



What are the models of our clients?

- 1) the fault of...
- 2) All poverty is...
- 3) youth of color same as white...
- 4) people in public housing to change
- 5)

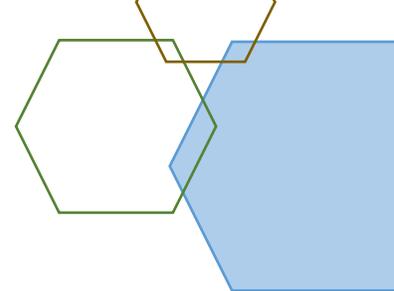
Elevating Results Together

Oakland & San Francisco | | June 27th & 28th, 2018

A Meeting Capture compiled by Urban Strategies, Inc.



Executive Summary

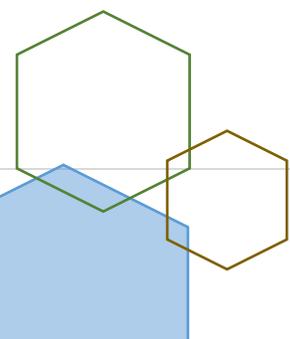


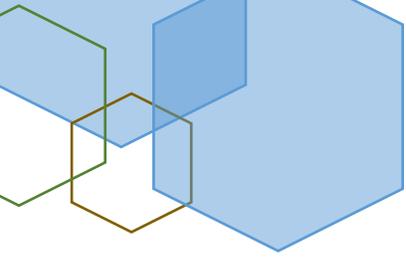
In recent years, Urban Strategies, Inc. (USI) has made a concerted effort to expand its role from beyond working with families in community, to using 40 years of experience to share ideas and inform broader fields. In addition, USI has also worked diligently to introduce and train both staff and partners on a results framework to learn about the impact made around the county. Time and experience have proven that a stable home environment supports a child's success in school, and an important aspect of this is housing stability. USI convened school district partners to discuss this factor and how contributions can be aligned to address key challenges that keep students living in assisted housing from being successful in school. Therefore, to improve education results for children affected by Choice Neighborhood Initiative (CNI) Transformation Plans in nearly a dozen unique communities, USI facilitated a two day convening for its Choice Neighborhood School District partners.

On June 27th and 28th, 2018, education leaders from throughout the country came together in the Bay Area for the inaugural *Elevating Results Together* national convening. Over two days, School District leadership and staff from 9 Choice Neighborhood Implementation Award sites, alongside USI staff, and non-profit, philanthropic, and government partners, achieved the following:

- ✚ **Learned the Results Count framework** with a strong focus on equity;
- ✚ **Engaged in peer learning** and the sharing of promising practices;
- ✚ **Conducted a deeper dive into housing as a social determinant of health** and the effects of relocation on student performance;
- ✚ **Experienced the housing and schools landscape of Alice Griffith**, a CNI Sustainability site in San Francisco, first-hand; and
- ✚ **Made commitments** to take aligned actions and contribute to shared results for children and families across the U.S.

This public capture offers a detailed glimpse into the heart and soul of the convening. For more information, please visit the Convening Portal at <https://elevatingresults2018.wordpress.com/>.





Day 1: Oakland

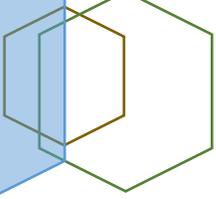
Day 1, hosted in the community space at **The California Endowment** offices in Oakland, began with **Tyronda Minter** (USI) setting the context for the convening. USI uses a results framework to understand how to advance its organizational mission. In partnership with the **Annie E. Casey Foundation**, USI is deliberately building the capacity of staff and our partners to achieve better and more equitable results for all families the organization serves.

Shamann Walton (SFUSD), helped to also set the container for the convening, sharing that in San Francisco, education and community partners are working in concert to ensure that the focus is on transformational reconstruction. In **Alice Griffith**, a CNI Sustainability site in South San Francisco, partners emphasize leading with results. For example, if partners are focusing on chronic absenteeism or providing alternatives to removing children from class, how can partners work together to ensure kids are not set back by missing valuable instruction? Disaggregating data and understanding critical factors has been crucial to work in San Francisco. School Districts and community organizations like USI need to come together to learn from one another, because issues are not homogenous. There are always opportunities for learning and growth, especially when trends are not moving in the right directions.

Esther Shin (USI) discussed the context of education as a critical component of working with residents during neighborhood transformation efforts. Over time, USI discovered the criticality of engaging with School Districts to understand what is happening in local systems and the importance of building meaningful relationships with them. USI is not a national educator, so as a community organization closely supporting families these relationships are essential to helping parents navigate school systems.

