



**Opportunity  
Santa Fe**  
Birth to Career

**Shaping Our Future:**

**2<sup>nd</sup> Opportunity Santa Fe Community Summit  
for Collective Impact**

Tuesday, April 11, 2017  
4:30pm-7:30pm Santa Fe Convention Center

**Aspire | Engage | Be the Change**

**Summary Report**

## Summit Overview

**Shaping Our Future: 2<sup>nd</sup> Opportunity Santa Fe Community Summit for Collective Impact** was held on April 11<sup>th</sup>, 2017 to share aspirational goals, to update on the progress of our collective actions, and to engage and collect input from the community on 15 key topics. Shaping Our Future brought together nearly 300 participants including providers, community members, leaders, and youth from Santa Fe in discussion of how to increase opportunities and improve outcomes for Santa Fe youth- from birth to career.

Summit attendees heard from several cross-sector leaders in Santa Fe including Mayor Javier Gonzales, Bill Smith, CEO and President of the Santa Fe Community Foundation, Superintendent of SFPS Dr. Veronica Garcia, New Mexico Teacher of the Year Stephanie Gurule-Leyba, President Randy Grissom of Santa Fe Community College, youth representatives presenting on the Mayor's Youth Summit, and many more stakeholders. Speakers spoke about their commitment to the [Opportunity Santa Fe 2020 Targets and Aspirational goals](#). Additionally, [Collective Action Videos](#) were shared to inform attendees about the missions of many Collaborative Working Groups (CWGs) and what each have accomplished since the last Opportunity Santa Fe Community Summit. An additional video summarized the [Relationships that Transform Video project](#) to emphasize the importance of relationships and the role individuals can play in changing outcomes. *See full Summit Agenda [here](#).*

Each of the 15 topics had tables for discussion. Attendees self-selected a topic to engage in discussion with other community members. Leaders from various non-profit organizations and CWGs acted as facilitators to groups relevant to their fields. Participants discussed what is already happening in Santa Fe, challenges, what is working, what collective actions are needed to close the gap, how they or their organizations could contribute, and how we can engage the broader community as the [Collective Action Plan](#) evolves over the next year.

A survey to the summit participants was released shortly after the summit. The survey as well as follow up from summit participants individually and in our Open Communications Meeting provided clear feedback. One of the most important pieces of feedback highlighted that participants felt there was not enough time for the conversation piece of the summit due to the table discussion time being cut short with extended times for speeches and films. Meanwhile participants also expressed appreciation for new and reinforced connections made with community partners and gaining an understanding of the broad scope of momentum being built for collective actions across birth to career. This feedback will inform the planning of future discussions that will build upon this year's conversation as well as next year's Summit.

In particular, the feedback collected from table discussions during and after the summit will be used to inform the next round of Collaborative Working Group (CWG) grants and will be incorporated into our Collective Action Plan for the following year. For example, Collaborative Working Groups will be required to incorporate community voice into their action plans. We are also planning to provide additional resources to the CWGs to facilitate community conversations and allow more rich community engagement to address the areas where the Summit fell short. - Together we will shape our future and make progress towards giving children and youth a step up.

During the table conversations, each group was asked to summarize key suggestions for moving forward in their topic area. Those notes can be found on the next pages and will be used by the CWGs to assist in planning collective actions in the next year. A complete transcription of the facilitator notes can be found in the Appendix.

## Topics of Discussion and Thank You to Our Facilitators

- ❖ **Healthy Births** Facilitators: Kyra Ochoa & Elizabeth Peterson, Santa Fe County
- ❖ **Healthy Development of Young Children** Facilitators: Judith Lavender, Santa Fe Baby Fund | Michele Lis, Consultant
- ❖ **Kindergarten Readiness** Facilitators: Jennifer Sallee, SFCC | Katherine Freeman, United Way of Santa Fe County
- ❖ **Wrap-Around Services** Facilitators: Julia Bergen, Communities in Schools of New Mexico | Gaile Herling, SFPS Adelante
- ❖ **Mentoring and Tutoring** Facilitators: Andrea Maril, Big Brothers Big Sisters Mountain Region | Sabra Roybal, SFPS
- ❖ **Summer and Afterschool Programs** Facilitators: Mollie Parsons, Santa Fe Botanical Garden | Joanne Lefrak, SITE Santa Fe | Madonna Hernandez, Girls Inc. of Santa Fe | Shannon Bay, Georgia O'Keefe Museum | Mary Massey, SFPS
- ❖ **3<sup>rd</sup> Grade Reading** Facilitators: Laura Alvarado, SFPS | Perli Cunanan, Santa Fe School for Arts and Sciences
- ❖ **8<sup>th</sup> Grade Math** Facilitators: Lynn Bickley, Interfaith Coalition for Public Education
- ❖ **Truancy and Chronic Absenteeism** Facilitators: Lea O'Shell, SFPS
- ❖ **Alternative Pathways to Graduation, College and Career Readiness** Facilitators: Tom DuBois, AmeriCorps VISTA
- ❖ **Prevention of Youth Substance Abuse** Facilitators: Shelley Mann-Lev, Santa Fe Prevention Alliance | Jennifer Romero, Santa Fe County
- ❖ **Re-Engagement of Disconnected Youth** Facilitators: Melynn Schuyler & Jane Hajovsky, Youthworks | Israel Haros, SFPS Adelante
- ❖ **Post-Secondary Enrollment and Success of Underserved Youth** Facilitators: Yash Morimoto, Santa Fe Community College
- ❖ **Career Pathways and Workforce Alignment** Facilitators: Jamai Blivin, Derek Williams & Shane Wallis, Innovate & Educate
- ❖ **Engaging Community Voice** Facilitators: Maria Perez, 1SantaFe

