal year expenditures will exceed revenues; however, those costs will be covered by rolling revenue.
- For fiscal year 2019-2020 there will have to be more focus on fundraising for the Pipeline of Success Cradle to Career initiative.
- Some programmatic changes to note are that there will be work starting in Redwood City 2020 for child care solutions and new Pipeline of Success work. The Big Lift program's funding has been reduced. Safe Routes to School will have lower program funding this year as previously received STEP grant has expired. The Socios for Success program will also soon have reduced funding as its two-year grant will be expiring this year; thus, the program's scale will have to be reviewed. With Redwood City 2020's leadership transition there will also be a process to find a new Executive Director.
- Shelly Masur added that the 2019-2020 fiscal year presented budget is a status quo budget, meaning that it assumes everything this year will remain the same as the previous year, which is likely not the case. There may be a mid-year budget adjustment based on the outcomes of this joint meeting.
- Diane Howard shared gratitude for Redwood City 2020 funders, as there are many competitive organizations who also ask for funding. She suggested writing a letter on behalf of Redwood City 2020's Leadership Council to be sent to funders and thank them.
  - Shelly Masur agreed to sign on behalf of the Leadership Council. It was suggested that Dave Cattivera draft the thank-you letter.
- Melissa Stevenson Diaz added that core membership agreements will be coming soon.
- The budget discussion concluded with a motion to approve the budget from Diane Howard, Alisa MacAvoy seconded the motion.
  - The budget was approved with no opposing or abstained votes.

Pipeline of Success Cradle to Career Initiative
- Shelly Masur gave an overview of Redwood City 2020's work to put into context how the Pipeline of Success Cradle to Career initiative came to be.
- Before the term "collective impact" was coined, Redwood City 2020 was already using the collective impact model to support community youth.
- Looking at Redwood City 2020's work and focus, Shelly suggested it may be a good time for the organization to return to the collective impact approach instead of providing multiple programs because there is funding for them.
- An example of the work that was done in the past with the collective impact model was addressing chronic absenteeism in Redwood City.

Case Example: Chronic Absenteeism
- Amy Gerstein presented a case example of the collaborative working collectively on an area of common concern and its results.
- In 2010 city organizations that made up Redwood City 2020 at that time came together to research truancy as an area of concern. The John W. Gardner Center was brought in to help determine causes and solutions to truancy.

- Through data linking research across agencies it was determined that chronic absence was the biggest predictor of truancy.
  - Chronic absence is defined as a student being absent for 10% of the school year (about 18 days).
- Data findings were continuously brought to the Redwood City 2020 Leadership Council and the results of the study showed that the highest number of student absences occur in kindergarten, 8th grade, and high school.
- A pattern found in absences that led to chronic absence was a student having three or more tardies in elementary school or suspensions in high school.
- The findings helped organizations look at their own practices and identified ways their own practices were impacting students. This included pediatricians from Kaiser Permanente reflecting on the number of absence excuse letters they give and if the excuse letters should really be given in some circumstances.
- Amy opened up the floor for questions from attendees
  - Carrie DuBois asked if any recommendations were made to the SUHSD at the time. Amy said SUHSD were given investigation examples of intervention methods and supports that school across the nation did to address chronic absence.
  - Carrie also asked if any data specific to preschool was found that can be used to inform next steps and brought up the shortage of spots for high quality preschool in the area. John Baker responded that when thinking about preschools, it is important to keep in mind that preschools have different ways of being funded and are under state jurisdiction. Because of this, the state is the entity making decisions such as the income level for families to receive free preschool. There has been feedback from parents informing the RCSD that half day preschools are difficult for their schedule, especially for low-income households since they require shortened work days or having to find babysitters. RCSD does not provide additional money into preschool from their own budget, instead they look for grants and outside funding to bring additional supports.
  - Sarad asked Amy about the baseline for measuring data and changes. Amy said that an Attendance Coordinator was hired in 2012 by RCSD to manage possible chronic absences, however, the funding for the position changed and RCSD no longer has a full-time coordinator. Having an Attendance Coordinator helped increase attendance by 2%.
    - Alisa MacAvoy added that RCSD updated their policies to prevent chronic absence and begin systemic change. For example, the policies around lice were changed. Though the policy change was and is questioned by parents, it helps prevent absences and is medically safe.
- Amy concluded her presentation by noting that this study helped bring light to gaps in every system.
  - There were many opportunities for students to "fall through the cracks". An example of this was that when police officers would find students ditching school, there would be no warm hand off between the officers and the school. The kids were usually dropped off at the front of school instead of inside school offices.

