

POLICY WATCH – December 2020

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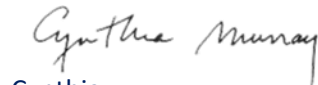


As we continue to deal with the pandemic and its fallout, in this issue, we examine how we can best make up for learning losses students have experienced in the past year, with an eye to using this opportunity to make improvements to education that last beyond the pandemic response. This is a great time to address closing the achievement gap, especially for students of color whose gap has worsened during the school shutdown period.

We also look at where we are with COVID now, which is at the end of the beginning. While there are lots of reasons to be encouraged, we need to maintain our hope and morale to get through the next months while we push for more vaccinations, rush to control variants and strive to get to the next normal in our economy and daily life.

Lastly, we begin to understand why there is an exodus out of the Bay Area, and the North Bay which has been losing population. A study shows that the exodus is our younger families and a look at housing costs can make the case that is one of the reasons why we see their taillights. Housing costs will not go down until we build more housing. If we want a vibrant economy and workforce, we need to provide more workforce housing in the North Bay.

Best,



Cynthia

Getting Kids Back to their Classrooms Isn't Enough – We Need to Make Up Lost Learning

Numerous reports are coming out about the loss of learning by students during the pandemic. Remote learning has been difficult due to issues with internet access, devices, teachers unprepared to teach remotely, learning style differences, and parents being stretched to help with home schooling while working from home. Assessments of the losses in learning reading and math are varying in describing how much has been lost, but one clear point is that most students have lost learning and students of color are the highest in learning losses.

It appears that we will see all students being able to safely return to the classroom by mid-April which is great news. But what can we do about bridging the learning gap created in the past year? In reviewing ideas, we are sharing some that have promise. And also hope to encourage that changes in education to

respond to the pandemic should also be considered permanent changes to improve education going forward, especially because it will help close the achievement gap that was there before the pandemic. Tommy Thompson in [What Does COVID-19 Learning Loss Actually Mean? \(Link\)](#) makes the point that learning loss is hard to assess because of the differences in school districts on how to measure “curricular attainment.” He says, “Fortunately, what befuddles educators as a result of this quagmire could be the very thing needed to improve the educational system. The truth is, the pandemic has simply exposed the problems that previously existed within school systems and, in many cases, amplified them.”

“It has revealed that many school systems did not have a common mechanism for accurately reporting learning of critical knowledge and skills reflected in the school curriculum. The pandemic has created an opportunity for educators to think about what is being learned and what is lost. Yet, the biggest learning loss will not be from students but from educators who do not learn the lessons of the pandemic and use them as opportunities to grow.”

Jackie Mader, The Hechinger Report, offers [5 ways schools hope to fight Covid-19 learning loss \(Link.\)](#) She says, “Here are some of the ways experts and educators are proposing to do just that, many of which were highlighted in a [recent report by McKinsey & Company](#):

- **Tutoring:** Research shows “[high dosage](#)” tutoring can help boost reading skills, especially in the early years of elementary schools. England launched a [national tutoring program](#) last year to help students make up learning loss and some states like Tennessee have [specifically targeted learning loss](#) from the pandemic with existing tutoring corps. [Broward County Schools in Florida partnered with Saga Education](#) late last year to launch a math tutoring program to address pandemic-related learning loss. Reading Partners, which puts tutors in under-resourced schools, pivoted to an online platform last year when the pandemic hit.
- **Extended school year:** States like [North Dakota](#) are considering extending the length of the school year to help catch students up to where they should be academically. The Ector County Independent School District in Texas has [extended its school year](#) and will launch a summer program for students this year. The [Los Angeles Unified School District](#) is planning on tutoring appointments and Saturday school to help support students, and the McKinsey & Company report suggests summer programs like Aim High in California or Acceleration Academies as an option for remediation.
- **Grade-level reading exposure:** The report by McKinsey & Company highlighted data that show keeping learning materials at grade-level and helping students work up to that level is more effective than pulling students out of grade-level work and reteaching content from earlier grades. Mississippi has offered professional development for educators to learn about this approach, and the Highline Public Schools district in Washington state has equipped teachers with sample units with this approach in mind.
- **Partnerships with community organizations:** Whitney with Reading Partners said communities should support teachers through partnerships with literacy programs like the Minnesota Reading Corps or Jumpstart. Those programs “are needed now more than ever,” Whitney said.
- **Work on literacy at home:** Outside of school, parents can boost literacy by reading books with children and pointing out letters and words in everyday life, like at the grocery store. Even if a child lacks access to books during this time due to school and library closures, parents can

make [literacy-related activities playful](#) to help young children build their basic reading skills, such as by singing rhyming songs, slowly sounding out words to help children identify the sounds in a word or challenging children to find everything in a house that starts with a specific sound.