### Synthesis Notes by Topic Area

#### A. Healthy Births

1. Infant & toddler brain development & relationships
  - a. Gaps in services & knowledge impacts all learning from birth to adulthood
  - b. Intergenerational interaction with cultural respect links development throughout a child's life
2. Increase public awareness of issues faced by and risk factors of low birth weight babies as well as the cost benefits of supporting low birth weight/healthy baby initiatives
3. Develop Maternal Housing – apply for RHYA grant

#### B. 0-4 Healthy Babies

1. Need more affordable infant and toddler care
2. We need to get more families to participate and listen to their needs
3. Build capacity for home visits

#### C. Kindergarten Readiness

1. Celebrate local activity – Children are smarter than we think – Full day access is important
2. Build corps of community advocates
3. Listen to families 1<sup>st</sup>
  - a. ground our work in needs of all/diverse families
4. Ensure Pre-K for Santa Fe succeeds
  - a. Need funding/support to provide pre-k for every family of 0-4 year olds that want it

#### D. 3<sup>rd</sup> Grade Reading

1. We will continue to meet to talk about reading (potential creation of a 3<sup>rd</sup> grade reading CWG)
  - a. Good rich conversations, potluck lunch
2. MORE NETWORKING
  - a. It's about the relationships!
  - b. Community building between tutors
3. What's working: Expand both programs to serve more kids in Santa Fe
  - a. Hosts – helping one student succeed at Cesar and beyond

- b. Reading is Magic
- 4. Start from Birth with parent programs in homes
  - a. Note: this was placed between 3<sup>rd</sup> grade reading & 8<sup>th</sup> Grade math presumably applying to both.

#### **E. 8<sup>th</sup> Grade Math**

1. Summer Math Camp for teachers/ Tutors/ Students
  - a. Jo Boaler – online summer math course
  - b. Focus on standards of Mathematical practices & pedagogical shifts
2. Math coach at every school connected through a teacher leader network
  - a. One expert math teacher that can coach the other math teachers (esp. in elementary school, teachers not necessarily certified in every subject they teach)
3. Explore putting in a place a Math Task Force for SFPS- they have one for science and social science but given that math has the lowest proficiency, we need one

#### **F. School Attendance**

1. Community building
  - a. Create a community group & work as a team to solve the problem by involving & listening to families
  - b. Community wide messaging at the importance of school attendance
2. Employers shouldn't schedule kids during the school day
  - a. talk to Chamber/businesses about this and the importance of attendance
  - b. create legislation surrounding working hours/conditions for youth
3. Donations from the community for attendance incentives

#### **G. Mentoring and Tutoring**

1. Networking on Social Media
  - a. all of our social media pp in a group together to help share what everyone is doing/best practices
2. Volunteer fair- invite the whole community
  - a. Can city host?
  - b. Volunteer options beyond mentoring/tutoring?
  - c. Different venues/areas of town each season
3. Safe, open relationships/mentors with talk about emotional and/or substance use problems
  - a. With training for mentors: 7 challenges, mental health first aid, motivational interviewing, substance use signs & resources
4. Courses of Action
  - a. Communication about tutoring/mentoring programs – better public relations
  - b. Continuity between each site or program
  - c. Training for mentors & tutors
5. Utilize traditional medias to convey available services to wider community

#### **H. Out of School Time/Summer and Afterschool Programs**

1. Youth motivations- we need to ask the kids what they want
2. Engaging activities that open doors for healthy exploration and connection
  - a. Need to save 21 Century program
  - b. Need funding for all programs
  - c. Need more science and social studies programs in addition to the math and reading programs
3. Opportunities for excitement and developing passion
4. There is a need for transportation for the kids to access the programs available
5. Accessibility to the people who can do something/take action with the information
6. Better communications from SFPS to staff & parents about programs

7. Build alliances to share resources and communicate:
  - a. Transportation
  - b. Program collaboration
  - c. Funding information
  - d. Youth mentors
  - e. Communication about volunteer & mentor hub
  - f. Share data
8. Community
  - a. Map opportunities of the above identified 7 gaps
  - b. Share successes & expand number of engaged community members
  - c. Focus on the positive
9. Momentum happens when we believe in what we can do
  - a. Creating a safe space for passions to be developed & relationships to be built.

### **I. Wrap Around Services**

1. Mentoring program where the mentor also coordinates services and advocates for the youth/family
2. Transportation – including shuttles
  - a. Need better public transportation
3. Silo work vs. hub & spoke work
  - a. Continue to utilize and forge more alliances to keep information and resources flowing between agencies
  - b. Also to help align services and not duplicate the great work each group is doing
4. Create a collaborative working group for wraparound services
  - a. Remove barriers to support
  - b. Address the whole person
5. Local residential treatment option & more wraparound facilitators (1 in each agency)
  - a. Residential treatment in SF for youth and adults (St. V's usually kicks people out after a few days)

### **J. Prevention of Youth Substance Abuse**

1. Health Care providers doing screening/education (SBIRT) & wisely prescribing opioid Rx
2. Inspiring positive passions in youth
3. Celebrate, notice, make a big deal out of all achievements e.g. graduations, sports, art, etc. . .
4. Leverage resources
  - a. Databases
  - b. Cultural norms & assets
5. Life Skills training for preteens <16

### **K. Reengagement of Disconnected Youth**

1. Recognize existing community collaborations by supporting programs, not by duplicating services
2. Central coordination for resources & referral
3. Continued youth engagement & storytelling
  - a. Youth are the leaders
4. Disconnected Youth Survey is Valuable
5. Youth led teach-ins & resource sharing
  - a. Action based youth led meetings for peer networking/teaching and seeking solutions to youth defined problems
6. Disability & residential treatment resources badly needed
  - a. Youth led AA and NA meetings
7. Provide more housing for the homeless.