Shared Community Vision
- Monroe Nichols introduced himself and noted his role as an outside facilitator for the meeting on behalf of StriveTogether. In 2014, Monroe helped found a collective impact organization in Tulsa, Oklahoma. He is an elected official in the Oklahoma House of Representatives, which allows him to bring an understanding of what challenges the elected officials on the Leadership Council and Executive Team face and their needs. He acknowledged that the attendees have the most knowledge of their community and his role as a facilitator will be to help them work together to align their visions for Redwood City 2020's Cradle to Career Pipeline of Success.
- StriveTogether is a national organization, currently working in 70 communities, working for systems change. A handout showing more details of StriveTogether's work was passed out.
  - An example of StriveTogether's work in Memphis was shared. Memphis is faced with issues that relate to literacy. StriveTogether works with communities in Memphis to affect local policies to deal with unfair housing practices as it impacts children going to school.
- Monroe asked attendees to answer a check-in question: "What vision do you want to achieve for children in your community?"
  - All attendees answered with a common vision of seeing children in our community thrive with equal opportunities to learn, grow, and be successful in the definition they choose.
- Monroe followed up by asking attendees to think about what actions they can take to make sure their vision is brought to life.
  - He further clarified his question by asking them to think about what systems change can be made, not just what programs can be implemented.

Evidence Based Decision Making
- Attendees were then asked to think of their actions in the form of criteria that can be measured to make changes on population level. The criteria would have to have a valid measure, be understandable, and ability to be compared.
- Looking at populations as shown in the Pipeline of Success (Kindergarten readiness, early grade reading, middle grade math, high school graduation, post-secondary enrollment and completion), attendees were separated in to pairs to think about outcomes and data they would like to see Redwood City 2020 prioritize moving forward. The following outcomes were shared:
  - Kindergarten readiness- Every child gets an all-day enriching activity, such as all-day Kindergarten and after school programs. This would help working families, including medium or high-income households. The activities could promote social-emotional learning and readiness as these would be tangible ways to reduce opportunity gap. Another focus would be providing resources for stable home environments. While community schools help, stresses are brought into classrooms and the district does not have resources to help with that.
  - Diane Howard and Amy Gerstein shared focuses on Kindergarten readiness. Amy mentioned that the Gardner Center is working on Kinder Ready Clinics. The clinics are geared for promoting literacy when parents take their children to the doctor for checkups. For this it is important to have medical partners in the loop

and on board, as educational partners can create the necessary resources for medical partners. Amy also noted that preschool is not a formally identified sector. There are no clear guidelines or agreements as to what makes up a "quality" preschool or what is kinder-readiness; there needs to be formal consensus on how to measure quality.

