



2021 SANTA CLARA COUNTY CHILDREN'S DATA BOOK

KEY INDICATORS OF WELL-BEING



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DEAR ALLIES OF SANTA CLARA COUNTY CHILDREN, YOUTH, AND FAMILIES,

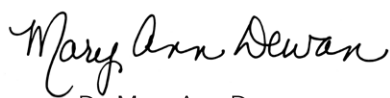
The Santa Clara County Office of Education, the County of Santa Clara, and Kids in Common, a program of Planned Parenthood Mar Monte, are pleased to present the 2021 Santa Clara County Children's Data Book. The data book features key indicators of child and youth well-being and an update on progress toward achieving the vision of Santa Clara County's Bill of Rights for Children and Youth.

This annual data book provides essential and current information to the community and to our leaders. It serves to drive our conversations, encourage and motivate us all to make needed investments, change policies and practice on behalf of our children, and anchor our collective efforts in data, information, and context.


The terrible events of 2020 – the global pandemic and the resulting economic catastrophe, and the murder of George Floyd, Breonna Taylor, Ahmaud Arbery, and other victims of racist violence – shine a light on the systemic racism that permeates the nation's institutions, policies, practices, and mindsets. This systemic racism is a public health crisis and it perpetuates disparate and poor outcomes for Black, Indigenous, Latinx, Asian, and other communities of color in Santa Clara County. As a county, an education agency, and a child advocacy organization, we commit to the transformative change that is needed for Santa Clara County to further racial justice and the intersectional issues of gender justice, disability justice, economic justice, and health and education justice.

Thank you to the many partners who are working on behalf of our children and families.

Together we can make Santa Clara County a place where all children and families thrive.



Dr. Mary Ann Dewan,
County Superintendent of Schools
Santa Clara County Office of Education



Jeffrey V. Smith M.D., J.D.
County Executive
County of Santa Clara



Dana Bunnett
Director, Kids in Common
a program of Planned Parenthood Mar Monte



Photo courtesy of Healthier Kids Foundation

ABOUT THIS DATA BOOK:

After an introductory overview of the children and youth in Santa Clara County, this data book is divided into four sections focused on safety, health, success in learning and success in life. Each section includes the relevant rights from the Bill of Rights for Children and Youth. Each chapter includes data indicators, if the indicator has improved, if there is a racial/ethnic disparity, and how we compare to other counties or a national standard and information on efforts in place to improve the indicator.

Very few indicators in this data book have been updated since 2020 because the COVID-19 pandemic has suspended many of the regular, publicly-driven data collection efforts. When available, the impact of the pandemic is discussed as well as efforts to mitigate the stresses COVID-19 has placed on our community.

BILL OF RIGHTS FOR CHILDREN AND YOUTH

TAKING A STAND FOR CHILDREN

Endorsed by the Santa Clara County Board of Supervisors on Feb. 9, 2010, the Bill of Rights for Children and Youth ensures that leaders keep the needs of young people at the forefront of decisions about budgets and government policies.

The Bill of Rights provides the foundation for the Children's Agenda and helps our community make children and youth a top priority, even during times of political change and financial upheaval.

All children, youth and families have a right to be safe, healthy, successful in learning, and successful in life inclusive of race, culture, religion, language, immigration status, gender, gender identity, sexual orientation, and developmental or physical abilities. Santa Clara County is enriched by the diversity of its children, youth and families. Therefore, we resolve to support Santa Clara County children, youth and families so that:

1. They have a healthy mind, body, and spirit that enable them to maximize their potential;
2. They develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with a caring and supportive adult;
3. Their essential needs are met— nutritious food, shelter, clothing, health care, and accessible transportation;
4. They have a safe and healthy environment, including homes, schools, neighborhoods, and communities;
5. They have access to a 21st-century education that promotes success in life and in future careers and a love of life-long learning;
6. They have training in life skills that will prepare them to live independently, be self-sufficient, and contribute to their community;
7. They have employment opportunities with protections from unfair labor practices;
8. They have freedom from mistreatment, abuse and neglect;
9. They have a voice in matters that affect them; and
10. They have a sense of hope for their future.



SANTA CLARA COUNTY'S CHILDREN DATA SNAPSHOT (2020)

1,967,585

people live in Santa Clara County

415,068

are children,
ages 0-17 (22.5%)

263,449

children are enrolled
in public schools
(63% of all children)

184,618

are young adults,
ages 18-24 (9%)¹



Photo courtesy of Healthier Kids Foundation.

FIGURE 1

Race/Ethnicity of Children
in Santa Clara County

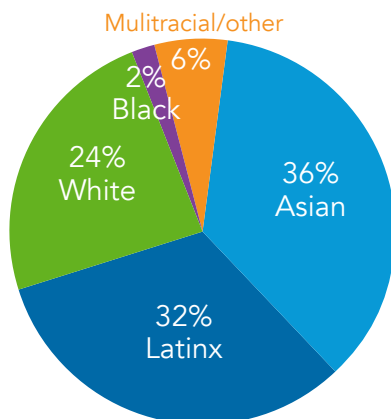
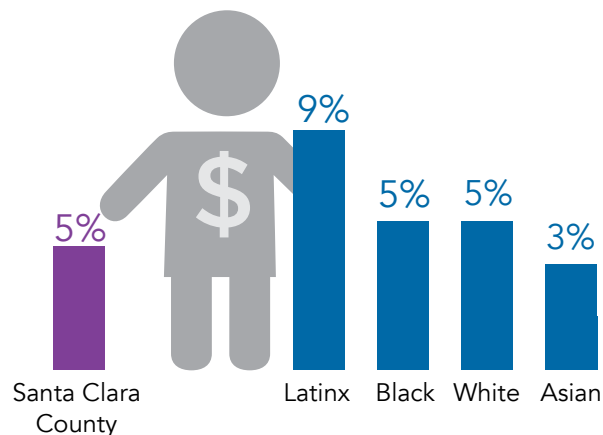


FIGURE 2

Percent of Children living in Poverty
by Race/Ethnicity (2019)



DATA DASHBOARD

THESE ARE THE 14 INDICATORS WE ARE TRACKING TO UNDERSTAND CHILDREN'S HEALTH AND WELL-BEING. WE ASK:

HAVE WE IMPROVED?

- We have improved since last reporting period.
- No change or mixed results.
- Losing Ground.

HOW DO WE COMPARE?

- Doing better than national or state standards.
- Comparable to other standards.
- Doing worse than other standards.

RACIAL/ETHNIC GAP

- Disparity is less than 7 percentage points or less than 2 times the rate/1,000
- Disparity is 8-15 points or 2 to 3 times the rate/1,000
- Disparity is greater than 15 points or 3 times the rate/1,000

EVERY CHILD *SAFE*

MEASURE

HAVE WE IMPROVED?

HOW DO WE COMPARE?

RACIAL/ETHNIC GAP

WHAT THE DATA TELL US

Housing Stability	■		■	Youth and young adults experiencing homelessness increased from 883 in 2015 to 1876 in 2019.
Food Security				More than 112,000 children live below 300% of the FPL and may be experiencing food insecurity. This is dependent partly on whether eligible children and families actually receive federal food program benefits.
Number of Children in Foster Care	■		■	1.3 per thousand children entered foster care in 2019. 6.3 Black, 2.9 Latinx, 0.7 white, and 0.4 Asian per thousand entered foster care.
Students feel Safe or Very Safe in their Neighborhoods	■	■	■	87% of white students report feeling safe in their neighborhood and only 71% of Latinx students do.

RELEVANT RIGHTS FROM THE BILL OF RIGHTS FOR CHILDREN AND YOUTH

- They develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with caring and supportive adult.
- They have freedom from mistreatment, abuse and neglect.
- Their essential needs are met — nutritious food, shelter, clothing, health care, and accessible transportation.
- They have a safe and healthy environment, including homes, schools, neighborhoods, and communities.

EVERY CHILD *HEALTHY*

MEASURE

HAVE WE IMPROVED?

HOW DO WE COMPARE?

RACIAL/ETHNIC GAP

WHAT THE DATA TELL US

Early and Regular Prenatal Care	■	■	■	Mothers receiving early and regular prenatal care increased from 64% to 74% between 2015 and 2018. 78% of white and Asian mothers, 74% of Black mothers, and 69% of Latinx mothers received this care.
Routine Health and Dental Check-ups	■		■	61% had regular doctor visits and 83% had regular dental visits.
Children with Feelings of Sadness	■		■	Overall, children reporting feelings of sadness decreased from 29% to 27% between 2013-14 and 2015-16.

RELEVANT RIGHTS FROM THE BILL OF RIGHTS FOR CHILDREN AND YOUTH

- They have a healthy mind, body, and spirit that enable them to maximize their potential.
- They develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with caring and supportive adult.
- Their essential needs are met— nutritious food, shelter, clothing, health care, and accessible transportation.
- They have a safe and healthy environment, including homes, schools, neighborhoods, and communities.