Delving deeper into the challenges to close the learning loss, Mary Louise Kelly writes in [Schools Face A Massive Challenge To Make Up For Learning Lost During The Pandemic](#) ([Link](#)) that, “Former Education Secretary John King Jr. thinks a national tutoring corps is one way to help make up for lost time. Older students and graduates could receive credit or be paid to tutor younger students. ‘We have decades of research showing that high intensity tutoring can help students make up lost ground academically very quickly,’” said King.

King now heads the nonprofit The Education Trust, which works to close opportunity gaps in education. In response to how to adjust the curriculum to make up for the past school year, King said, “That's going to be a huge challenge. It's always true that when a teacher walks into the classroom, kids are entering with a range of skill levels and backgrounds. But now, those gaps, student to student, will be even wider. Some students will have had their parents sitting next to them, supporting them through their learning while schools were virtual or hybrid. Other kids will have parents who were essential workers. And maybe it was just an older sibling who was at home with them. And so you're going to see big gaps in the classroom.”

King continues, “Teachers are really going to have to individualize kids' academic experience. They're going to need to respond to exactly where kids are. They going to need to diagnose what they've missed, what they need, and then address any gaps that students have. A couple hopeful things. One is, we've long had a challenge with inequitable access to advanced coursework. So some kids in high needs districts or rural communities don't get the same access to Advanced Placement classes to take college courses. What this experience has done is shown us that really shouldn't be a barrier. We should never again have a kid who's told you can't take AP Spanish because we don't offer that in this building. We've seen that virtual blended learning is possible at scale.”

“The other thing that I think this period has challenged all of us around is developing student agency, said King. “In a virtual or hybrid learning environment, students have to set goals for themselves. They have to manage their work, they have to ask questions when they need help, they have to collaborate independently with peers. Those skills are things that will serve students well in college and in careers. And hopefully we've learned some things about how to cultivate student agency that will carry over to teaching and learning practices.”

McKinsey is doing great research into what needs to be done. In [Mind the gap: COVID-19 is widening racial disparities in learning, so students need help and a chance to catch up | McKinsey](#) by Emma Dorn, [Bryan Hancock](#), [Jimmy Sarakatsannis](#), and Ellen Viruleg ([Link](#)), it reveals how “opportunity gaps will translate into wider achievement gaps. Looking forward, we consider several different scenarios to estimate the total potential learning loss to the end of this academic year in June 2021. While the worst-case scenarios from the spring may have been averted, the cumulative learning loss could be substantial, especially in mathematics—with students on average likely to lose five to nine months of learning by the end of this school year. Students of color could be six to 12 months behind, compared with four to eight months for white students. While all students are suffering, those who came into the pandemic with the fewest academic opportunities are on track to exit with the greatest learning loss.”

The authors stress, “It doesn’t have to be this way. While we may not be able to control the virus without an effective vaccine, we are more prepared to deal with its consequences. The immediate priority is to prevent further learning loss through a combination of bringing students back to school where it is safe to do so and improving remote learning across the board. However, that is not enough. Much damage has already been done, and even the best-case scenarios have students half a grade-level behind in June. To catch up, many students will need step-up opportunities to accelerate their learning. Now is the time for school systems to prepare postpandemic strategies that help students to meet their full potential.”