## **L. Alternative Pathways to Graduation, College, & Career Readiness**

1. Action based peer networking where youth lead meetings
2. Legalize cannabis to create job opportunities in a billion dollar industry
3. Change public schooling for the better Santa Fe
  - a. Decrease the teacher student ratio
4. More 1:1 teaching

## **M. Post-secondary Enrollment & Success for Underserved Youth**

1. Greater access to dual-enrollment program for high school students
2. Provide more information for students about college, especially for 1<sup>st</sup> generation students
3. More support systems
4. Wrap around services
  - a. Fulfill basic human needs
5. Systemic Implementation
  - a. Business communication
  - b. Education & training
  - c. Soft skills
6. Alternative incentives for collaborative partners
7. Paid training opportunities
8. Preparedness “Bootcamp” & continuity for entering SFCC students
9. Changes/Suggestions for the public schools”
  - a. Allow for all learning styles
  - b. More diversity in all schools
  - c. Smaller classrooms/lower the teacher to student ration
  - d. Better food
10. Mentorships & relationships
11. High level of expectations
12. Support to make it happen
13. Teach Emotional & Social Skills

## **N. Career Pathways & Workforce Alignment**

1. Building roadmaps for Businesses! Mentorship longevity! Where’s the Growth?
2. Job coaching network
3. Employers’ awareness of their role to employ & support young adults
4. Database to jobs, internships, training

## **O. Engaging Community Voice**

1. Go to where community is – not have these conversations downtown, weekdays, etc.
  - a. Hold a summit about our issues – but in the community for residents not experts
2. Shift the usual way of doing business: Not talking at people for 2 hours & then giving space for 40 minutes of conversation.
  - a. The networking time budget always gets cut in these types of summits
3. Big public agencies. . .
  - a. Very little people can do to change organizational culture around this.
4. Keep conversations asset framed rather than deficit framed.
  - a. Put things on hold for a minute – have each group mindfully developing a community engagement plan that ensures participation in all topic areas rather than just 1
    - i. NOT AN ASIDE
5. Ensure cultural competence, esp. in communications.
  - a. Google translate not cultural competence
  - b. Collective messaging





## **Appendix**

# **Shaping Our Future:**

**2<sup>nd</sup> Opportunity Santa Fe Community Summit  
for Collective Impact**

April 11, 2017 4:30-7:30 p.m.

## **Community Conversation**

**FACILITATOR NOTES**

(Aggregated by Topic Area)



## Topic: Healthy Births

### Story behind the baseline and progress

- ❖ What are the fundamental challenges that children and families face in your topic area?
  - Domestic violence
  - homelessness
- ❖ Overall what is working?
  - Where and how are we making progress?
    - ACA (Access to quality health care, Medicaid expansion)
    - Concept of POP health has gotten attention
    - Pregnant women know they are covered
      - Substance abuse users
      - Mothers with gestational diabetes
      - Hypertension
  - What collective actions have taken place / been proposed? What is working?
    - Subsidized housing for couples
    - Teen pregnancy culture
    - Peer support throughout pregnancy
      - Fatherhood involvement
      - Stress
      - Poverty
      - Single parenthood and engagement

### Actions

- ❖ How can we work together as a community to close the gaps in this area?
  - How do we build momentum on the collective actions? What is missing?
    - Continue to build partnership
    - Share information and data
  - Need:
    - Maternal housing
    - Father involvement
    - Abortion providers
    - Peer support
    - Flexible protocols for MAT
    - Merge low birth weight and chronic disease support
  - What can you or your organization do to help?
    - Funders- write papers on issues and public education around improving
    - Gathering information; survey to moms
    - Education around why it's a problem
    - Shelter now feedback from those not in the system
  - How do we or can we engage the broader community in this work?
    - Research and share information about best practices and policies that support healthy babies
    - Public awareness campaigns to engage community and educate on healthy baby issues



## Synthesis

As a group come up with one or two themes of recommendations or specific actions for your topic area.

- Apply for RYHA grant to develop maternal housing
- Increase public awareness about risk factors, cost benefits of supporting low birth weight/ healthy baby initiatives

## Topic: 0-4 Healthy Babies


### Story behind the baseline and progress

- ❖ Overall what is working?
  - Where and how are we making progress?
    - Home visiting- need more capacity
    - Preventive programs
    - Medicaid- at least getting health care
    - Word is getting out
      - Broader sense of what health means- SDOTT
      - Awareness of importance of early childhood and benefits of early brain development
    - Needs to be healthy families (families that are most motivated and kids most at-risk)
    - How do we support families and multi-generations?
      - Transportation, addiction, mental health, poverty, lack of jobs
    - Everyone has a role to play
      - Connect to outdoor space, affinities with youth children)
      - Audubon- outdoor education, being in nature
    - Pre-k for Santa Fe
  - What collective actions have taken place / been proposed? What is working?
    - Linking development throughout child's life
      - However, it is segmented. Development is intricately linked
    - Collaborate in new ways
    - Pre-K for Santa Fe
    - Trying to get funding
    - Data being collected and used to show impact and outcomes (shows growth)
      - Field is changing in making an argument for why we should put money behind ect
      - CTI- teacher professional development to prove quality of teaching
      - Growth of home visiting
- ❖ **What are the relationships that help address these challenges and support children, youth and families in this area?**
  - All about relationships- licensed And unlicensed Providers
  - Families/caregivers who raise children at home
    - concern- do they know about resources and not create fear that they need to participate

### Actions

Now we want to focus on actions-

- ❖ How can we work together as a community to close the gaps in this area?
  - How do we build momentum on the collective actions? What is missing?
    - Linking development throughout child's life
      - However, it is segmented. Development is intricately linked
    - Collaborate in new ways
    - Need infant and toddler care (affordable)
    - Most at-risk kids
      - 0-1 highest rate of injury and mortality- are we missing them with home visits