EVERY CHILD *SUCCESSFUL IN LEARNING*

MEASURE	HAVE WE IMPROVED?	HOW DO WE COMPARE?	RACIAL/ ETHNIC GAP	WHAT THE DATA TELL US
High Quality Early Education Availability				The demand for high quality early education grew between 2019 and 2020 and the number of slots decreased. More than 17,000 low-income children do not have access to affordable, high-quality childcare.
School Readiness				50% of children are ready for school. There is a 38 percentage point gap between white and Latinx children.
3rd Graders meeting English Language Art (ELA) Standards				60% of SCC students met the ELA standard. The gap between Asian and Latinx students is 43 points.
8th Graders meeting Math Standards				56% SCC students met the 8th grade Math standard. The gap between Asian and Latinx or Black students is 50 points.

RELEVANT RIGHTS FROM THE BILL OF RIGHTS FOR CHILDREN AND YOUTH

- They have access to a 21st-century education that promotes success in life and in future careers and a love of life-long learning.
- They have employment opportunities with protections from unfair labor practices.
- They have training in life skills that will prepare them to live independently, be self-sufficient, and contribute to their community.

EVERY CHILD *SUCCESSFUL IN LIFE*

MEASURE	HAVE WE IMPROVED?	HOW DO WE COMPARE?	RACIAL/ ETHNIC GAP	WHAT THE DATA TELL US
Students Graduating on Time and Entering College				Overall graduation rate dropped 5 percentage points between SY 2019 and 2020. In 2020, only 73% of Latinx students, and 78% of Black Students graduated on time. 86% of white and 88% of Asian did. In 2018, 76% of high school completers went to college. (This figure includes 4- and 2-year colleges. It does not include other post-secondary programs.)
18 -24 year olds with a High School diploma				9.1% of 18-24 year olds in SCC do not have a high school diploma.
Youth have a Positive View of their Future & a Sense of Purpose.				72% of white, 70% of Black, 64% of Asian and 62% of Latinx students reported a positive view of their future.

RELEVANT RIGHTS FROM THE BILL OF RIGHTS FOR CHILDREN AND YOUTH

- They have access to a 21st-century education that promotes success in life and in future careers and a love of life-long learning.
- They have employment opportunities with protections from unfair labor practices.
- They have training in life skills that will prepare them to live independently, be self-sufficient, and contribute to their community.
- They have a voice in matters that affect them.
- They have a sense of hope for their future.

LIFE COURSE FRAMEWORK FROM CRADLE TO CAREER

The Life Course Framework provides a structured way to understand the important markers at each stage of a child's life and the social factors and supports that are critical to a child's development and well-being. The framework also helps us understand what we need to remember as we work together to improve children's lives:

> **RACE, PLACE, AND HISTORY MATTER**

The legacy of past inequalities shape current realities.

> **EARLY IMPACTS LATER - ADDRESS UPSTREAM FACTORS**

Today's experiences and exposures influence tomorrow's life outcomes. Re-focus resources and strategies on upstream determinants of health and well-being.

> **LATER IMPACTS EARLIER - INTERGENERATIONAL APPROACH**

What happens later in the lifespan – late adolescence and emerging adulthood – of one generation, powerfully impacts the early life outcomes of the next generation.

> **CHANGE SYSTEMS AND ENVIRONMENTS**

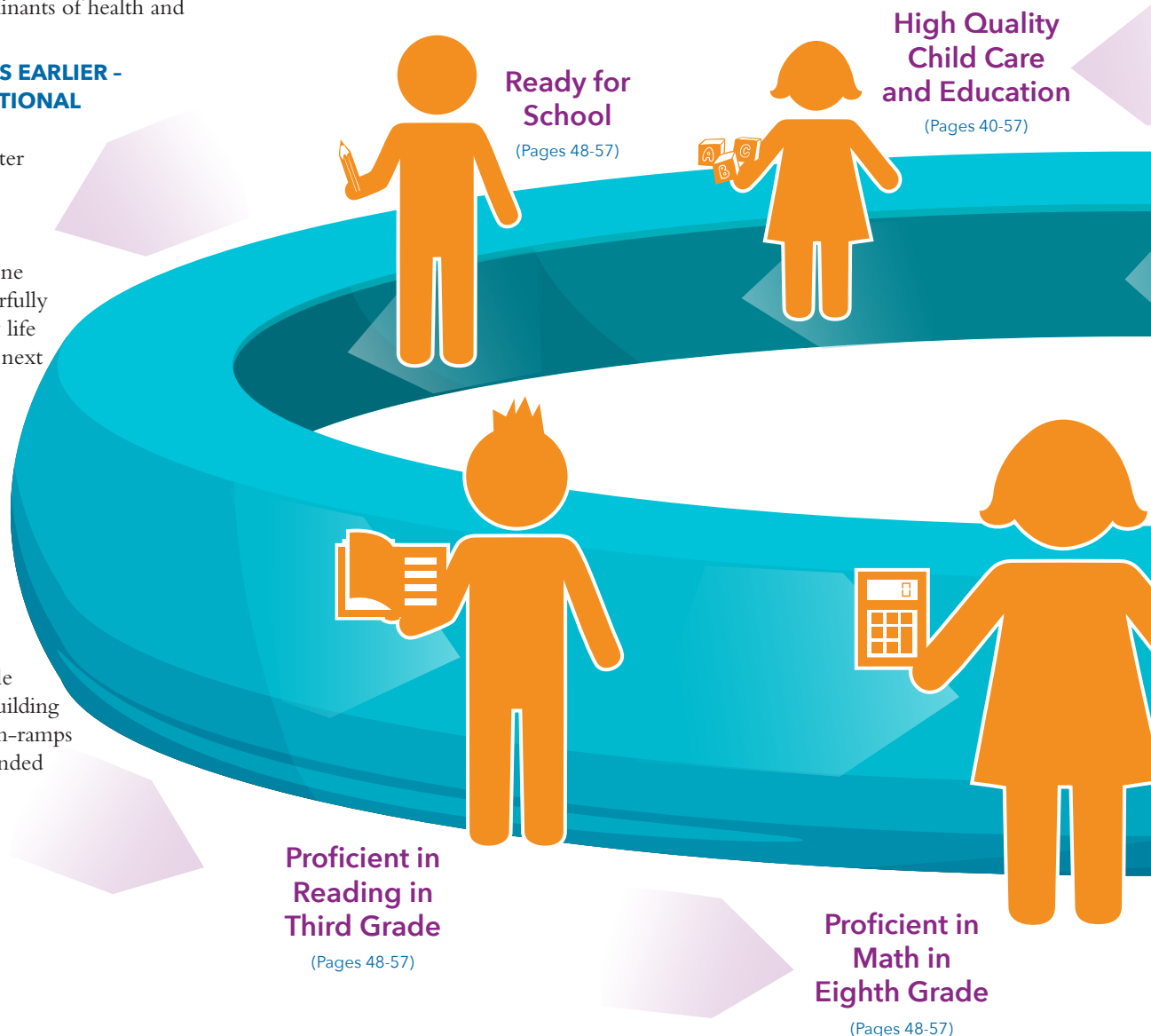
Dismantle the structural off-ramps that funnel young people to prison and poverty while simultaneously building new structural on-ramps that link to expanded opportunity.

> **BUILD RESILIENCE AND PROMOTE HEALING**

Because changing systems and environments is long-term work, we must simultaneously build youth and family's resilience in the face of current adverse conditions.

> **TAKE A CROSS-SECTOR, CROSS-SYSTEMS, AND CROSS-LIFE STAGE APPROACH**

There are no silver bullets, and our collective approach must weave together work across sectors, systems, and life stages.



This model is based on the work of Tia Martinez and Arnold Chandler of Forward Change Consulting. Please go to <http://forwardchangeconsulting.com> for more information.

SOCIAL FACTORS THAT SUPPORT WELL-BEING AND SUCCESS (IMPORTANT THROUGHOUT LIFE):

- › Housing and Food Security (Pages 28-39)
- › Safe Families, Schools and Neighborhoods (Pages 28-39)
- › Positive Family Support and Communication (Pages 38-39)
- › Meaningful Adult Connections (Pages 58-68)
- › Feels Valued by the Community (Pages 58-68)
- › Has a Sense of Agency and a Positive View of the Future (Pages 58-68)

**Healthy
Pregnancy
and Birth**
(Pages 40-47)



Markers of Success



**Graduates from
High School Ready for
Career and College**
(Pages 58-68)



**Has Stable Full-time Employment,
Earning at Least 300% of the
Federal Poverty Level/
Positive Net Worth**
(Pages 58-68)

RESPONDING TO COVID-19

THE TERRIBLE events of 2020 – the global pandemic and the resulting economic catastrophe – have pulled the curtain back on the social, educational, and health inequities that Black, Indigenous, Latinx, Asian, and other communities of color face every day, and how our structures and systems work for some people in Santa Clara County and leave many others behind.

Child Trends, the research organization focused on improving the lives of children and youth, reported in January 2021 that nationwide, 29% of Latinx and 31% of Black households are experiencing three or more co-occurring economic and health-related hardships as a result of the pandemic. Black and Latinx individuals are more likely to have contracted, been hospitalized due to, and died from coronavirus. They are more likely to have lost a job or income, to have trouble paying housing expenses, and to have experienced food insufficiency during the pandemic.