- o Carrie Dubois and Mary Streshly shared that they discussed mental health supports. There are multilevel systems of support but there are some gaps between when a child is determined to need the support and what steps they need to get it. They shared interest in reinvigorating the Gardner Center study of chronic absenteeism to see the status of the work now and track the degree attainment at our community colleges and local four-year universities.
- o Pamela Kurtzman shared that there needs to be focus on systems change for early learning and pre-kindergarten so that when kids are in school, they feel supported and excited to attend. She shared agreement in the need for full day kindergarten and working with the medical community to begin bridging communication gaps across sectors. She also mentioned having more accountability for organizations to provide quality supports.
- o Shelly Masur shared focuses on birth to 3 years of age and preschool. She shared that San Mateo County has a nurse-family partnership. The collaborative can build on that partnership and think about ways there can be warm hand offs for resources as an individual's needs are identified. There could be peer mentor system developed and an increase in access to preschool or early childhood education.
- o Tim Wong and Melissa Diaz shared from their discussion that adult education is an aspect that can use some attention. All the youth that are coming up from the past cradle to career work should be competitive in adult life, however, when resources are cut off at a certain age, there begins to be mental health issues. They further shared a need to help raise family incomes, this could be addressed by providing resources for adult high school education attainment.
- o Peter Shih shared the concern of public systems being temporary and those who are in systems rely on them too much. Public systems are about helping individuals when they are vulnerable but also the mentality of self sufficiency has to be supported and engrained. Those in need have to be shown how to not be dependent on supports.
  - ▪ Alisa MacAvoy added that middle class income supports are low and people in that category end up having no resources or supports because they end up not qualifying.
  - ▪ Dayna Chung added that this leads to the having to clarify what is a universal right for all. Sarad added that this would need to be a community discussion and the collaborative would need to include community input for this vision.
- Once all pairs shared highlights of their discussions, Monroe asked meeting attendees to think about how they can measure that their vision is brought to life successfully. What could be an indicator that a child went through a quality preschool program?
  - o Diane Howard answered that tracking attendance in a program can be a measure of interest.

- o Amy Gerstein answered that if a child has high familiarity with literacy or even looking at behavioral indicators can be a way of measuring quality, but it all comes down to individual and self-regulatory behaviors.
    - It was added that discipline records can be looked at for measurements.
    - It was also shared that there is a need for there to be Kindergarten readiness assessment as kids are going through Kindergarten. This includes showing both social emotional and academic skills.
        - John Baker confirmed that there are currently no comprehensive assessments for kindergarten readiness.
        - This would then lead the collaborative to have to define kindergarten readiness and establishing a baseline for data. Wraparound services that were previously accessed by individuals would need to be included to figure out the baseline.
        - Dayna Chung added that there needs to be some outside non-measures put in place for kindergarten readiness. For example, cultivating interest for learning, comes from home and that is not something easy to measure.
        - Sarad Davenport added that a tactic done in other places is to gather data through kindergarten registrations by asking parents themselves about prior experiences they had before enrolling in school.
  - o Another measure that was mentioned for consideration was to track how many children are enrolled and not in preschool. The tracking may take a long time; however, the outcome would be worth it.
    - Monroe mentioned that it in his previous work it took 18 months to define what quality preschool was.
    - Amy added that the Gardner Center has done work in San Francisco to establish agreed upon metrics. Due to that work, the city of San Francisco can now track students well into elementary school.
  - o Pamela Kurtzman mentioned that any assessment would need to be strengths based, and not just focused in academics. 1 in 5 kids have learning difficulties like ADHD or dyslexia, which skews academic assessments.
  - o John Crowell mentioned that the Big Lift program uses 3rd grade reading levels as a metric.
    - Amy Gerstein added that 3rd grade is a considered a state benchmark, it is not healthy if kids are not reading by then. From Kindergarten to 3rd grade, kids reach a natural level of literacy at their own pace. Kids can be pushed to read, but that will not mean they have skilled reading comprehension.
  - o There was consensus that 3rd grade literacy can be a metric, consideration that English Language Learners would need to have another metric.
- For measuring the high school level of the pipeline of success, Monroe asked attendees to think of some metrics the collaborative can use.
  - o Mary Streshly shared that graduation rates a great way to measure success, however what happens next is also important. At the high school level, the schools should be asking why it is important to graduate. In California, students can be tracked beyond high school only through an opt-in system.