- 
- Average of kids with abuse and neglect
  - Need support for addictions and poverty
  - What can you or your organization do to help?
    - Baby boxes
    - Safe sleep education referrals
    - Parent-child classes with caregiver
    - Kaune- Hat for families
    - Early childhood funders- unusual allies to do advocacy
      - Retired military, law enforcement, pastors, pediatricians
    - Early Childhood caucus
      - Need meaningful date and tell our store (need short-term victory)
  - How do we or can we engage the broader community in this work?
    - Use of volunteers
    - Inclusion of immigrants
    - Focusing on parent/ caregiver child classes accessibility
    - Intergeneration interaction with cultural respect
    - We need to get families to participate and listen to them
      - Transpiration, job training for parents

## Topic: Kindergarten Readiness

### Story behind the baseline and progress

- ❖ What are the fundamental challenges that children and families face in your topic area?
  - Domestic violence
  - homelessness
- ❖ Overall what is working?
  - Where and how are we making progress?
    - Pre-K for Santa Fe
    - Act locally
    - Child care recertification
  - What collective actions have taken place / been proposed? What is working?
    - B2C Collaborations
    - Pre-k For Santa Fe allegiance with NM Pre-K
- What are the relationships that help address these challenges and support children, youth and families in this area?
  - Kindergarten readiness
  - Data group
  - Provider relationships with families

### Actions

Now we want to focus on actions-

- ❖ How can we work together as a community to close the gaps in this area?
  - How do we build momentum on the collective actions? What is missing?
    - Connecting collaborative working groups
    - STEM
  - What can you or your organization do to help?
    - Quality pre-k
    - Workforce development
    - Focus on data
  - How do we or can we engage the broader community in this work?
    - Provide awareness

## Topic: Out of School Time/Summer and Afterschool Programs

Story behind the baseline and progress

- ❖ Overall what is working?
  - Where and how are we making progress?
    - Building confidence in students (Wise Fool's program for 5<sup>th</sup> and 6<sup>th</sup> graders)
    - Building trust
    - 21<sup>st</sup> century grant expansion and partners
    - PK in summer at SFPS and k3 plus
    - Summer reading in library
    - Friends of library providing buses for classes
    - Summer enrichment programs
    - Homework Diner
  - What collective actions have taken place / been proposed? What is working?
    - Making space for choice and autonomy
    - Need more science and social studies while still not taking a back seat to reading and math- which are offered in summer programs
    - Transportation for programs needed
    - Need to save 21<sup>st</sup> century program
    - Need funding for programs
- **What are the relationships that help address these challenges and support children, youth and families in this area?**
  - Making space for choice and autonomy
  - Need more science and social studies while still not taking a back seat to reading and math- which are offered in summer programs
  - Transportation for programs needed
  - Need to save 21<sup>st</sup> century program
  - Need funding for programs

### Actions

Now we want to focus on actions-

- ❖ How can we work together as a community to close the gaps in this area?
  - How do we build momentum on the collective actions? What is missing?
    - Create spaces for healthy exploration where it is okay to fail
    - Recognize kid's wants in this programming

#### Needs:

- Transportation
- Coordinating summer programs- balance
- Accessibility to the people who can do something/ take action with the information
- How do we or can we engage the broader community in this work?
  - Older and younger youth engagement; intergenerational (schools and museums)
  - Create a web between organizations for support network (CEN is one)
  - Ask the kids what they want

### Synthesis

As a group come up with one or two themes of recommendations or specific actions for your topic area.

- Youth motivations
- Engaging activities that open doors for healthy exploration and connection
- Opportunities for excitement and developing passions

## Topic: 3<sup>rd</sup> Grade Reading

Story behind the baseline and progress

### ❖ What are some amazing things about 8-year-olds (3<sup>rd</sup> graders)?

- An amazing ability to invent stories/ Imaginative
- They are eager to please and learn
- They are active, sometimes having a hard time sitting and focusing
- They have resilience. They can overcome what appears to be a fixed outcome or mindset
- They are inquisitive, bright, bold, full of wonder
- They respond well to caring
- They are moving away from the egocentric developmental stage
- Relationships are important to them
- Peer relationships are “exploding”
- They are ready for inspiration

### ❖ What are some opportunities?


- Recognizing challenges vs. qualities
- Home environment- Creating the awareness of the needs of children to be successful readers to parents. Talking to their child early and building vocabulary
- Teen mentors; Teens make reading “cool”
- Peer support
- Cross generational support; seniors with kids learning about each other’s life and history.
- Creating engagement and positive feedback.
- Acknowledging that not every child learns to read the same way
- Connecting students to community members that may have overcome similar learning issues
- Rally around as a community
- Avoiding retention; finding other things to support students
- Increase vocabulary; Talk, talk, then let them talk and we listen
- Increasing bilingualism; Teaching from a young age, looking at dual language models.
- Partner with Head Start
- “Father Talk” program
- Training for teachers and professionals
- K3+ program; provides 25 extra days of learning
- Reading is Magic; after school, summer
- HOSTS (Helping One Student To Succeed) at Cesar Chavez; one-on-one mentoring literacy program

Actions

Now we want to focus on actions-

### ❖ What are personal actions we can agree to?

- HOSTS mentoring
- Tutoring/Mentoring
- Communication with other tutors

- 
- Networking
  - Meet Up groups
  - Providing space for further meeting

### Synthesis

As a group come up with one or two themes of recommendations or specific actions for your topic area.