Children may be resilient when facing a singular or time-limited exposure to hardship. However experiencing multiple, simultaneous, or long-lasting hardships can potentially overwhelm a child's stress-response system and lead to challenges in learning, behavior and health.²

By mid-February 2021, in Santa Clara County, there had been nearly 110,000 cases and more than 1,700 deaths due to COVID-19. Latinx individuals make up 25.8% population experienced 51% of the COVID cases and 28.5% of the COVID-related deaths. Black community members make up 2.5% of the population and 2.9% of the deaths.³

According to the Joint Venture Silicon Valley Index, unemployment in Silicon Valley jumped to 11.6% in April 2020 and dropped to 5.6% by the end of 2020. Those impacted most by unemployment were those working in low-wage, service sector jobs.⁴

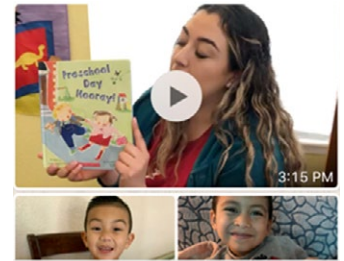
The sudden closure of schools also lifted up the gulf between students who have ready access to computers and the internet and those who do not. Shelter-in-place also presented challenges for children whose parents were essential workers and 35% of students who relied on school for one or more healthy meal a day. Additionally, children lost an important social-emotional touchpoint when they could not attend school in person.

RIISING TO THE CHALLENGE IN SANTA CLARA COUNTY

Many organizations took heroic action to ameliorate the effects of the pandemic, doubling the services they delivered or pivoting to provide supports in a different way because of shelter-in-place. Local philanthropy rose to the occasion supplementing government resources and providing direct funding to individuals, businesses and nonprofits to help deliver food and to promote housing stability. (Go to pages 33-35 to learn more about the work of Second Harvest Silicon Valley, Destination Home and their partners to provide food and housing to those in need.)

CLOSING THE DIGITAL DIVIDE

The Santa Clara County Office of Education, the City of San José, the Santa Clara County Board of Supervisors and Executive's Office, San José Public Libraries, advocates, elected officials and schools, came together to raise money and provide digital access, inclusion, and equity to all students. As a result of their work together, \$14.5 million was raised to provide 15,100 students with internet services, 19,600 computing devices and 13,600 hotspots.



ADDRESSING THE CHILDCARE NEEDS OF FAMILIES AND PROVIDERS

Available, accessible, affordable and high quality childcare supports economic productivity, racial equity, educational attainment, a skilled and healthy workforce and healthy communities. Childcare is a must for essential workers. Childcare operates on a narrow financial margin and program closures and added pandemic-related costs to providing care put this frail industry at risk.⁵

With resources from the county, the Silicon Valley Community Foundation, the City of San José, and state and federal grants, the **SANTA CLARA COUNTY OFFICE OF EDUCATION** stepped up to provide support to this fragile industry:

- SCCOE's Resource and Referral department in partnership with the county's Public Health Department Schools Task Force has provided technical assistance webinars to 800 providers;
- SCCOE established an on-line childcare portal to connect parents with more than 600 center- and home-based providers with capacity to serve more than 25,000 children;
- In partnership with FIRST 5 and the Healthier Kids Foundation, more than 650 personal protective equipment kits (e.g. gloves and masks) were distributed to providers throughout the county;
- To offset COVID-related cleaning costs, SCCOE distributed almost \$3 million from the state's Cleaning Supplies for Childcare Providers fund to providers; and
- SCCOE, in partnership with FIRST 5 and the Healthier Kids Foundation, distributed funds from the County of Santa Clara and the City of San José totaling \$5,280,000 to 520 home-based providers, supporting their ongoing financial viability.

FIRST 5 SANTA CLARA COUNTY

COVID-19 exacerbated the challenges many families and service providers face daily, such as financial insecurity, and physical or mental health issues. FIRST 5 moved swiftly to transform its service provision to meet community needs.

Below is a list of some of its current and ongoing effort:

- Secured nearly \$5 million in new revenue to provide relief for the county's hardest hit families and providers;
- Food, calming kits resource guides, wipes, diapers (632,800 diapers), formula, and personal protective equipment were distributed at approximately two dozen community sites;
- Materials for 2,700 activity kits for family resource centers was secured; and
- Core trainings including SEEDS of Learning, CLASS, 24/7 Dad, SEEDS of Parenting and Parents Helping Parents were delivered virtually.

OTHER HEROES MEETING THE NEEDS OF CHILDREN AND FAMILIES

- **GRAIL FAMILY SERVICES** (GFS) continued to support young children's educational needs and the evolving needs of the community. GFS provided food, diapers, formulas baby wipes and personal protective equipment to 1359 families, distributed \$172,000 in financial and rental assistance, shared COVID info and resources with 1200 families, distributed preschool learning supplies and provided free access for 173 families to a digital library.
- **COMMUNITY SOLUTIONS** distributed nearly \$450,000 in Family Crises funds between March and December to families in need of food, basic supplies, and materials to make counseling through Zoom more accessible.
- **UPLIFT FAMILY SERVICES** developed creative and fun ways to deliver telehealth counseling and support. Uplift also continued to provide face-to-face crisis support and a host of community-based services through the Crisis Stabilization Unit and admitted COVID-positive youth to the unit following public health and CDC guidelines.
- **ALUM ROCK COUNSELING CENTER** (ARCC) pivoted to provide virtual workshops, academic supports and enrichment activities for students and workshops for parents. ARCC also distributed \$62,000 in direct financial assistance to 49 very low-income families many of whom were undocumented and/or ineligible for unemployment or other federal support. Undeterred by COVID-19, ARCC conducted its annual holiday toy give-away, reaching 400 families.
- **HEALTHIER KIDS FOUNDATION** (HKF) leveraged their case management team to assist families' access to general support services, serving almost 6,500 individuals. HKF

also distributed Baby Gateway Care Packages, diapers, personal protective equipment and soon will be providing Drive-by Dental Screenings in the Franklin-McKinley and Alum Rock school districts to support the requirement for children entering kindergarten to have a dental screening.

These are just a few of the efforts organizations throughout Santa Clara County made to support families and children, many who were struggling before the pandemic, and ameliorate some of the challenges brought on by COVID-19.

SUPPORTING STUDENTS DURING SHELTER-IN-PLACE

The Santa Clara County Office of Education has provided supports to help schools and teachers manage the work of distance learning and to begin their planning to reopen schools. (You can read more about this on page 55.)

Community-based organizations also worked to support the education needs of students sheltering in place:

- In Spring 2020, the **YMCA OF SILICON VALLEY** quickly transformed some of their facilities and local school sites to provide childcare camps for the children of essential workers. This provided parents peace of mind and distance learning support and enrichment for more than 500 students, ages 3-12 years old. The YMCA worked to keep costs low and utilized funds raised through the Y's COVID Response Fund to provide financial assistance to families in need. In the summer, the Y offered in-person camps serving 5,155 campers ages 6-12 with quality enrichment activities and options to mitigate summer learning loss. In fall 2020, Y Learning Labs for Super Scholars reached 1,500 students at Title I schools through in-person and virtual learning environments;
- **FAMILY ENGAGEMENT INSTITUTE** (FEI) at Foothill College, working in partnership with school districts, the Hispanic Foundation of Silicon Valley and others, provided on-line learning communities to 250 students. FEI also distributed Foothill College Emergency Relief Fund resources such as chromebooks, technology support, food and housing to 180 marginalized students; and
- The **SAN JOSÉ PUBLIC LIBRARY** (SJPL) worked to offset the short- and medium-term detrimental impact of school closures by integrating an equity lens to reduce the barriers to participation. This included providing 5,490 hours of staff time to provide multilingual access to programs and services as well as social media content, posts, and videos. SJPL also provided phone service to community members who are not comfortable with online platforms and expanded learning opportunities to nearly 70,000 student library card holders.

KEEPING FAMILIES AT THE CENTER OF OUR WORK

PARENTS AND caregivers are a child's first teachers.

In our work with children and youth, it is important that families be included and engaged in a way that supports trusting relationships and builds a sense of community. Below are some principles developed in the 2011 Early Learning Master Plan that are important to remember when engaging families:

- **PARTNERSHIP** The reciprocal relationship between families and staff is one of equality and respect, resulting in the creation of a mutually beneficial partnership. Success comes from promoting the excellence of all partners;
- **FAMILY STRENGTHS** Families are assets, not obstacles to overcome or work around. They are vital resources for students, for one another, and for programs;
- **SOCIAL SUPPORT** Social support networks create connections and build relationships, promoting the overall well-being of the child, the family and the community;
- **CULTURAL COMPETENCE** Families feel their culture is recognized, valued, and respected;
- **SHARED LEADERSHIP AND POWER** Families and school staff are partners in decisions that affect their children;
- **SHARED RESPONSIBILITY** All community members recognize that learning begins at birth and occurs in multiple settings. All take responsibility for expanding learning opportunities, community services and civic participation; and
- **CHILD SUCCESS** Families, staff, and community members collaborate so children have access to opportunities that equitably support their success and health.