After this important framing for the convening, participants watched a video produced by youth in the **Perkins-Somerset-Oldtown** (Baltimore) community, a new CNI awardee in 2018. The youth described how they conducted their own research on CNI when the initiative was first introduced to them during the planning and resident engagement process, and how they came to their own conclusions about what educational, economic, cultural, safety, and housing improvement opportunities could be made possible through Choice.





Day 1 (continued)

Learning sessions from Day 1 focused on assessing local and national data, sharing experiences before, during and after CNI implementation, and unpacking the significance of housing stability on education. Facilitators **Kristie Stutler** and **Donovan Duncan** (USI) led participants through a series of workshops, including:

- ✚ **Data Walk:** The Data Walk is an exercise whereby participants examined various sets of data on site demographics, housing conditions, and school trends. Participants were encouraged to get up and out of their seats and assess the data with others, asking “What insights did you glean from the data?,” “What questions did the data raise for you?,” “What insights about your own work emerged from the conversation you had?,” and “How do you relate it back to your own system?”
- ✚ **The Accountability Pathway:** The Accountability Pathways is a tool to help people to understand how to navigate inaction, and move partners towards high action and high alignment. Participants were encouraged to think about a meeting when they walked away not knowing what the outcomes were – more than half the room had been in that situation. The Pathway presents a model by which groups can acknowledge reality, own action commitments, find solutions, and make it happen.
- ✚ **Target Populations and Systems Change:** How do groups know when they have achieved success? This question emphasizes the importance of selecting and agreeing to target populations and shared sets of indicators, such as USI’s national education indicators (below). Efforts that strive to achieve systems-level change must start by changing events. Patterns of behavior underlie these events, and so aligned indicators and strategies allow partners to break down these patterns to further break down structures of the systems that prevent family success.

Birth – Kindergarten	School-Aged Children	High School
# and % of youth entering Kindergarten with age-appropriate functioning to be considered “Ready to Learn”	Proficiency in Math and Reading for 3 rd through 8 th grade students	High School graduation rate

Table: USI national indicators for educational initiatives.

THEMES & ACTIONS TO SUPPORT EDUCATION IN CHOICE COMMUNITIES

- **School attendance is crucial.** Together, partners must pay attention to not only reducing aggregated chronic absenteeism data, but specifically on reducing the number of absences for each student. USI is leading a new “Cheeks in the Seats” campaign.
- **Trauma-informed care is necessary.** Partners recognize the impact of trauma on learning and healthy development. In an effort to support young people, USI is partnering with District leaders to provide results-oriented training to build safety, mastery, and connection for students.
- **Relocation.** Children, not just adults, feel anxiety around relocation. USI is providing opportunities through *Celebrating the Journey*, a group-based approach to better help children appreciate and value new beginnings.

Spotlight: A Conversation with Michael McAfee

Michael McAfee (President, PolicyLink) and **Esther Shin** led an intimate learning and Question & Answer session with participants on housing as a social determinant of health. Social determinants of health such as housing have a large impact on the outcomes of families in assisted housing. Working across systems to address housing stability and provide social supports necessary to help families thrive is critical to acknowledge, undo, and repair the damages done to families and communities through years of systemic disenfranchisement, disinvestment, and oppression.



The speakers talked at length about the history of racist and inequitable treatment of people of color – and especially African-Americans – in our society up through to the present day. In order to activate change the speakers made it clear that there has to be a distinction between acts of charity and acts of transformative change. While programs are important and should be celebrated when successful, there need to be more targeted efforts working at both systems and policy levels. USI is advancing a new thought leadership agenda to place equity and results at the center of this work while also activating the civic power of residents. In the conversation and movement around equity in America, housing must be at the forefront.

The conversation shifted into a discussion about how to activate transformative change. McAfee spoke to how PolicyLink holds a results frame; he explained that when PolicyLink took a focused look at the population they wanted to serve, they recognized that their target population is the 100 million Americans living in poverty. As such, this target population would greatly influence the set of indicators and performance measures PolicyLink could utilize – any indicator PolicyLink could select for 100 million people would simply be too big for one organization to make a measureable impact on. Yet still, at a time where housing is front and center, two of the biggest funders have pulled out of housing. This again speaks to the significance of using a results frame – a results frame is powerful because it allows groups to change conversations from what is being supported at-present, to helping others recognize what truly transformative work is and how to make it happen.

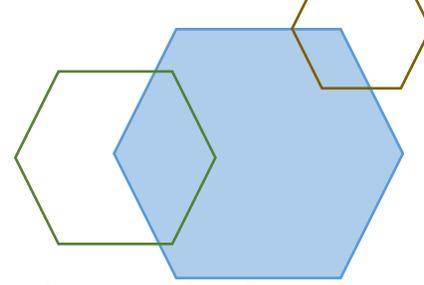
“The White middle class was built out of social housing, but today we don’t want to make it available to folks.”