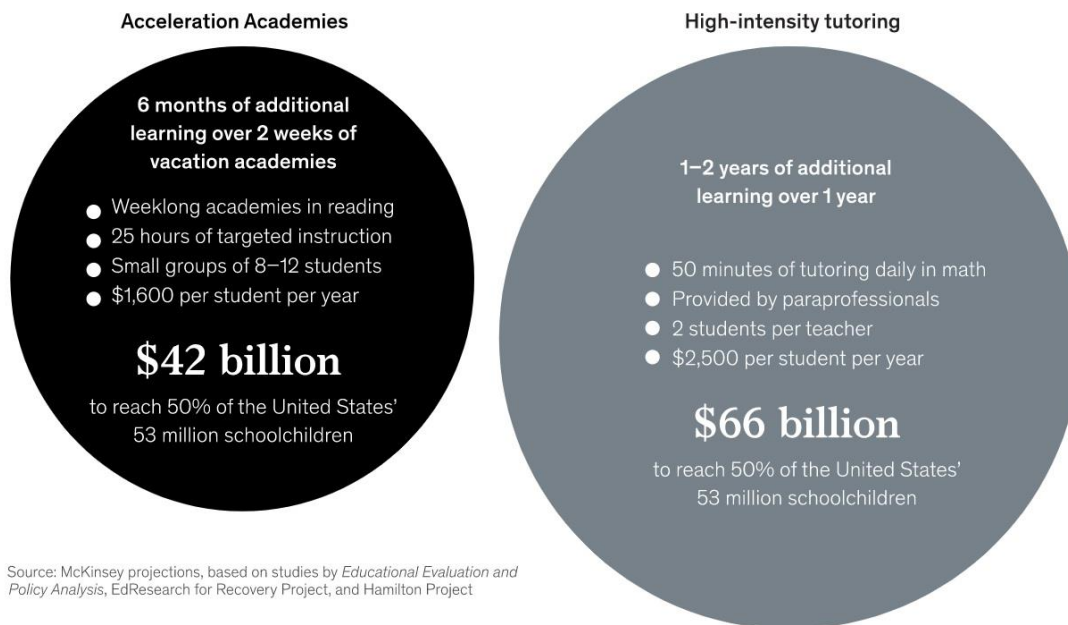
“The biggest drop appears to be at the starting point for school,” say the authors. “While we don’t yet have national enrollment data, an NPR survey of more than 60 school districts across 20 states found that kindergarten enrollment is down an average of 16 percent this year. Some parents may be keeping their children in quality preschool programs that promote socio-emotional and academic growth, but others may not have that option. The decision to skip kindergarten is understandable, especially if the kindergarten experience is remote and parents are juggling work and childcare, but it has long-term consequences. Although kindergarten is compulsory in only 19 states and the District of Columbia, it can have a profound impact on children’s skill development that influences later academic performance and even long-term life outcomes.” Kindergarten is not compulsory in California and that should now be viewed as a necessary requirement going forward.

The authors point out that, “Beyond access and quality of instruction, students must be in a physical and emotional state that enables them to learn. The COVID-19 pandemic has wreaked havoc on families, leaving many children in precarious situations. Feeding America notes that one in four children is at risk of hunger during the pandemic. The number of children who are housing-insecure has risen as families struggle to pay rent. Parental supervision and support may be more difficult in families in which both parents need to work outside the home, or in which the parents are English-language learners and cannot directly support their child’s learning.”

Moving forward, the authors advise, “Most important, perhaps, schools can take a more holistic view of their role in a student’s life, reimagining elements of curriculum, teaching, technology, and supporting infrastructure in ways that go beyond the norm. That could start with a renewed focus on early childhood—integrating healthcare, social services, and education programs to support children to be ready for school cognitively and socioemotionally. It could continue with ensuring high-quality instructional materials in every classroom, integrating best-practice personalized, blended learning to help students master content. By recognizing teachers as the lifeblood of our education system, the approach could involve a more practicum-based approach to teacher professional development and innovation in unbundling the role of the teacher. For example, Opportunity Culture has been working with several school districts to adopt its multiclassroom leadership model to remote learning—embedding real-time virtual coaching into every classroom. More broadly, schools provide so much more than academics. The pandemic has underscored the importance of investing in mental-health support, motivational coaching, skills training, and new support structures that could lead to an improved education experience.”

“School systems need to create a step change in student learning if we are to catch up on what has been lost through this pandemic, say the authors. “Systems can start now to create acceleration plans using evidence-based strategies that support students with more time and more dedicated attention, all founded on exposing students to grade-level learning. These strategies can be targeted to the students who need them most, leveraging the best formative assessments and early-warning systems to identify

students at risk. These approaches have been road-tested, but will require significant investment to scale (Exhibit 7).”