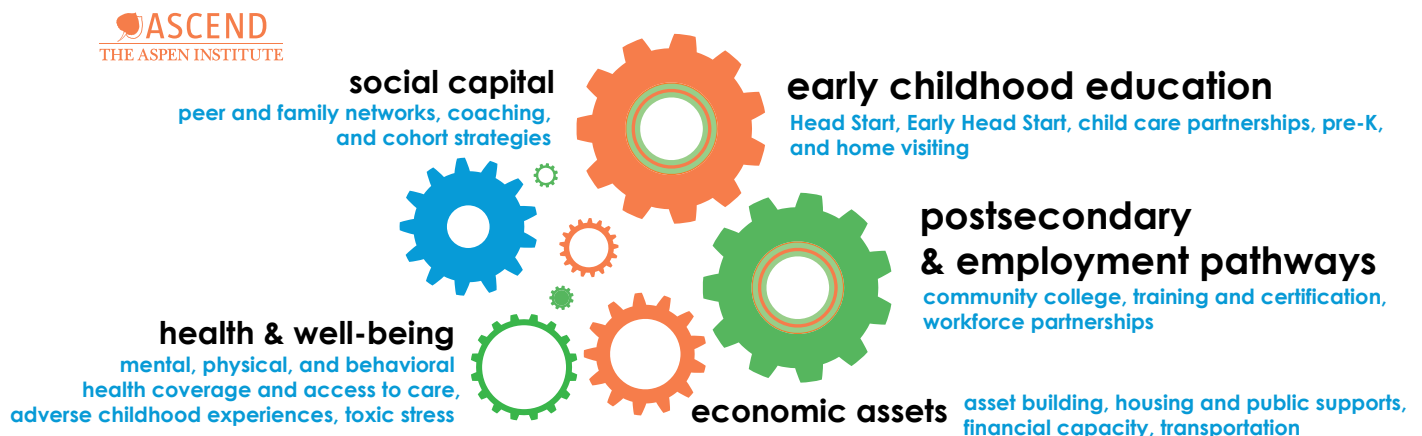
THE POWER OF CROSS-GENERATION APPROACHES

Too often, programs designed to improve outcomes for children and families – particularly those who are low-income – focus only on the child or the parent, rather than both. The Aspen Institute's Ascend initiative promotes “cross-generation approaches,” focusing on education, economic supports, social capital and health and well-being. The goal is to create a trajectory of economic security that passes from one generation to the next. As the Ascend Initiative's recent report, Making Tomorrow Better Together, states, “If you want to make tomorrow better for children, you have to make it better for their parents, and vice versa.”⁶

Implementing a cross-generation approach means adopting a new mindset: designing programs and policies that serve child and parents simultaneously; aligning and/or coordinating services with other organizations to meet the needs of all family members; and providing services to both children and adults simultaneously, while tracking outcomes for both.⁷



AREAS OF FOCUS FOR CROSS-GENERATION APPROACHES



SOCIAL JUSTICE AND BARRIERS TO OPPORTUNITY

ALL CHILDREN, YOUTH AND FAMILIES HAVE A RIGHT TO BE SAFE, HEALTHY, SUCCESSFUL IN LEARNING AND SUCCESSFUL IN LIFE - INCLUSIVE OF RACE, CULTURE, RELIGION, LANGUAGE, IMMIGRATION STATUS, GENDER, GENDER IDENTITY, SEXUAL ORIENTATION AND DEVELOPMENTAL OR PHYSICAL ABILITIES.

-Preamble, Santa Clara County Bill of Rights for Children and Youth

DATA about how our County's children are faring illustrates persistent inequities, inequality of opportunity, and unjust policies and practices. Data about how our county's children are faring illustrates persistent inequities, inequality of opportunity, and unjust policies and practices.

Racialized injury and injustice is at the heart of our most disparate outcomes in Santa Clara County. In most areas we measure, we see poor results for children and youth who are Latinx or Black. Racialized outcomes are made worse when they intersect with other marginalized groups, including those who are experiencing poverty, are disabled, or are LGBTQ. This can be seen in the figure below.



TARGETED UNIVERSALISM

Originally developed by John A. Powell, a professor of law and African American/Ethnic Studies who leads the Othering & Belonging Institute at UC Berkeley School of Law, the Targeted Universalism (TU) framework sets all-inclusive goals for children and youth, to be achieved by implementing different and specific approaches based on equity.

In his 2012 book, "Racing to Justice," Powell explains, "Fairness is not advanced by treating those who are situated differently as if they were the same." He asserts, "...A policy that is neutral in design is not necessarily neutral in effect...Equality of effort can produce very different overall outcomes, depending not only on the beneficiaries' individual needs, but also on their environments."⁸

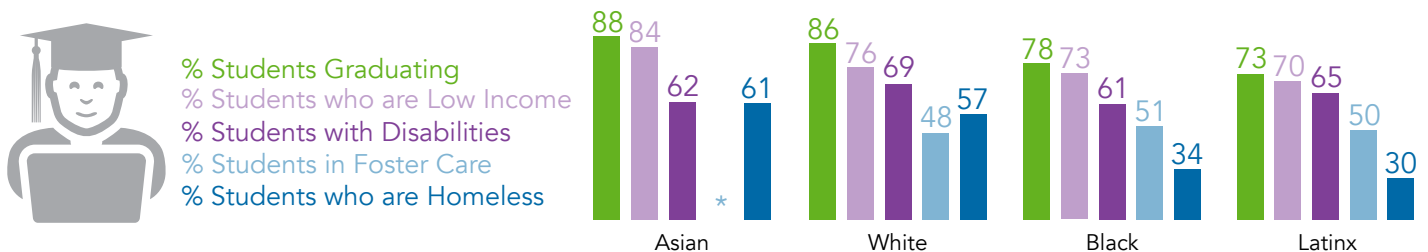
The five steps of Targeted Universalism are:

1. Set a universal goal;
2. Measure how the overall population is faring;
3. Measure how different population segments are faring;
4. Understand the structures and barriers that influence outcomes for each population segment; and
5. Implement strategies that address the needs of each group and will support achieving the universal goal.⁹

For more about Targeted Universalism and to see a short animated video, enter "Haas Institute Targeted Universalism" in your browser.

FIGURE 3

Percentage of Students Graduating on Time, Class of 2020



* The number of Asian students in foster care is too low to report and protect the students' identity.

See Figure Sources and Methodology on page 69.

RACIALIZED INJURY AND INJUSTICE

"NOT ONLY MUST WE RECOGNIZE THAT WE PARTICIPATE IN A RACIST SYSTEM THAT CONTINUES TO EXCLUDE AND UNDERVALUE PEOPLE OF COLOR, WE MUST ALSO CONFRONT THE ROOT CAUSES AND MANIFESTATIONS OF STRUCTURAL RACISM. THIS REQUIRES US TO ELIMINATE POLICIES, PRACTICES, ATTITUDES, AND CULTURAL MESSAGES THAT REINFORCE DIFFERENTIAL OUTCOMES BASED ON RACE, AND TO REPLACE THEM WITH ONES THAT PROMOTE AND SUSTAIN RACE EQUITY."

*-Equity in the Center*¹⁰

WHEN WE THINK about racism, we often focus on individual and interpersonal racism and the attitudes and actions of individuals. However, while this type of racism still exists in our society and causes great harm, it is historical and systemic racism that has been codified through education, housing, justice, and other policies that we must address to achieve equity.

This can be seen in the data. Black, Indigenous, Latinx, Asian, and other communities of color are at increased risk of getting sick and dying from public health disasters, disproportionate policing, and xenophobic policies that exacerbate inequities in education, employment, economic mobility and stability, health care, behavioral health services, housing, and food security. The terrible events of 2020 – the global pandemic and the resulting economic catastrophe and the murder of George Floyd, Breonna Taylor, Ahmaud Arbery, and other victims of racist violence – shine the light on the systemic racism that permeates the nation's structures, policies, practices and mindsets. This systemic racism is a public health crisis and it perpetuates inequities that leads to the disparate and poor outcomes for Black, Indigenous, Latinx, Asian, and other communities of color in Santa Clara County.

When we address the racism that operates, often quietly and unnoticed, in our systems, policies, practices, attitudes, and cultural messages, we will come closer to eliminating disparate outcomes based on race.¹¹

RACING ACES

The Adverse Childhood Experiences framework (ACEs) helps us to understand the effect exposure to trauma or chronic stress can impact a child's development and health as they grow into adulthood. The more ACEs a child experiences, the more likely they will have poor health outcomes as an adult. (See page 31 for more information on ACEs.)

This framework confirms that traumatic childhood experiences are harmful to a person's long-term health. However it does not take into account racial oppression and unresolved injustice and the ongoing violence and harm aimed at people of color.

Racing ACEs – a group of practitioners, researchers and community advocates at the nexus of trauma-informed and racial-justice work – illuminates the inequitable burden of racial oppression, as well as the intersections of oppression, privilege

and liberation in all its forms. Racing ACEs acknowledges that trauma is historical, structural and political. Genocide, enslavement, colonization, economic exploitation, mass incarceration, displacement and cultural hegemony leads to the intergenerational transmission of trauma.

Not acknowledging the ongoing violence and harm aimed at people of color compounds the on-going trauma leading to misdiagnosis, mistreatment and wrong attributions, ultimately translating into policies, practices, and investments that further perpetuate and codify racial oppression and the dehumanization of people of color. Systems perpetuate oppression and fail to recognize themselves as causing the trauma they claim to fight.