- o Amy Gerstein added that no matter what metrics are chosen, the metric should be predictive and there should be clarity of what the predictable outcomes are.
- o Pati Ortiz shared that trade jobs should also be considered for a step after high school as the job market is a big predictive factor. There are students in community college who are training for jobs that are no longer viable. There should also be some responsibility to inform families and students of job market statuses.
    - ▪ Diane Howard shared that there are discussions of opening up more trade schools at county and city levels.
    - ▪ Dayna Chung shared that there should be efforts to show students that music and art careers are options that are worthy, not just office jobs.
    - ▪ Shelly Masur followed up by saying that the message that students get in high school is to be prepared for college and if not, then the jobs which do not require college education are of lesser value. This comes out of a discriminatory system. Whichever measure is chosen, there should be a way of indicating that student is capable of making a career decision when it is right for them.
- o Beyond high school Monroe suggested that the Pipeline of Success should then include a post-secondary measure that included two- and four- year colleges and other certifications.
    - ▪ Amy Gerstein shared that there is a way to track students' job attainments. This would involve a big lift in data linking since the data is out there, but not in easily connected.
    - ▪ Monroe added that Kansas does some data linking with tax and student data and suggested this could be a way for the Gardner Center to start data links.

Wrapping up the discussion, Sarad suggested that the collaborative may want to create profiles of the quality of life for someone who has gone through the Pipeline of Success to see how the Pipeline contributes to quality of life. This would most likely require help of researchers.

Collaborative Action
- Members were asked as a group to think about action steps that would take the collaborative closer to what is important to us, such as the aforementioned kinder-readiness and third grade reading levels.
    - o Monroe reminded members that the specifics generated during this meeting would not be fully reflective of what is done in the future.
- Suggestions were given as a group; Monroe requested that these suggestions be refined into a more specific measure, such as defining the quality. For example, does kinder-readiness mean not just academic learning but rather is it play-based or socio-emotionally rich?
- The room was split into two groups (Kinder-Readiness and Access to High-Quality Pre-Schools) then reconvened to share out).
    - o Access to High-Quality Pre-school
        - ▪ Results Statement: All preschool age children in Redwood City and North Fair Oaks are enrolled in high quality pre-school.

- Drivers:
  - High quality staff (attracting and retaining)
    - Credentials vs. Bachelor's Degree
    - Pay differential between K-8 staff and pre-school staff is limiting those choosing to be pre-school teachers
    - ECE Training (through Cañada College)
    - Affordable housing
  - Physical space
    - "Preschool Desert"
    - Developers (such as Build Up)
    - Underutilized land
- Additional goal: Reaching out to Warren Slocum for attendance at future meetings (John Baker and Alisa MacAvoy will reach out to him).
- Kindergarten Readiness
  - Results Statement: All students in Redwood City and North Fair Oaks are kindergarten ready.
  - Drivers:
    - Safe and healthy home
    - High quality pre-school
    - Pre-school participation numbers
    - Building on work of Big Lift (0-8 years old)
    - Access to healthcare/dental care
      - Measuring health outcomes/follow-up visits
      - Screening for developmental delays
    - Lack of cross-sector communications with schools

Accountability and Sustainability
- Monroe provided the action commitment form for the Leadership Council and Executive Team members.
  - An example from earlier was to contact Warren Slocum; what would be the result of that action?
- Additional thoughts:
  - Shelly Masur added that she ultimately wanted to redo the Pipeline of Success visual so that it fits with what was generated during the meeting.
  - Members agreed that these goals can be accomplished in phases, which will be prioritized.
  - Members really appreciated the process during the meeting and wanted to continue that momentum at the next meeting; possibly adding another hour.
  - A question was raised about hiring the John Gardner center to help with this work without a bidding process, to which no one saw any legal obstacle in doing so.

Member Announcements/Good News/Kudos
- There were no member announcements.

Next Steps and Meeting Closure
- A request was made to use the Community Activities Building for future meetings due to its central location and free parking.
- Members would like a calendar invite sent out as was done for this meeting.
- Meeting adjourned early at 12:35pm.