McKinsey
& Company

The authors say, “Given the scope of learning loss so far and the limitations of remote learning, students will likely need additional learning hours to make up the loss. That can come through extended school-day and structured after-school programs, weekend school, and summer school programs that already have proven benefits. The most effective programs strive to reinforce core learning, be culturally relevant, and limit groups to eight to 12 students. While some of these strategies can be implemented now, others should be developed for rapid implementation once in-person instruction is safe.”

“The summer of 2021 presents a promising opportunity,” say the authors. “A recent RAND analysis of 43 summer programs suggests that 75 percent were effective in improving at least one outcome, especially in reading. Promising examples include Acceleration Academies, which has helped students gain up to three months of learning through 25 hours of targeted instruction in a single subject (math or English-language arts) over week-long vacation breaks.²³ California’s Aim High organization, meanwhile, reduced chronic absenteeism by 22 percent and suspensions by 37 percent with its project-based summer program.

Our North Bay school districts are already planning for how to close the learning gap. We look forward to hearing those plans and sharing that information with you. The authors say, “What this might look like at scale: Governments, foundations, and school districts collaborate to create a national initiative to bring locally driven, evidence-based summer learning programs to every US student who needs it in 2021.” And if we really want to improve education, these new programs will remain in place post-pandemic.

The authors say, “The COVID-19 pandemic has both illuminated and magnified the persistent disparities between different races and income groups in the United States. In education, attention has largely focused on the achievement gap, which is widening because of the pandemic. But to address the achievement gap, schools must focus on underlying opportunity gaps. The pandemic has forced the most vulnerable students into the least desirable learning situations with inadequate tools and support systems

to navigate them. In the spring, that was perhaps an inevitable consequence of being thrust into a sudden unpredictable crisis. With the knowledge and systems we now have in place, allowing this to continue is unacceptable.

“One of the distinguishing drivers of US success is Americans’ ability to innovate and mobilize around ambitious goals,” say the authors. “That drive made the country spend \$250 billion to put a human on the moon in 1969 and has made the United States a magnet for talent from around the world. A similar investment and focus on innovation is needed now in education—with deeper collaboration across public, private, and social sectors. Currently, the United States ranks 36th in math and 13th in reading in the Programme for International Student Assessment (PISA) rankings. With many other OECD countries having resumed in-person learning, the United States risks falling further behind relative to other nations. Even more important than national competitiveness, of course, is the imperative to provide every child with an opportunity to succeed. While the COVID-19 pandemic has forced this generation of students to face challenges that could shape the rest of their lives, it could also inspire a new moonshot to bring excellence and equity to an education system that’s already left too many students behind.”

The End of the Beginning

How should we mark the coming one-year anniversary of the shut down in response to the pandemic? If we focus on the positive, we can celebrate the remarkable accomplishment of vaccines being created in record time and a ramp up in vaccinations. If we view this fight against COVID-19 as the people’s battle, we can take heart in our resiliency and ability to maintain hope and morale under great duress. To persevere under the daunting number of deaths and sickness, the rise of new variants, the inadequacies of the amount of testing and vaccinations, and the crushing economic blows and job losses is the stuff of greatness. We are navigating through this nightmare, we are managing, we are prevailing. And yet, while there is a light at the end of the tunnel, there is also a cautionary narrative that we are as Churchill famously said, only at the end of the beginning.

While we have many reasons for hope, we also are warned that it will take a while to reach herd immunity and we are in race against time to vaccinate people before the variants grow more prevalent. Our fight will continue, probably longer than anyone wants, but we must soldier on to get to our next normal. And as we anticipate that glorious day when we can resume normal life, let us not miss the good things happening here and now.

Herd immunity will not occur until we have reached it on a global basis. And we learn good news in [Why February 3rd, 2021 Marked the Beginning of the End of the Covid-19 Pandemic Worldwide](#) by Mark Leon Goldberg [Link](#), who reminds us that “Almost no COVID-19 vaccines are currently available in the developing world. But that is soon to change. A new forecast predicts the manufacture and distribution of over 300 million doses of a vaccine for the developing world by the first half of 2021. These vaccines will soon find their way into the arms of healthcare workers in the developing world — a moment that will finally usher in the beginning of the end of the Covid-19 pandemic worldwide.”