In our trauma and healing work, we must bring a justice lens. If our work is not racially just, it is not trauma-informed.¹²

RACIALIZED POLICIES AND PRACTICES IN CALIFORNIA

THE 1998 PASSAGE OF PROPOSITION 227 IN CALIFORNIA

Regarded by many as anti-Latinx and anti-immigrant, Proposition 227 relegated English-learners to English-only immersion programs. These were shown by the Center for Research on Education to be less effective than teaching students in their first language over a longer period of time. Instruction in their first language produces higher levels of achievement and introduces long-term cognitive benefits, including increased memory and abstract reasoning skills.¹³

ZERO TOLERANCE POLICIES AND AGGRESSIVE ARREST POLICIES

that began in the 1970s led to significant increases in school suspensions, expulsions, and juvenile arrests that disproportionately affect Latinx and Black youth. Today, in spite of our county's success at decreasing suspensions and arrests, there is still a disparity of young people of color being suspended from school and arrested. In 2019, 70% of suspensions were given to Latinx or Black students, who make up only 40% of the student population. In 2018, 69% of youth arrested were Latinx and 10% were Black.

Differences in how schools deal with challenging student behavior, depending on the students' race, were identified in a 2015 Pennsylvania State University study: Black and low-income students were far more likely than white students to be punished rather than being offered behavioral treatment when they misbehaved.¹⁴

RACIAL INJURY AND INJUSTICE IN HOUSING

DISCRIMINATORY LENDING AND HOUSING PRACTICES

After World War II, lending and real-estate practices of “redlining” excluded people of color and established “white only” neighborhoods. To understand redlining in Santa Clara County, go to: <https://joshbegley.com/redlining/sanjose>.

THE G.I. BILL: Another example of racist policy is the Servicemen’s Readjustment Act of 1944, also known as the G.I. Bill. The G.I. Bill supported education and accumulation of assets for white veterans but not for Black and Latinx veterans, and did not end in California until 1965.¹⁵



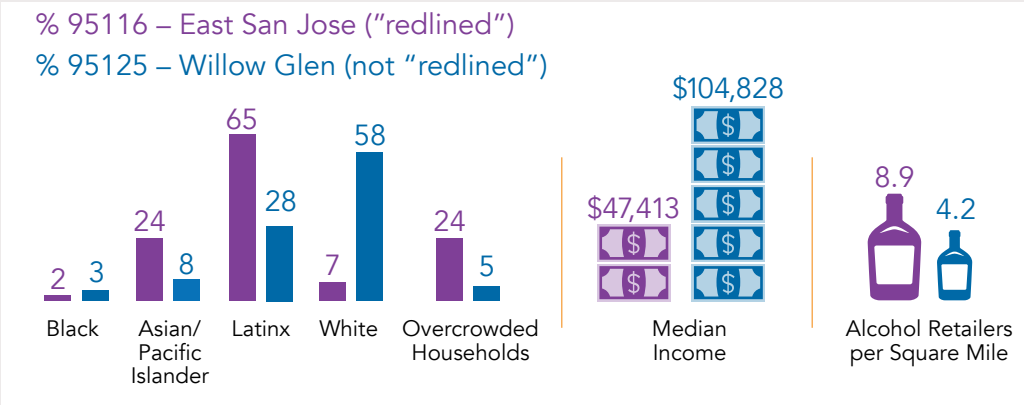
SPOTLIGHT: THE IMPACT OF REDLINING AND OTHER DISCRIMINATORY LENDING AND HOUSING PRACTICES

The legacy of redlining and other discriminatory lending and housing practices can be seen in Figure 4. This figure demonstrates how redlined neighborhoods are more segregated, have disparities in incomes and resources available to them.

Community members see the difference. In San José, some neighborhoods are well-lit, tree-lined, and have safe places

for children to play. Others are pot-holed, dark, littered, and lack parks, sidewalks, and places to buy healthy food. More people of color live in the neighborhoods that have fewer resources. These differences don’t go unnoticed by the residents. On one survey, a mother said, “What makes me sad is that areas in which people have more money, they have lots of parks. We are in a poorer area with more young kids who really need those parks.”¹⁶

FIGURE 4
Legacy of “Redlining” in San José Neighborhoods



PARTNERING WITH IMMIGRANT COMMUNITIES

**65% OF BAY AREA RESIDENTS AGREE THAT PROTECTING THE
RACIAL AND CULTURAL DIVERSITY OF OUR NEIGHBORHOODS
AND LOCAL COMMUNITIES SHOULD BE A PRIORITY.¹⁷**

Poll conducted in October 2019 by EMC Research

SANTA CLARA County is a community of immigrants with 39% of the populations being foreign born and 53% speaking a language other than English at home; more than 150 languages.¹⁸ It is the most diverse county in California, which is the most diverse state in the nation. Diversity has been the bedrock of the history of Santa Clara County, and although challenging at times, it has produced the wonder that is Silicon Valley. Our community continues to be invested in the success of its diversity through the success of its children. This is why conscious recognition of the diversity of our children is important.

PARTNERING WITH OUR IMMIGRANT COMMUNITIES

Recognizing the civic, social and economic strength immigrants bring to our region, the Santa Clara County Board of Supervisors (BOS) has made numerous investments to support our immigrant community members. These include:

- Establishing the Office of Immigrant Relations;
- Providing programs that support immigrant integration and promoting citizenship;
- Funding legal services and deportation defense;
- Collaborating with schools and school districts; and
- Inviting participation in the New American Fellowship program, a 10-week paid training opportunity in a county agency, department or board of supervisor office for DACA recipients (Deferred Action for Childhood Arrivals.)

DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA)

In June 2012, the U.S. Department of Homeland Security announced that it would not deport certain undocumented youth who came to the United States as children. These youth were granted a type of temporary permission to stay in the U.S. called “deferred action.”

In 2016, Santa Clara County was home to close to 14,000 DACA eligible individuals and as many as 50,000 residents may fall within the DACA eligible age category. Since the DACA program was announced, it has faced countless legal challenges, causing uncertainty for DACA recipients. On December 4, 2020, a federal court restored the DACA program in full to its 2012 parameters. However, there remains another federal court case out of Texas that could again threaten the program. The Biden administration has stated that it will protect DACA and create a path to lawful permanent residency and US citizenship for the program’s recipients.¹⁹

TROUBLING MESSAGES TO OUR IMMIGRANT COMMUNITY

Although efforts to improve that nation’s immigration policies are expected for this coming year, a report from the Kaiser Family Foundation that surveyed focus groups, immigrant families, and pediatricians, found that the Trump administration’s immigration restrictions and enforcement policies have led to rising anxiety among immigrants, even those who are documented. Families with an undocumented member are afraid of being separated. Those who are documented worry about the stability of their status and the loss of permission to stay in the U.S. This is especially true among adults who were brought to the U.S. as children and are anxious about the elimination of the federal Deferred Action for Childhood Arrivals (DACA) program. The researchers also found:

- Parents and pediatricians are reporting increased racism, discrimination and bullying;
- Families are afraid to leave their homes and are limiting their participation in activities;
- Employment challenges (worsened by the COVID pandemic); and
- Parents reporting that their children are experiencing problems sleeping, headaches, stomach aches, and mental health issues, such as depression and anxiety.²⁰

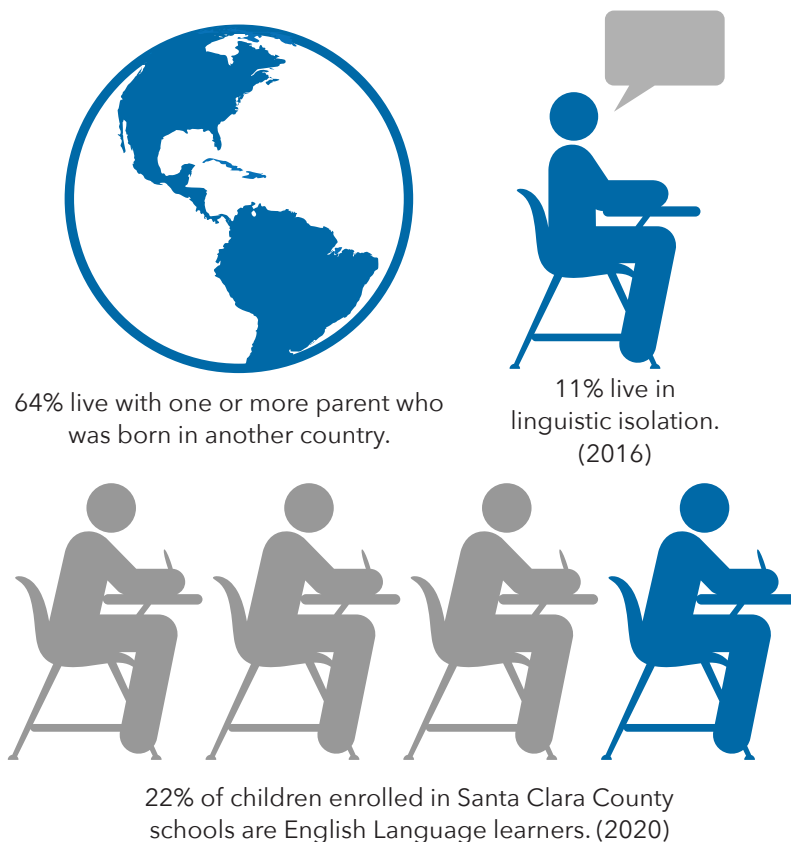
PROTECTING OUR IMMIGRANT COMMUNITY

In 2010, the County of Santa Clara adopted a resolution that banned the use of County resources, employees, or information to assist with federal immigration enforcement. In 2011, the County's Board of Supervisors furthered this policy by adopting a Civil Immigration Detainer Policy that effectively prohibited the County from honoring civil detainer requests from Immigration & Customs Enforcement (ICE) by holding County inmates for additional time beyond their release dates at ICE's request, or otherwise collaborating with ICE except when ICE had a judicial warrant. That 2011 policy was one of the strongest policies in the nation. In 2019, the Board reviewed the Civil Detainer Policy. Based upon recommendations provided by the County Executive and the County Counsel, the Board strengthened the County's policy in several ways including clarifying that the County will not assist or cooperate with ICE on any effort to detain a child, even if ICE has a judicial warrant.¹²