- ❖ Goals:
  - Share resources; methodologies, funding, partnerships
  - CaptionsforLiteracy.org
  - Teacher training (Reading is Magic)
  - Art integration
  - Getting parents involved
  - Support for all tutors, share resources



## Topic: 8<sup>th</sup> Grade Math

### Story behind the baseline and progress

- ❖ Overall what is working?
  - Where and how are we making progress?
    - Alignment of middle and high school math curriculum is planned for this summer
    - Professional development continues for teachers grades 2-12
    - There is some training for math tutors
    - Carnegie learning program -> teachers volunteer for coaching once a month for 5 months
  - What collective actions have taken place / been proposed? What is working?
    - El Camino Real: engaged staff w/ LANL foundation support in math and bilingual training
    - CIS, Ramirez Thomas elementary school engaged with the Carnegie learning program, SFPS has a community wide tutoring program, Inspire
    - Community programs for volunteers and mentors; March 29 Workshop for Middle and High
    - School Math Tutors (Interfaith Coalition/SFPS/Alliance for Science)

### Actions

Now we want to focus on actions-

- ❖ How do we build momentum on the collective actions? What is missing?
  - PreK-7 teachers need support teaching math
  - There should be a math coach and teacher leader at every school
  - Using 8th grade for remedial work in math is a losing proposition- it needs to be every grade
  - new pedagogy is needed with focus on common core math practices
- ❖ What can you or your organization do to help?
  - Jo Boaler, Stanford Professor of Mathematics - has excellent summer programs that engage teachers and tutors
  - see website [ucubed.org](https://www.youcubed.org/) at <https://www.youcubed.org/>
  - focus on sub paradigm shift for teachers and students in pedagogy
  - support “Number talks” and promote collaborative problem solving by students
  - online tutors course exists-need to identify

### Synthesis

As a group come up with one or two themes of recommendations or specific actions for your topic area.

- 1) Summer math camp for teachers/tutors/students
  - a. See teaching materials of Jo Boaler <http://online.stanford.edu/instructors/jo-boaler>
  - b. Focus on math standards
- 2) Have a math coach at every school connected to a teacher network
  - a. One expert math teacher that can coach the other math teachers (esp. in elementary school, teachers not necessarily certified in every subject they teach)
- 3) Explore Math Task Force for SFPS- they have one for science and social science but math has the lowest proficiency

## Topic: School Attendance

### Story behind the baseline and progress

- ❖ **What are the fundamental challenges that children and families face in your topic area?**
  - Getting there (transportation)
  - Care about school value. Childcare
    - Working to support family
- ❖ **Overall what is working?**
  - **Where and how are we making progress?**
    - CIS incentives, weekly/monthly check in when not in school, showing you care,
    - Adelante – resources
    - public transit,
    - engaging classes,
    - teachers that care
    - mentors/teachers who text or get other students to text, communications
    - working as a school team
  - **What collective actions have taken place / been proposed? What is working?**
    - Police returning students to school
    - proposed legislative action
    - programs in schools with students as advocates
    - utilizing youth for political advocacy
    - working w/ businesses to not schedule youth during school hours
    - look at ½ day Fridays & how it affects truancy w/ teens caring for little ones.

### Actions

Now we want to focus on actions- How can we work together as a community to close the gaps in this area?

- ❖ **How do we build momentum on the collective actions? What is missing?**
  - Warehouse 21 can act as a space where people can come together.
  - Coming together as a committee to work together regularly to work collaboratively to solve the truancy problems
  - Get families together to advocate & solve problems
- ❖ **What can you or your organization do to help?**
  - Peer support for teens & peer mentoring
  - Work as a team
  - Strong relationships w/ parents, outreach, find out what is going on w/ families
- ❖ **How do we or can we engage the broader community in this work?**
  - Develop an action committee in community
  - Social media messaging about why attendance is important
  - Get messaging out through large employers about importance of attendance

### Synthesis

As a group come up with one or two themes of recommendations or specific actions for your topic area.

- a. Employers don't schedule during school days
- b. Donations from community for attendance incentives

## Topic: Mentoring and Tutoring

### Story behind the baseline and progress

- ❖ Overall what is working?
  - Where and how are we making progress? What collective actions have taken place / been proposed? What is working?
    - Treating children as individuals and providing a safe space
    - HOSTS in only one school, should be expanded; 1:1 is most effective
    - Challenges- not knowing about programs communication; strength and power to a one on one relationship
    - Need multi-sensory programming; meeting the child where they are and moving them forward
    - NEED more volunteers, spaces and places for them (in the school etc); need algebra tutors
    - ELL struggle with homework and literacy; unable to find a teacher who wants to engage with and support community programs
    - Volunteers don't know where to begin when they want to help and get involved
    - Disconnected youth programs- programs increased money and resources going towards this population
    - Many programs directed at youth regardless of 'need'; large breadth of programs
    - Teachers are recognizing that students learn differently and trying to meet their needs (very taxing)
    - The fact that this city is a sanctuary/mayoral support- send a message that we care
    - Obstacles aren't necessarily academic/holistic youth care- programs like youthworks are addressing these other issues (e.g parenting, financial)
    - Mentors are getting engaged in the community- the website gives people an opportunity to be involved
    - Mentoring tutoring collab. Allows us to work together w/o butting heads with the usual focus on our individual orgs
    - Reading programs
    - Youth summit, b2c, eco, youthworks are collective actions or working through networking

### Actions

Now we want to focus on actions-

- ❖ How can we work together as a community to close the gaps in this area?
  - No info on programs and best practices between schools
  - Recruiting and retaining; no communication about programs to the public
  - Add HOSTS to every elementary school
  - Grassroots organizing-build on that
  - Educate people about what is going on
  - More political support-funding;
  - partner with 501-C4 groups that can advocate
  - perhaps political groups who want to volunteer more in this political climate would be a great resource for a recruitment pool

- get more involved with spreading the word to the community
- we have a responsibility- if one of us has a volunteer that turns out to not be a great fit, we need to keep them in the volunteer pool by referring them forward to another org, via the website, that might be a better fit
- opportunity to collaborate w/ funding? We all have the same mission, we should be sharing resources and what works

### Solutions

- Working together
- More communication
- More continuity between school
- More help to immigrant population
- Move the connection between anger and making connection
- Strategic allocation of resources so every school gets something
- More targeted to reach students who need mentoring
- Link on city of sf for volunteers
- Sharing best practices
- Training on relationships
- Better public relations
- Parent involvement

### ❖ What can your org do?

- MATCH wants to go statewide
- Adelante-provide resources and information
- Girls Inc- leading advocate for girls- just started a new volunteer program with training program for working with young girls
- Youthworks- continue supporting youngsters that need our help, refer them to other groups that can help; continue networking; be involved in sharing communication

### Synthesis

As a group come up with one or two themes of recommendations or specific actions for your topic area.