Goldberg says, “At the center of this effort is COVAX. This is the multilateral platform created last April to develop and distribute a COVID-19 vaccine to most of humanity. COVAX includes both wealthier countries and countries of the developing world that do not have the capacity to purchase sufficient doses on their own. The ‘interim distribution forecast’ released by COVAX on February 3 indicates that vaccine doses should begin arriving to participating countries before the end of February.”

“So far, most people in North America or Europe who have received a Covid-19 vaccine have received either the Moderna or Pfizer/Biontech vaccines,” says Goldberg. “These were the first vaccines approved by regulators and the first to receive crucial Emergency Use Listing by the World Health Organization. But these vaccines are so far ancillary to broader global efforts to curb the pandemic because supplies have been mostly bought up by wealthy countries. Despite their apparent effectiveness, almost no doses of these vaccines have been made available to people in the developing world.”

Goldberg says, “The data shows just how important the AstraZeneca vaccine is to the global plan to curb the pandemic. Of the 337.2 million doses of a Covid-19 vaccine that will be distributed through COVAX, 336 million will be the AstraZeneca/Oxford vaccine. This vaccine was developed with early investments from the Coalition for Epidemic Preparedness Initiatives, which is one of the founding partners of COVAX. Accordingly, the AstraZeneca/Oxford vaccine is being made available at cost to COVAX. It is also being mass produced by the Serum Institute in India, a giant drug manufacturer which has long provided low-cost medicines for the developing world. Crucially, unlike the Pfizer/Biontech and Moderna vaccines the AstraZeneca/Oxford vaccine does not require excessive cold storage which makes it cheaper and easier to distribute.”

“The vaccines cannot come soon enough,” says Goldberg. “Last month, I spoke with a top health official in Nigeria and member of the government’s Coronavirus Task Force Dr. Faisal Shuaib. Nigeria has a population of over 200 million people. It is the 7th most populous country on the planet and is in the midst of a worsening second wave of COVID infections. You could hear the desperation in his voice describing the need for at least some doses of the vaccines to cover health workers. But as of then, he did not know when to expect any.”

“This forecast from COVAX changes that equation,” he says. “It is the first time that health officials in Nigeria and 144 other countries and economies have been given an indication of doses they can expect to receive. The forecast for Nigeria, for example, shows that the country should receive 16,008,000 doses of the AstraZeneca/Oxford Vaccine. About 35% of this supply should arrive in first quarter of the 2021, the rest by the end of the second quarter.”

Goldberg says, “Though brand new, COVAX is built on the backs of three existing multilateral entities: GAVI—the Vaccine Alliance (established in 2000), The Coalition for Epidemic Preparedness Innovations (established in 2017) and the World Health Organization (established 1948). Each of these institutions are premised on the idea that the health of people in the wealthiest countries depends in some measure on the health of people in the poorest countries — and vice versa. The Covid-19 pandemic demonstrated this plainly and for all to see.”

“The total number of vaccine doses forecasted to be available through the end of the first half of 2021 is equivalent to 3.3% of the population of participating countries — enough to cover healthcare workers and some vulnerable populations,” says Goldberg. “It is also an important step toward COVAX’s goal of covering 20% of the population of participating countries by the end of the year. The success of COVAX is still being determined. But the forecasted distribution of 337.2 million doses of a Covid-19 vaccine is the moment we can finally see how this pandemic ends worldwide.”

Here in the U.S., Ray Sanchez of CNN reports, in [‘The end of the beginning.’ The dark winter is here and Americans see no end.](#) (Link) that “As tens of millions of Americans await vaccinations, lagging inoculation numbers and vaccine shortages temper expectations of normality anytime soon. ‘We’re not at the

beginning of the end of this pandemic,' said sociologist, physician and Yale professor Nicholas Christakis, who wrote [Apollo's Arrow: The Profound and Enduring Impact of Coronavirus on the Way We Live](#). 'We're just at the end of the beginning.'

The concern about the variants has experts revising predictions on when normalcy may return. "That just makes this a much harder problem, and it emphasizes the need for as rapid as possible vaccination. It's a big deal for a world that's already stretched trying to keep under control the old variant," said epidemiologist Marc Lipsitch, director of the Harvard T.H. Chan School of Public Health's Center for Communicable Disease Dynamics, referring to the UK variant.