Although critics argue that policies protecting against the use of county resources to assist with federal immigration enforcement decrease public safety, a recent study by the Center on Juvenile and Criminal Justice has found that white residents in counties with such policies in place are safer from homicide, firearm death, and illicit drug overdoses than white residents living in counties without these policies. Residents of color in counties with these policies experience lower rates of overall violent deaths than those in counties without them, although they have higher rates of illicit drug overdose deaths. Nationally, violent deaths in urban counties without these immigrant-protective policies in place are 81.5 per 100,000 for white community members and 52.8 for residents of color. In Santa Clara County, the rate of violent death is 58.8 per 100,000 for white residents and 44.2 for residents of color.

FIGURE 5

Immigration and English Learner Status of Children



THE ECONOMICS OF LIVING IN SANTA CLARA COUNTY

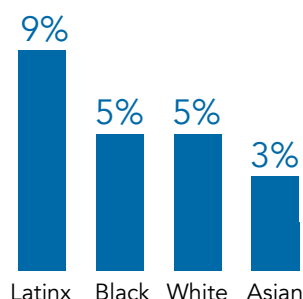
"THE OPPOSITE OF POVERTY ISN'T WEALTH. THE OPPOSITE OF POVERTY IS JUSTICE."

- Bryan Stevenson, Lawyer, social justice activist, founder/executive director of the Equal Justice Initiative

THE FEDERAL POVERTY LEVEL (FPL) IN SANTA CLARA COUNTY

The U.S. Census Bureau's American Community Survey for 2019 estimates that 5% of Santa Clara County children lived in households with income below the Federal Poverty Level (FPL). The breakdowns of children living in poverty by race/ethnicity are shown in Figure 6.

FIGURE 6
Percentage of
Children Living
in Poverty, by
Race/Ethnicity
(2010)



There is general agreement that the FPL is a woefully inadequate measure. The formula for the FPL was developed in 1963 and was based on the cost of food as a percentage of income. It does not take into account other costs such as housing or child care, nor does it take into account geographic variations in cost of living. A county such as Santa Clara County has a very high cost of living. The 2021 FPL for a family of four is \$26,200. It's difficult to imagine a single parent in Silicon Valley making that little and being able to afford food for a month, let alone rent on a studio apartment.

Eligibility for many public support programs is based on factoring a percentage of the FPL. For example, Federal Free School lunch eligibility is 130% of the FPL, and the Reduced Price Lunch program is based on a family earning no more than 185% of the FPL. A family will qualify for the Free or Reduced Price Meals (FRPM) program only if they earn no more than \$48,470 annually. In our county, approximately 92,000 children qualify for the FRPM program. However at least 27% of our children in 2019 lived below 300% of the FPL or \$78,600 for a family of 4. (And still far below the Real Cost Measure described on the next page.). This means more than 20,000 students may be experiencing food insecurity and cannot take advantage of free or reduced price meals at school.

In response to the rising cost of living, California's current minimum wage is \$13 per hour for small employers and \$14 per hour for large employers. (The state rate will go to \$15 per hour by 2023.) Recognizing the high cost of living in Santa Clara County, the following communities raised their minimum wage on January 1, 2021: Cupertino, Los Altos, Milpitas, Mountain View, Palo Alto, San José, Santa Clara, and Sunnyvale.

Even at the increased state minimum wage of \$13 per hour, a family of four with one wage earner working 40 hours a week earns \$27,040, only slightly above the FPL at \$26,200. At \$16.30 per hour, a family will annually earn \$33,904 working one full-time job.

INCREASING INCOME DOES MAKE A DIFFERENCE

Two recent studies have shown the importance that increased income can have for children and families. In one study, a \$1 increase in minimum wage correlated with a decrease of child maltreatment reports.²²

Another study showed a small increase in annual income (\$4,000) correlated with improved long-term outcomes for children, including going further in school and being more likely to have a full-time job as an adult.²³

WHAT HAVING EXTRA MONEY DOES

When families have the financial means, they can pay for tutors if their children are struggling in school. They can pay for music and art lessons, sports programs, and other enrichment opportunities that help their children stay in school. Families that have financial resources are able to pay for summer education programs for their children. Studies show that summer learning loss – lack of access to summer learning opportunities – alone may account for two thirds of the academic achievement gap.²⁴

FIGURE 7
Minimum Wage by Community (2020)



TOWARDS A BETTER UNDERSTANDING OF THE ECONOMICS OF LIVING
IN SANTA CLARA COUNTY:

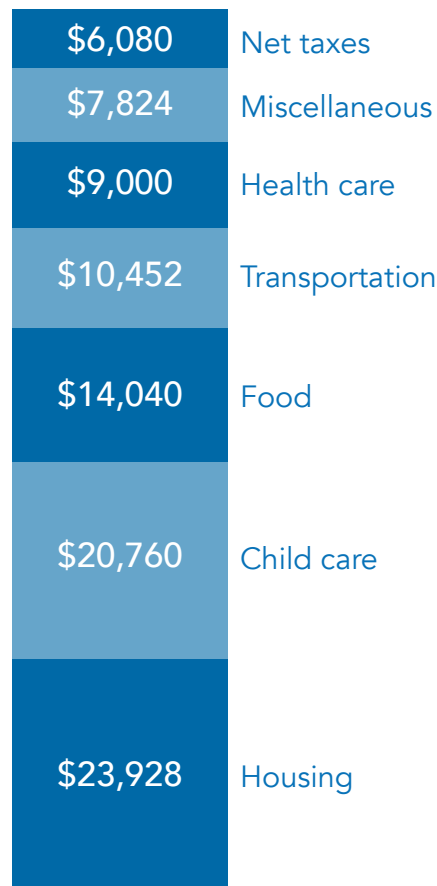
THE REAL COST MEASURE (RCM)

“Struggling to Stay Afloat: The Real Cost Measure in California,” a 2018 report from United Ways of California, demonstrates how the Federal Poverty Level (FPL) vastly understates poverty. Because of this, many families in Santa Clara County contend with significant deprivation. They earn too much to qualify for income supports such as CalFresh (food stamps), Medi-Cal, or subsidized housing or childcare, yet they struggle to meet their basic needs.

The Real Cost Measure (RCM) methodology takes into account local costs of living to develop household budgets to meet the basic needs for families in the county (the Real Cost Budget). It then looks at neighborhood-level demographics to estimate how many households have income below the basic-needs budget.²⁵

FIGURE 8
Real Cost Measure for a Family
of Four in Santa Clara County

Total: \$92,084

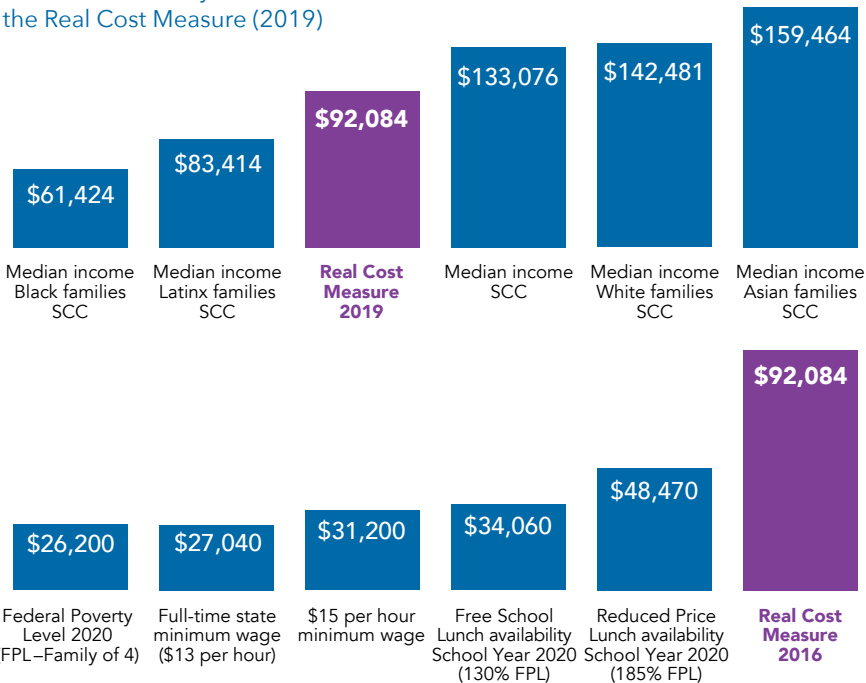


In Santa Clara County 122,725 households fall below the Real Cost Measure. For a household with two adults, one infant and one school-age child, the RCM is \$92,084.