- A link on the front page of the City of Santa Fe's website to the mentoring/tutoring hub or a link to all volunteer programs available in the city
- The public does not feel like they are made aware of the volunteer programs that are children oriented. They would like better communication from all organizations (especially SFPS) for information on what mentoring and tutoring programs are available for their children to participate in.
- Types of training were not really discussed, but the main thing is that volunteers who are mentoring and tutoring don't feel valued and supported enough.
- Social Media- all of our social media pp in a group together to help share what everyone is doing/best practices
- Volunteer recruitment fair- invite the whole community
  - Can city host?
  - Volunteer options beyond mentoring/tutoring?
  - Different venues/areas of town each season
- Informing community/educating community
  - Mailer from the city?
  - Newsletter or other informational dissemination through traditional media

## Topic: Wrap-Around Services

### Story behind the baseline and progress

- ❖ What are the fundamental challenges that children and families face in your topic area?
  - Poverty.
  - Socio-economic/social/emotional/physical health.
  - Access to resources as well as access to help and knowledge about resources that are available.
  - Financial stress for families
  - Transportation
  - Family support (for youth and for whole families)
  - Systemic racism
  - Immigration issues
  - Prejudice against homeless families and youth
  - Lack of trust that causes families/youth experiencing homelessness to try to be invisible
  - Immigrant parents/youth afraid to report crimes or go to doctor or dentist, that it might draw attention to them
  
- ❖ Overall what is working?
  - We have great community groups - SF Prevention Alliance, for example that is making connections and breaking down silos that keep information and resources more difficult to access.
  - Creating relationships
  - Making more connections
  - Creating year-round shelter
  - Teachers paying attention to youth's needs
  
- ❖ Where and how are we making progress?
  - Connecting, breaking down silos, forging stronger alliances is working.
  - YSFS' and Life Link's Rapid Re-housing programs
  - Agencies sharing resources
  - Bilingual resource list
  - The articles written for "Next Gen" section (youth) of the New Mexican
  
- ❖ What collective actions have taken place / been proposed? What is working?
  - RAIN Project in SF, Los Alamos and Rio Arriba. County/Regional "need-driven" work bringing housing, food and education to support people in need.
  - ShelterNow! for 18-24-year-olds
  - Homeless Youth & Children Task Force
  - YRRS for disconnected youth through B2C
  - County Community Services doing the Accountable Health Communities and NOFA
  - Dept. of Health – Dan Green interpreting schools YRRS with homelessness as health determinant: we need to respond as whole community to extremely high heroin, meth, cocaine, alcohol & marijuana use; high rate of being bullied, of injury due to suicidal attempts, of fear of violence on school campus, and other items discovered on this survey; highest risk were sexual minorities and youth living in homelessness (highest risk for drugs among homeless youth were immigrants)

- We need better collective outreach to families and youth
- Important literature, emergency cards and Know Your Rights presentations to immigrants and others have helped stem fear and anxiety and inform community
- SFPS committed to supporting rights of immigrants

## Actions

Now we want to focus on actions-

- ❖ **How can we work together as a community to close the gaps in this area?**
  - FIRST! We must recognize the needs and give voice to those in need and not be defining for those in need what it is that we think they need. Acknowledge need and reality.
  - Shuttle to go around town for better public transportation
  - A mentoring program that also coordinates services and advocates on behalf of parents/children
  - Training for providers, teachers and first responders, etc. about what's underneath the bad behavior (trauma informed care)
  - Funds for more wraparound facilitators like Mountain Center has
  - \$\$ for mental health services
  - Agencies need to work together better
  - Recognize the work of different agencies
  - Job opportunities (construction, cooking for youth)
  - Art
  - Police reform (especially training to de-escalate situations and to find common ground)
  - Support services for child abuse and neglect – find a way to make it safer for immigrants and youth to report it
  - Youth should organize events like this one – to make it fun (games, etc.), icebreakers to get to know each other, youth to tell their stories, having family involved
  - Take mental illness seriously – listen to people who are experiencing the pain of MI
  - Get both sides of town to know each other's experiences – walk in each other's shoes; exchange homes for a few days? Have students exchange schools on opposite sides of town
  - Bilingual parenting classes
- ❖ **How do we build momentum on the collective actions? What is missing?**
  - youth and elders need greater involvement and more VOICE!
  - Come to Homeless Youth & children Task Force to share info and resources
  - We need to align services so we don't duplicate
  - Lobby, keep needs of our families and youth in the face of legislature, governor and public
- ❖ **What can your organization do to help?**
  - CIS can be a supportive ally, model and demonstrate impact.
  - Department of Health can be a supportive ally, model and demonstrate impact.
  - Both can be conveners and bring constituents to table.
- ❖ **How do we or can we engage the broader community in this work?**
  - Demystify the realities.
  - Stop using and break down the us versus them paradigm.
  - Go deeper in this work.

## Synthesis

As a group come up with one or two themes of recommendations or specific actions for your topic area.