Sanchez says, "Despite challenges posed by the slow Covid-19 vaccine rollout, Dr. Fauci recently predicted that the US can vaccinate 70-85% of adults by the end of summer -- which could bring a semblance of normalcy to the country by the fall."

But Christakis said the long history of pandemics indicates relative normality may be more like years away. By the beginning of 2022, he predicts, herd immunity will have been reached, with the majority of the population having received the vaccine. But people will still be wearing masks and social distancing. Then there will be a couple of years of recovery from the psychological, social and economic shock of the virus.

"Yes, on an individual level, it's terrific to get a vaccine but that's not enough," he said. "It's you plus at least half of everyone else vaccinated before you can begin to have a kind of semblance of normality but, even then, it's like the tsunami has pulled back from the shore but we have to rebuild our houses."

The end of the pandemic, Christakis predicts, will be followed by a period he likens to a second "roaring 20s" just as after the 1918 flu pandemic. "Come 2024 we're going to have a party ... a kind of roaring 20s of the 21st century because we will finally have put this 21st century plague behind us," said Christakis, describing a world of mass consumerism, packed stadiums and concert halls, crowded nightclubs and bars and licentious revelry.

He urged Americans to not despair over the prolonged health crisis and to acknowledge the remarkable scientific achievement of developing vaccines in less than a year. "We're the first generation of humans ever alive who are confronting this ancient threat of plagues, which humans have been confronting for thousands of years ... who have been able to invent an effective specific countermeasure in real time," he said. "So it's amazing. It's totally miraculous and unprecedented."

He added, "We don't need to be depressed... But at the same time we need to be realistic and mature, and this fantasy that the vaccine is going to miraculously just suddenly put us back to early 2019, it's not true, unfortunately. And so I don't want people's expectations and hopes to be dashed. I think we need to work together. And let's not forget we're still having 3,000 or 4,000 Americans dying every day."

David Blustein, a professor of psychology at Boston College, said it's important for people "to maintain a hopeful view but also a realistic view that this could be a long haul."

"First of all, being hopeful has a therapeutic value," he said. "Being able to be hopeful about the future is useful for us. And it provides us with some protective psychological armor. But we don't want that hope to be completely unrealistic. So we have to look at past behavior of our society. We've been able to develop a vaccine in less than a year and multiple vaccines that work really well."

Why are Millennials Leaving the North Bay?

Napa, Marin and Sonoma counties are estimated to have lost a total of 3,229 residents between July 2018 and July 2019. That trend continued the following year with San Mateo also losing population. People leaving California tend to be younger, worker class, with families. According to Apartment List, one reason why young families are leaving could be that despite recent improvements, millennial homeownership continues to trail previous generations, with 63% having no down payment saved.

With home price growth in 2020 far in excess of income growth, the share of millennials planning to rent forever has risen sharply.

As young renters reel from an economy battered by the COVID-19 pandemic, more and more believe they will never own a home. In 2020, 18 percent of millennial renters say they plan to rent forever, up for the third consecutive year from 12 percent in 2019 and 11 percent in 2018.

Despite recent increases, the millennial homeownership rate continues to trail previous generations: At age 30, 42 percent of millennials own homes, compared to 48 percent of gen Xers and 51 percent of baby boomers.

Racial disparities in wealth are driven in part by racial disparities in homeownership. Black millennials have not only the lowest rate of homeownership but also the largest gap between generations: At age 30, the white millennial homeownership rate is 2.5x higher than that of Black millennials.

Affordability remains the biggest roadblock for millennial renters, especially as home prices have risen throughout a pandemic that has been so damaging to low- and middle-class incomes.

Housing costs will not go down until we build more housing. If we want a vibrant economy and workforce, we need to provide more workforce housing in the North Bay. The barriers to new housing are a threat to our future. NBLC continues to work to remove those barriers and champion more housing of all types.

NBLC Member Anniversaries

Thank you to the for being NBLC members all these years!

Cornerstone Properties ~ 3-year anniversary
Partnership Resources Group ~ 3-year anniversary
Basin Street Properties ~ 8-year anniversary
Midstate Construction ~ 8-year anniversary
Comcast ~ 15-year anniversary
Press Democrat ~ 15-year anniversary
Pacific Gas & Electric ~ 25-year anniversary

Members in the News

Bank of America Announces Actions to Achieve Net Zero Greenhouse Gas Emissions Before 2050

Building on Bank of America's longstanding support for the Paris Climate Agreement, the company outlined initial steps to achieve its goal of net zero greenhouse gas (GHG) emissions in its financing activities, operations and supply chain before 2050.