- A family with two adults, one infant and one school-age child would need to work more than three full-time minimum wage jobs at \$13 per hour to meet the RCM standard;
- Latinx families are disproportionately affected. 47,401 (39%) of households below the RCM standard are Latinx;
- 36% of households with children under age six fall below the RCM standard;
- 64% of families headed by single mothers fall below the RCM standard;
- 98% of families that fall below the RCM have at least one working adult. 78% of heads of households who work are employed full time and year-round; and
- 35% of all households in Santa Clara County spend over 30% of their income on housing.²⁶

For more information go to:
www.UnitedWaysCA.org/RealCost.

FIGURE 9
Santa Clara County Incomes and
the Real Cost Measure (2019)



STUDENTS WITH DISABILITIES

"DISABILITY IS A NATURAL PART OF THE HUMAN EXPERIENCE AND IN NO WAY DIMINISHES THE RIGHT OF INDIVIDUALS TO PARTICIPATE OR CONTRIBUTE TO SOCIETY. IMPROVING EDUCATIONAL RESULTS FOR CHILDREN WITH DISABILITIES IS AN ESSENTIAL ELEMENT OF OUR NATIONAL POLICY OF ENSURING EQUALITY OF OPPORTUNITY, FULL PARTICIPATION, INDEPENDENT LIVING AND ECONOMIC SELF-SUFFICIENCY FOR INDIVIDUALS WITH DISABILITIES."

- The 1975 Individuals with Disabilities Education Act (IDEA)

STUDENTS with disabilities have some of the poorest outcomes of all our students. And when a disabled student is poor or Black or Latinx, these outcomes are even worse. Below are some of these disparate outcomes:

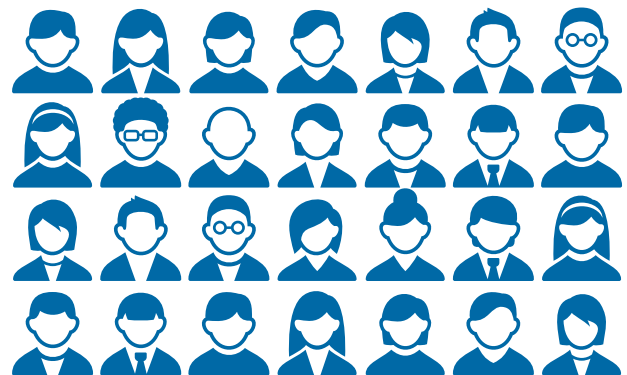
- 25% of third grade students with disabilities meet the standard for English Language Arts;
- 14% of eighth grade students with disabilities meet the standard for Math;
- Only 64% of low-income students with disabilities graduated on time in 2019;
- In 2018, students in special education – 12% of the population – received 34% of all suspensions. This data point is especially troubling because special education students have an Individual Education Plan (IEP) that is designed to address any area of the student's education that can interfere with learning, including behavior issues. Federal law requires students with an IEP to receive a "manifest determination," which establishes whether the problem behavior is related to the student's disability, and to plan a course of intervention to decrease the behavior; and
- Only half of teachers strongly believe that students with mild to moderate disabilities can perform at grade level expectations.

The educators who have a strong sense of self-efficacy, a growth mindset, a positive orientation towards inclusion and sense of personal responsibility for all students positively impact the development of students with learning and attention differences.²⁷

FIGURE 10

Students with Disabilities and Overlap with Other Socio-Economic Factors

All Students with a Disability in Santa Clara County: 28,409



Also
Homeless:
416



Also English Language
Learner: 10,533

Also Socioeconomically
disadvantaged:
14,604

Also
Foster Youth: 201

SANTA CLARA COUNTY CONTINUUM OF SERVICES FOR STUDENTS WITH DISABILITIES STUDY

Multi-Tiered Systems of Support (MTSS) is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the framework to create needed systematic change through the design and redesign of services and supports to quickly meet the needs of all students.

In 2019, the Santa Clara County Office of Education Special Education Task Force released the “Santa Clara County Continuum of Services for Students with Disabilities Study” with the goal of “ensuring universal access to an inclusive and equitable education, thereby enriching our schools and communities.”

The study found there are foundational actions that Local Education Agencies (LEAs) can choose to build their capacity to better serve students with disabilities and by extension, to better serve all students who may be marginalized by current structural barriers in place in the educational system. Actions taken by LEAs and school sites can be embedded into their current work creating and/or refining a MTSS as they structure one system of supports for all students.²⁸

For more information go to: www.SCCOE.org.

RESPONDING TO COVID-19

The **SANTA CLARA COUNTY OFFICE OF EDUCATION** has created a portal to support teachers meet the needs of all their students, including students with disabilities. Visit www.sccoe.org/covid-19/Pages/for-teachers.aspx to find information about the Inclusion Collaborative and its WarmLine and resources that help address the individual needs of all children. The website also offers webinars and other resources that cover a variety of topics.

EDUCATING ALL LEARNERS, an alliance dedicated to equity for complex learners, helps teachers and parents meet the needs of their students with disabilities. The website has resources designed to meet the needs of all learners during the COVID-19 pandemic including these topics: family communication, online instruction, teleconferencing and counseling, independent study, blended learning, needs assessment, and data tracking and analytics. For more information go to: <https://educatingalllearners.org>

PARENTS HELPING PARENTS (PHP) has added an electronic-learning library with almost 300 videos in five languages to support the challenge of raising family members with special needs. With the shutdown or movement to online classes, many children, especially those with special needs are missing their social contacts, facing altered routines and may be dealing with disruptions to their sleep or eating habits. Beginning in mid-March, PHP has hosted more than 300 Zoom meetings serving more than 4,500 participants. PHP has also been offering virtual mental health support groups. For more information go to: www.php.com.



LGBTQ INTERSECTIONALITY

**"EQUALITY MEANS MORE THAN PASSING LAWS.
THE STRUGGLE IS REALLY WON IN THE HEARTS AND MINDS
OF THE COMMUNITY, WHERE IT REALLY COUNTS."**

—Barbara Gittings, LGBTQ Activist

A PART of the dynamic, diverse Santa Clara County community are those who identify as lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ). While it is difficult to estimate how many people identify as LGBTQ, a 2018 national survey found that the estimate of LGBTQ population had risen to 4.5% in 2017. Other estimates suggest that LGBTQ individuals make up about 4% of the adult population of California and around 4% in Santa Clara County specifically.²⁹

The LGBTQ community is one that has traditionally been underrepresented in our government, underserved by institutions, and under recognized by society. The socioeconomic outcomes for this community are often far worse than they are for the population at-large.

There have been numerous studies illuminating these discrepancies, including Santa Clara County's December 2013 health assessment "Status of LGBTQ Health: Santa Clara County 2013."

This health assessment concluded that, "... the LGBTQ community experiences substantial health disparities and health inequities. Our assessment found that the LGBTQ community experiences a high level of need for social services, particularly affordable housing, and uncovered a lack of awareness of available services and a shortage of LGBTQ-competent services."³⁰

The data below highlights the challenges faced by LGBTQ youth and young adults:

- In Santa Clara County, LGBTQ individuals comprise 29% of youth and young adults who are experiencing homelessness;³¹
- A national survey of youth at school found 81% of LGBTQ youth were verbally harassed because of their sexual orientation, 44% of youth were physically harassed and 20% were physically assaulted;³²
- Nationally, a disproportionate number of youth in Juvenile Justice Systems – 13% – identify as LGBTQ;³³
- Lesbian, gay and bisexual youth are four times more likely to attempt suicide than their straight peers.³⁴ Nearly half of transgender respondents in the County's health assessment seriously considered suicide or hurting themselves during the past 12 months;³⁵ and
- Lesbian, gay and bisexual adults are more likely to live below 200% of the federal poverty line than heterosexual adults.³⁶

HIGHLIGHTS FROM THE LGBTQ ASSET SURVEY (MIDDLE AND HIGH SCHOOL STUDENTS)

In Fall 2016, the developmental asset survey, administered to middle and high school youth throughout Santa Clara County by Project Cornerstone, included results for 2,426 students who identified as lesbian, gay, bisexual, transgender, or queer (LGBTQ). This was 7% of the population surveyed.

There were some alarming findings:

- LGBTQ youth average only 18 out of 40 assets as compared to 21.4 for all students;
- They are 3x more likely to attempt suicide;
- They are 1.5x more likely to use drugs and alcohol;
- Only 22% report positive family communication;
- Only 11% feel valued by the community;
- They are higher in 23 out of 24 Risk Behaviors; and
- They are lower in six out of seven Thriving Indicators.³⁷

SANTA CLARA COUNTY OFFICE OF LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER AFFAIRS

Formed in 2016, the Santa Clara County Office of Lesbian, Gay, Bisexual, Transgender, Queer Affairs was created to provide leadership and support for the well-being and longevity of LGBTQ communities in Santa Clara County. Through coordinated and integrated systems, the office is working to create a social climate with institutional backing that offers multiple pathways for LGBTQ individuals and communities to thrive.