- a. Have a Facebook page that we all contribute to

- b. Have a teach-in on immigrant rights, human rights at a school
- c. Youth led AA, NA, Alanon; help to clear a path for youth to access 12-step groups and treatment, when arrested
- d. Residential treatment in SF for youth and adults (St. V's usually kicks people out after a few days)
- e. Define homelessness more clearly

## Topic: Prevention of Youth Substance Abuse

### Story behind the baseline and progress

#### ❖ What are the fundamental challenges that children and families face in your topic area?

- The divide of SES (st. Francis)
- Opportunities- apprenticeship program
- Using the family as an Ally
- Youth peer support
- Nothing is working
- Naloxene-
- Underpinning issues of homelessness and poverty
- Police, providers, schools- sitting together
- County providing navigation
- Warm, hand-offs
- Connectedness
- Talking to kids about drug use
- Culture of substance abuse
- Poverty, homelessness, disconnection
- Insidious- cannabis to meth and heroine
- Lack of facilities/treatment
  - Again breaks connection
- Hopelessness

#### ❖ Overall what is working?

- **Where and how are we making progress?**
  - Navigation
  - CYFD pulled together a website that
  - Adolescent Substance Abuse Task force -> life skills, communication
  - Job Corps
  - ? local tax

### Actions

Now we want to focus on actions-

#### ❖ How can we work together as a community to close the gaps in this area?

- **How do we build momentum on the collective actions? What is missing?**
  - Reaching out
  - Networking
  - Self care
  - Trauma informed approach to education
  - Identifying protective factors-look at asset based approaches
  - Meaningful time after school, spark something
  - SBIRT

- Prevent use of opioids
- ❖ What can you or your organization do to help?
  - Leverage the good
  - Indicate the good that is happening
  - Provide info to the Community Foundation
  - Instill passion in youth
  - Give youth a reason to make a difference
  - Listen to youth
  - Christus- provider Rx + SBIRT + Tx
  - Girls Inc- ↓access but forced w/ choices
  - Outreach program expanding- talk about it
- ❖ How do we or can we engage the broader community in this work?
  - HT- 16 works for 13 yr olds
    - LST- bank etc., practical skills help with finding a job etc.
  - MESA-

### Synthesis

As a group come up with one or two themes of recommendations or specific actions for your topic area.

- ❖ Celebrate, notice, make it a big deal....graduation, performance, sports, art shows



## Topic: Disconnected Youth

### Introduction and Goals

Changing the “Not in my Santa FE” discussion about youth issues – through opportunity/connection; changing perceptions about Disconnection; Creating platforms for more input from youth; exchange programs; creating more opportunity & connections w/ non-profits

### Story behind the baseline and progress

- ❖ **What are the fundamental challenges that children and families face in your topic area?**
  - Align city council & leadership in SF to become aware of immigrant student rights, financial stress, systemic racism, TRANSPORTATION, family support, housing, homelessness, how they found resources
- ❖ **Overall what is working?** - Collaboration – how to get noticed for it & solidified in rapid rehousing referrals next generation youth led material
  - **Where and how are we making progress?**
    - Temporary shelter for youth 18-24
    - Awareness is raised in community
    - Coming together w/ youth & adults to discuss & learn together
    - Youth engagement – speaking out.
  - **What collective actions have taken place / been proposed? What is working?**
    - Organizations striving to assist, youth are telling their stories & stepping up to lead study groups;
    - Collaboration among agencies, govt, youth, schools;
    - Shelter Now!
    - Risk & Resiliency with Disconnected Youth

### Actions (15 minutes)

Now we want to focus on actions-

- ❖ **How can we work together as a community to close the gaps in this area?**
  - Need disability & residential treatment, DY coordination, Peer networking
- ❖ **How do we build momentum on the collective actions? What is missing?**
  - Meet as a large group of all interested parties to share often – not just once per year, but monthly
- ❖ **What can you or your organization do to help?**
  - A teach-in about immigrant rights, student rights, & family rights
  - Assist to design a peer networking system - neutral
- ❖ **How do we or can we engage the broader community in this work?**
  - Continue to develop ways to share resources – administer DY resiliency survey widely & publish info to community

### Synthesis

Come up with 1 or 2 themes of recommendations or specific actions for your topic area

- ❖ Action based youth led meetings for peer networking/teaching & seeking solutions to youth defined problems.
- ❖ Mentor/guardian to “accept” the charge for wrap-around services for each child in need
- ❖ Central coordination of Community Services
- ❖ Police Reform – address child abuse/neglect/abandonment
- ❖ Barriers – Financial Difficulty, systemic racism, transportation
- ❖ Youth Led AA/NA meetings

## Topic: Alternative Pathways to College & Career Readiness

### Story behind the baseline and progress

- ❖ Overall what is working?
  - Where and how are we making progress?
    - Engage, Community College, GED/Masters, Access, Youthworks
    - At Youthworks – self-selection and \$ promote motivation. Help finding whatever is needed also works.
  - What collective actions have taken place / been proposed? What is working?
    - Invite “experts” at various organizations to collaborate
    - Change priorities – teacher/student ratio causes systemic decay

### Actions

Now we want to focus on actions-

- ❖ How can we work together as a community to close the gaps in this area?
  - How do we build momentum on the collective actions? What is missing?
    - Build theme park for attendance/GPA incentive
    - Get Youthworks a new building and vans
    - Legalize cannabis and build an industry
    - For Profit Educational collaboration to provide \$ for project based learning students
    - Priorities need re-alignment
- Challenges in Public School – Too much homework, teacher student ratio, need to make money now.