Dominican University of California Announces Dr. Mojgan Behmand Named VP For Academic Affairs, Dean of The Faculty

Dominican University of California President-Elect Nicola Pitchford has appointed Dr. Mojgan Behmand as Vice President for Academic Affairs (VPAA) and Dean of the Faculty, beginning July 1, 2021.

Northern California Public Media Adding 104.9 FM

Northern California Public Media has agreed to buy a powerful local FM station to boost public broadcasting in Sonoma County.

Bank of America Donates the Mission Paintings of Mattie Fountain to the Sonoma Valley Historical Society

A one-of-a-kind collection of oil paintings representing almost the entire system of California Missions was handed over to the Sonoma Valley Historical Society last week by the Bank of America, which may have held the paintings for close to a century.

Bank of America Triples Affordable Homeownership Commitment to \$15 Billion

Bank of America today announced it will triple its affordable homeownership initiative to \$15 billion through 2025, aiming to help more than 60,000 individuals and families to purchase homes.

Bank of America Announces Investments in 40 Private Funds Focused on Minority Entrepreneurs for Approximately \$150 Million

On June 2, 2020, Bank of America made a \$1 billion, four-year commitment to advance racial equality and economic opportunity, of which \$200 million was allocated to support Black, Hispanic-Latino, other under-represented minority and women entrepreneurs.

Bank of America a Founding Member in the Coalition to Tackle Racism in the Workplace Created by the World Economic Forum

The World Economic Forum has today launched the Partnering for Racial Justice in Business initiative, which will see a coalition of organizations commit to building equitable and just workplaces for professionals with under-represented racial and ethnic identities.

Dominican University Makes the List of 2021 Best Colleges in the U.S. by Salary Score

When making decisions about higher education, one of the top considerations for students is how their degree will impact their career and salary.

Sonoma State Receives Near \$5 Million From NASA to Engage Autistic Learners in STEM

Sonoma State University has been awarded \$4.96 million from NASA to design and implement a program that will engage students on the autism spectrum in informal STEM learning.

Star Staffing's Nicole Serres on How to Dodge the COVID Curveball in Company Staffing During the Coronavirus Pandemic

Take a moment to pat yourselves on the back, you survived 2020! It was quite a bumpy ride, wasn't it?

PG&E Unveils \$3 Billion California Wildfire Plan, Warns of 'Very Extreme' Season Ahead

PG&E Corp. rolled out its 2021 wildfire safety plan Friday, promising to focus its efforts on the most vulnerable parts of California but warning that the state is likely to face another difficult season.

The Buck Institute for Research on Aging, Dominican University, and BioMarin Offer Storage for the Coronavirus Vaccinations

Marin County health officials expect to begin the first coronavirus vaccinations as soon as late December with a priority on immunizing frontline health care workers first.

Comcast Provides Update on Decade-Long Commitment to Digital Equity; Announces Plans to Accelerate Efforts in 2021

Comcast made several announcements that build on its longstanding commitment to advancing digital equity, closing the digital divide, and addressing both digital literacy and the homework gap.

W Bradley Electric Installs Fiber Optic System at Santa Rosa Junior College

WBE hit the Santa Rosa Junior College campus recently to install a new redundant fiber-optic system to support over 30+ buildings!

Redwood Credit Union Launches Video Series for Students and Families Managing Through Challenging Times

In response to rising concern around student mental health, Redwood Credit Union (RCU) has produced four free videos to help children, youth, and their support networks identify and successfully manage their emotions in times of high stress.



Over twenty five years ago, business leaders founded the North Bay Leadership Council on a simple premise: We can accomplish more by working together. Today, the Council includes 54 leading employers in the North Bay. Our members represent a wide variety of businesses, non-profits and educational institutions, with a workforce in excess of 25,000. As business and civic leaders, our goal is to promote sound public policy, innovation and sustainability to make our region a better place to live and work. For more information: Call 707.283.0028 / E-mail info@northbayleadership.org

www.northbayleadership.org