Michael McAfee

“I think housing is *the* social determinant. If you don’t have basic shelter, where do you go from there?”

Esther Shin

Day 2: San Francisco



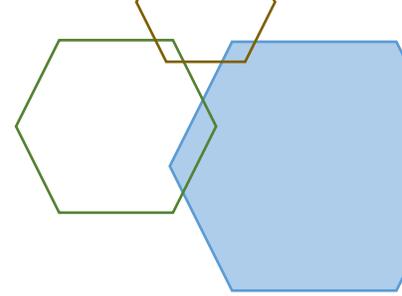
Day 2 was characterized by a rich set of site visits and learning sessions. The day began with a ferry ride across the San Francisco Bay from Oakland. From there, participants took part in a bus tour of schools involved with Alice Griffith families and the CNI effort in South San Francisco. Along the way, SFUSD leaders including **Superintendent Dr. Vincent Matthews** and Supervisor of Family & Community Partnerships **Emily Wade Thompson** led discussions on how neighborhood schools partner with community to improve outcomes for students of the community.

Participants also experienced the Alice Griffith community firsthand – in 2011, Alice Griffith was awarded a Choice Neighborhoods Implementation grant. Now, the site is in its sustainability phase. **Isaac Dozier** (USI) shared lessons and firsthand knowledge of how service providers have leveraged case management strategies to support Alice Griffith residents, and worked to link families to educational, economic, and health supports families. This collective effort has helped the neighborhood move forward in positive and measureable ways that have improved the neighborhood’s livability and opportunities for all residents, new and returning. For example, the average income of Alice Griffith residents has increased from \$13,158 in 2014, to \$24,464 in 2018. This is just one piece of evidence that illustrates how and why careful coordination between partnering agencies matters, and also why school systems are so critical to ensuring family success. (See “Spotlight: Tour of SFUSD and Alice Griffith”, page 7).

After the Bus Tour of the schools and communities, participants attended deep-dive learning sessions on innovative solutions to District and educator challenges. **Hedy Chang** (Attendance Works) provided an insightful presentation around evidence-based strategies to improve attendance, and how leaders can inspire better attendance practices that are positive, proactive and problem solving. She shared examples of how schools play a crucial role in disrupting the school-to-prison pipeline – one illustration involved considering how to dig deeper into how a school may be influencing truancy, versus immediately moving to placing blame on families for truancy. She provided open-access tools for educators to explore such perceptions versus realities, and who can do something to change the conditions for children’s’ school achievement.



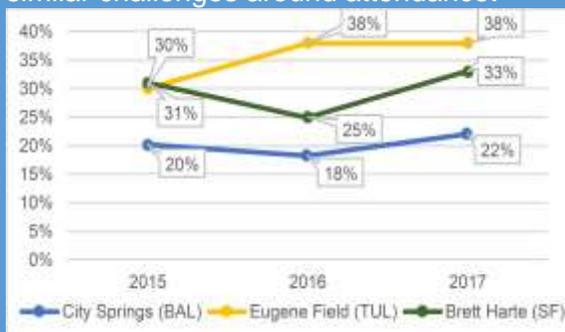
Day 2 (continued)



SAMPLE EDUCATION DATA TRENDS FROM CHOICE COMMUNITIES WHERE USI WORKS

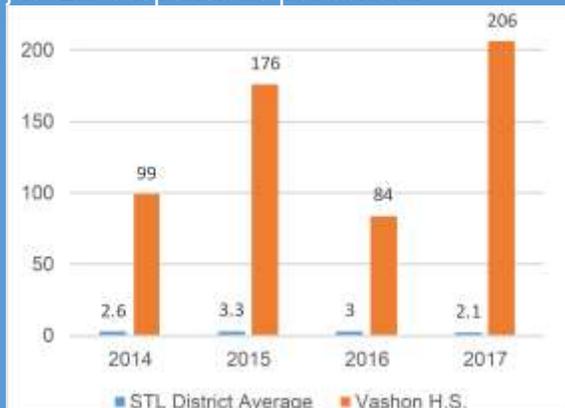
Chronic Absenteeism

Participants agreed that **getting and retaining children in school is the most critical factor for student success**. Rates of chronic absenteeism which varied from site-to-site; as shown below, Baltimore, Tulsa, and San Francisco schools see different trends, but are grappling with similar challenges around attendance.



Suspensions

Participants noted the criticality of considering suspension trends, especially in schools that are part of Choice efforts. Suspension rates not only vary by site, but can be severely disproportionate. In St. Louis, 206 Vashon H.S. students were suspended in 2017 versus an average of just 2.1 suspensions per school.