## Topic: Post-Secondary Enrollment

### Introduction and Goals

*Facilitator introduces topic & reviews the handout on aspirational goals and targets and collective action plan*

- Graduation & Post-Sec Enrollment, AVID = Title I Grant, Gear-up,
- We can't celebrate just the students working w/ rigorous programs

### Story behind the baseline and progress

- ❖ Overall what is working?
  - **Where and how are we making progress?**
    - The experience of 11/12 English = 3<sup>rd</sup> grade reading, remediation skills, reading district wide
    - look at: the college, graduation but lower preparedness, challenge of supporting family life, Profession rates
  - **What collective actions have taken place / been proposed? What is working?**
    - Vocation school – not enough incentives
    - AVID
    - Principle for a day initiative
    - every business to adopt a school
  - **What are the challenges?**
    - Relationships, Basic but important study skills
    - Counsellors only choosing a select few for dual credit
    - Reading & writing program
    - support system
    - SFCC Summer at risk program
    - Not enough guidance counselors
    - Not knowing the possibility
    - Challenge; no talk of college until the last minute

### Actions

Now we want to focus on actions-

- ❖ **How can we work together as a community to close the gaps in this area?**
  - **How do we build momentum on the collective actions? What is missing?**
    - College preparedness – address better integrated curriculum between HS & college
    - More counselors, broaden framework – more integration btwn HS & college, more relationships
    - more info about college especially for first generation students, making it relative to people's interests.
  - **What can you or your organization do to help?**
    - Interfaith Coalition – support teachers
    - City of Santa FE = Vision of success for students
  - **How do we or can we engage the broader community in this work?**
    - Summer preparedness program
    - Acceleration program

## Topic: Career Pathways & Workforce Alignment

### Story behind the baseline and progress

- ❖ Overall what is working?
  - Where and how are we making progress?
    - Mentorship & not seeing the direct correlation to work, poverty, promotion of industries, pooling of resources, rural areas, social economic barriers, rural areas, promotion of industries, community collaborations.
    - Capital High Pathways, Engineer, Bio 75% Girls
    - Affordable Housing, underemployment
  - What collective actions have taken place / been proposed? What is working?
    - Collaborations, communicate more broadly, it takes a village, core score, synergy working together, need more community engagement.
    - List of O & J internships for businesses, Kate Noble Study – Connect to High Schools

### Actions

Now we want to focus on actions-

- ❖ How can we work together as a community to close the gaps in this area?
  - How do we build momentum on the collective actions? What is missing?
    - Use competency based training
    - Need internship programs
    - Lack of coordination
  - What can you or your organization do to help?
    - SFCC Soft skills integrated into specific SM training

## Topic: Engaging Community Voice

Engaging community voice is a strategy that should be used in all the sub-committees

There are two types of organizations (base building organizations and service organizations), and each has a very different approach to engaging community. At this table we have service providers.

### ❖ **How are you currently utilizing community engagement in your organization?**

- Building community engagement through faith.
- DOH – is not very good at this – however, health promotion convenes community meetings through the health councils.
- Partners in education – puts together teacher needs and community resources
- Important to listen to communities
- LANL – focuses on education, economic development, and professional development – provides services but needs to get community voice.
- We need to build capacity first. We need there to be equal power, knowledge, skills and abilities. To do this, we need to acknowledge privilege and power. When we talk about youth, we need to realize we are talking about Chicano and immigrant youth. We need to focus on root causes. Need to realize that most professionals aren't reflective of youth.
- We need to think about disconnected families not just disconnected youth.
- Retired social worker in dual language school – emphasized the importance of building relationships.

### **Organizational Cultures**

#### ❖ **Barriers**

- Lack of communication – getting parents/residents to understand what is happening at organization.
- Organizations are filled with “experts” – impose our own information based on data rather than listening to the community.
- Federal grant requirements require that agencies come into communities and impose our plans based on data, not community voice (DOH)
- When trying to raise money, people who have money are not connected to the community.
- Communication is a major issue but don't think it is a problem of partners. We need to have convening dialogues.
- Approaches are often top down or center driven.
- Approaches are inequitable.
- People don't understand the populations they are working with.
- No relationships = no open doors.
- Have to consider the colonial experience – prior to this education was a community endeavor.
- Formal schooling was decided somewhere else, not here.
- Racism, lack of cultural awareness and competence from organizational partners- people don't build relationships as would be appropriate for many of the communities we work with.
- This gathering is a reflection of the broader barriers – see below in parking lot.
- 16-24 year olds in Latino communities are considered young adults not youth. Many of us are young parents at this age. However, white-led organizations consider them as children. Back to cultural competence.
- If you are not at the table, you are on the menu. We need to ask who is missing from the table.
- False narratives, histories told.

#### ❖ **What is the benefit of engagement?**

- Shifting paradigm – getting rid of stereotypes.
- Community knows what they need, they don't need organizations to tell them what they need.

- If you don't engage you are alienating community. Lack of engagement creates an "us and them" dynamic.
- It is interesting how we think about community- even talking about "the community" not being at this table creates an "us and them" dynamic.
- Huge # of folks aren't represented here.
- If not community driven, don't do it.

#### ❖ **Solutions**

- Smaller site with small groups
- Go where the community is- make tables really accessible by holding conversations where people already are. The burden should be on organizations not on community.
- Each group in b2c can slow down and thoughtfully and purposefully develop a community engagement plan. Can work collaboratively between groups to develop plan too.
- Kitchen table conversations.
- Come with a strength-based approach (what do you love about your community) rather than a deficit approach and asking about all the problems.
- Each one of the priorities should have a community -based strategy – also need to make sure each working committee is represented of the community.
- Need to reframe the work in each priority area.
- Come to the community as human not as a person with a degree. Relational.
- Need trust in order to move to the next level.
- Need to have understanding of language and culture, especially in communities. Google translate does not work.
- Need collective messaging for all the b2c groups.
- Have "summit" with community residents – however, this may not be the most effective way to convene community.

#### ❖ **Parking Lot – Comments about the gathering**

- They want community to come but the documents, fliers, etc. aren't in Spanish. Also, there is no translation here.
- What are the goals for this event? It would be helpful to know so we know how to contribute.
- We sat here for two hours, being talked at, and now we need to quickly engage. Need to ask who is missing from the table?
- Why isn't there an evaluation?