Theo Miller (HOPE SF) provided participants with important context and insights into the trajectory of change for the Alice Griffith community. He walked through the history of transformation from one of the most isolated, violent, and racially segregated areas of San Francisco, into the new, mixed-income neighborhood it is today. He explained the public policies that led to the establishment of disconnected public housing developments in San Francisco, and the City's conscientious effort to lead a reparations initiative to do right by the citizens who have been historically left between.

The next presentation, given by **Kevin Truitt** and **Thomas Graven** (SFUSD) provided insights into the innovative strategies being used in the Bay Area to reduce suspensions and increase positive behaviors in schools – by students, educators, and administrators alike. Participants heard a data-driven approach to unpacking and disrupting the disproportionate representation of African American students in these areas. The presenters discussed what strategies around social-emotional learning SFUSD is using, such as Restorative Practices, Positive Behavior Classroom Management, Trauma-Informed Systems, and Positive Behavior Intervention Strategies.

The final conversation, led by **Esther Shin**, opened the floor for participants to collaborate to answer questions around relocation and what it means in their local communities. Sites where transformation had taken place or was majorly underway were paired with sites at the forefront of Choice. Participants engaged one another to answer questions around their greatest challenges, how to prepare educational staff, concerns about supporting families through a relocation process, and areas of opportunity during such efforts. Participants were able to privately and deeply share and learn with one another, and explore options they had not considered based upon best practices from sister sites.

Day 2 concluded with a check-out focused on making **Action Commitments**. This exercise allowed participants to operationalize what they had learned over the two days, and take concrete next steps back home.

Spotlight: Tour of SFUSD and Alice Griffith CNI Site

On Day 2, participants travelled to South San Francisco to visit the Alice Griffith community as well as the Bret Harte and Carver Elementary Schools, and the Willie Brown Middle School, to see firsthand how interconnected relocation and neighborhood transformation efforts are with local education systems. During these tours, SFUSD shared important insights about their students impacted by Choice, and their lessons learned after 7 years of work.



Two of the three neighborhood elementary (K-5) schools showed significant decreases in chronic absenteeism during the CNI process. Carver Elementary reduced 39% percent of students who were chronically absent in the 2014/ 2015 academic year to 30% by 2015/ 2016. Bret Harte Elementary – the SFUSD school with the largest population of Alice Griffith students enrolled (39 of 216 total students) – also showed significant decreases in percentage of students chronically absent school wide, from 31% in 2014/ 2015 to 25.3% in 2015/ 2016, the most recent years when data is fully available.

From 2011 to 2015, SFUSD intensively focused resources to address suspension and attendance across the system. Attendance and suspension indicators were included in Superintendents' evaluations, with special attention given to racial disproportionality associated with those indicators. Special Superintendent Zones were created to concentrate resources on the schools in the Bayview area, with a particular emphasis on the Choice Neighborhood schools. In 2014, the Board of Education called upon the system to further action to address the disproportionality of student discipline by passing the Safe and Supportive Schools resolution. The resolution called for differentiated plans for the schools with the most racially disproportionate discipline trends, including schools the participants visited. In 2014, the Board passed the African American Achievement Initiative, authorizing new resources to specifically uplift the experience of African American students. The results have been dramatic; SFUSD has had a 69% reduction in suspensions for African American students, and a 59% decrease in total suspension, since 2012.



To ensure students also are successful after graduation, SFUSD closely examined the data on 12 Alice Griffith residents who began 9th grade in an SFUSD high school and graduated in May, 2016. During high school, three students experienced challenges with academics and had GPAs at 1.0 or below. Because of targeted interventions, all of these students recovered and were able to graduate on time with their classmates. Of the 12, 9 students completed high school with no suspensions or disciplinary infractions, and 8 maintained an attendance rate of above 85%, 9 of the 12 students had matriculation plans to attend college.

To Our Supporters – Thank You

USI is grateful to our supporters for their generous contributions to the *Elevating Results Together* convening. We thank the following organizations for their respective roles in helping to make the convening an impactful event for participants:





Who We Are

Founded in 1978, Urban Strategies, Inc. is a leader in cultural competence, developing equity agendas, and community development. Through place-based strategies that capitalize on the inherent strengths of the places where we serve, Urban Strategies is proud to work with more than 30,000 families residing in 40 unique communities across 24 major metropolitan areas. We leverage local resources to improve outcomes for families, while concurrently working with partners to build new homes and amenities that bolster human service systems and improve the capacity of existing systems. All of this work is done in service of our vision that **“All Families are Stable and Thriving”**.

Convening Co-Design Team

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Families at the Center of Results