The Office of LGBTQ Affairs leads, collaborates on, and supports a diverse range of programs that provide resources and opportunities for LGBTQ communities in Santa Clara County to thrive. On the next page are some of the programs supporting LGBTQ youth.





STEP IN, SPEAK UP!

According to the Trevor Project, “LGBTQ youth who report having at least one accepting adult were 40% less likely to report a suicide attempt in the past year.”³⁸

Step In, Speak Up! is an online training designed to build an inclusive and welcoming school environment for all middle and high school students. The free 30-minute module provides both didactic instruction on LGBTQ terminology as well as two conversation simulations that help prepare users to lead real-life conversations with students to curtail harassment and support those who may be struggling as a result of bullying or isolation. Users will learn how to respond to biased language, address harassment in the classroom, and support a young person experiencing mental health issues, including suicidal ideation.

SUPPORT OUT

Support Out is an initiative to transform systems and create robust community safety nets to promote the well-being of all youth by centering on low-income LGBTQ youth of color and their families. LGBTQ youth and young adults are overrepresented in the child welfare and juvenile justice systems and these are predominantly teens and young adults of color who face daunting challenges of stigma and discrimination. Support Out is assessing our youth-serving organizations and systems for cultural competency and addresses bias and gaps in these organizations and systems. The goal of this work is to give visibility and amplify the voices of low-income LGBTQ youth of color.

Achieving well-being for LGBTQ youth requires structural changes and the guiding principles for this work are:

- Ensure access to necessities that constitute the social determinants of health: food security, stable housing, economic security, accessible health care, quality education, and connection to one’s culture, family, and community;
- Commitment to healing the harm and trauma caused by structural racism, heterosexism, and transphobia, and embracing anti-racist, gender-affirming, and inclusive attitudes, practices, and policies;
- Opportunities for young people to develop competence, participate in social activities with their peers, take responsibility for their mistakes, and contribute to their communities;
- A continuum of services tailored to the unique needs of each young person and family, and accessible geographically, culturally, and practically; and
- A meaningful process for youth and their families to lead in decisions that impact their lives.

For more information on the SCC Office of LGBTQ Affairs go to www.sccgov.org/sites/lgbtq/Our-work.

SANTA CLARA COUNTY OFFICE OF EDUCATION LGBTQ RESOURCES

SCCOE has a variety of resources to support schools being caring, welcoming, and inclusive to LGBTQ students. Here are two of those resources:

LGBTQ RESOURCE GUIDE

The LGBTQ Information & Resource Guide provides a vehicle to start the conversation, as we educate ourselves and others about the unique issues and challenges facing LGBTQ youth. Its contents have been culled from government agencies, community organizations for LGBTQ Youth, and educators with the intent to support positive environments while offering various ways to promote advocacy, change attitudes, and to create policies and laws that achieve full equality for people who are LGBTQ.

OUT FOR SAFE SCHOOLS™ CAMPAIGN

Created to encourage school staff to publicly identify as supportive LGBTQ allies on campus, the OUT for Safe Schools™ Campaign lets students know that “safe spaces” are throughout the entire school campus. Staff who wish to participate, and are trained, in the SCCOE OUT for Safe Schools® Campaign can wear the badges displaying their willingness to talk to students and parents about LGBTQ concerns.

For information on these and other SCCOE resources designed to support LGBTQ students, go to www.sccoe.org/LGBTQ.



STRIVING FOR SOCIAL JUSTICE AND EQUITY

COUNTY OF SANTA CLARA EFFORTS

IN THE PAST few years, several efforts in Santa Clara County have emerged that bring a racial and health-equity lens to work on behalf of children and their families. It is necessary to be data-driven and focused to make the necessary system-wide improvements that will provide all children and families in Santa Clara County with the fair opportunity to achieve their full potential. We can hold goals for all children, but in order to achieve good outcomes for them, we must target our efforts to address the underlying structures that perpetuate inequity and develop strategies that meet the needs of specific communities. This “targeted universalism” (see page 13) helps us identify these goals and strategies that focus on specific needs and act strategically to achieve racial equity.

DIVISION OF EQUITY AND SOCIAL JUSTICE OF SANTA CLARA COUNTY

Santa Clara County created the Division of Equity and Social Justice in recognition of how gender, gender identity, immigration status, marital status, and sexual orientation intersect with race, ethnicity, class, ability, age, culture, education, religion, and nationality. The division comprises the county’s Offices of Cultural Competency, Immigrant Relations, LGBTQ Affairs, and Women’s Policy. They work together to create a welcoming environment that is culturally responsive and affirms people’s life experiences and contributions. Using data analysis and research to inform emerging policies, the division seeks to improve systems and build internal capacity while introducing cross-system strategies that are trauma-informed, healing-focused and culturally-responsive.

THE SANTA CLARA COUNTY EXECUTIVE OFFICE OF CULTURAL COMPETENCY (OCC)

Now part of the division of Equity and Social Justice, the Office of Cultural Competency was established in 2013 to support county agencies and departments that adopt and implement culturally responsive practices. The OCC’s mandate is to plan, organize, adopt, monitor, and evaluate programs and policies to effectively dismantle disproportionalities affecting ethnic children and youth in the child welfare and juvenile-justice systems. The OCC supports the Inter-Cultural Competency Advisory Council, which is informing this work and is committed to further developing the underlying work of healing at the community level and through community partnerships.

THE GOVERNMENT ALLIANCE ON RACE AND EQUITY (GARE)

Santa Clara County has been an active participant in GARE – a national network of government organizations working to achieve racial equity and advance opportunities for all. GARE creates a shared analysis and definitions, organizes internal infrastructure and partnerships, and promotes the use of data and racial equity tools to develop strategies and drive results.

The county’s Public Health Department, Office of Cultural Competency, Offices of Immigrant Affairs and LGBTQ Affairs, Social Services Agency, and Behavioral Health Services Department participate in GARE, developing action plans and capacity to expand. FIRST 5 Santa Clara and the SCCOE have joined this effort. GARE provides the foundational work for CHIP as well.



SANTA CLARA COUNTY OFFICE OF EDUCATION EFFORTS

ONE GOAL of the SCCOE is “to improve student equity and access to high quality education.” One way SCCOE does this is through its county-wide support of Multi-Tiered Systems of Support (MTSS), a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the framework to create needed systematic change through the design and redesign of services and supports to quickly meet the needs of all students. (See page 21 for more on MTSS.)

THE SANTA CLARA COUNTY OFFICE OF EDUCATION LEADS:

CA EQUITY PERFORMANCE IMPROVEMENT PROGRAM (CEPIP)

The CEPIP from the California Department of Education promotes equity for disadvantaged student populations in California schools, with a focus on Black students, English learners, and students with disabilities. As the lead agency, SCCOE:

- Develops new resources and activities that support equity;
- Disseminates information on effective equity practices;
- Develops and provides trainings, conferences, and workshops; and
- Works with partnering Local Education Agencies (LEAs) and schools and their targeted student population. In Santa Clara County these school districts are: Alum Rock Union, Oak Grove, and Orchard Elementary; Morgan Hill and Santa Clara Unified; and Franklin-McKinley.



INCLUSION COLLABORATIVE

While overall public school enrollment decreased from 276,175 in the 2014 school year to 272,132 in 2018, enrollment in special education increased from 27,799 to 28,920. Students in special education have some of the poorest outcomes in academics and graduation rates, and it is important to address the challenges that lead to these disparities.

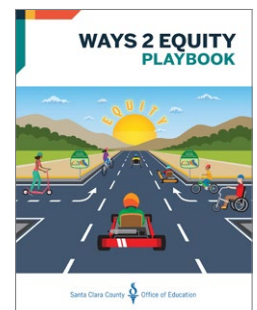


The Inclusion Collaborative is a leader in providing supports to families, school districts, community agencies, preschools, and child care centers to promote a culture that values all children by strengthening, sustaining, and ensuring inclusive practices. Built on the belief that every individual, regardless of abilities and disabilities, has the right to full access to quality, inclusive learning and community environments, the Inclusion Collaborative provides:

- Professional development that supports inclusionary practice;
- A WarmLine that offers support, information, and referrals in English and Spanish to families and professionals;
- Advocacy and access to ensure inclusive practices for every child, regardless of ability, and to impact public policy and support legislation related to inclusion of all children; and
- Promoting “Person First” terminology that respectfully refers to a person with a disability by placing them ahead of their label or disability.

WAYS 2 EQUITY PLAYBOOK

The Ways 2 Equity Playbook is a navigation tool used to identify equity needs throughout organizations, with a primary focus on looking at equity through a systems lens to ensure improved student outcomes. The Playbook purposefully examines three historically marginalized student groups: Black students, students with disabilities, and English learners, and provides universal tools and resources throughout as a means to address the needs of all students. The Playbook addresses and responds to inequitable practices in our education system in a meaningful, deliberative way.



Educators using the Ways 2 Equity Playbook have access to additional resources that can support implementation in classrooms. Soft copies of the Playbook and more information about the CEPIP grant are available at the Inclusion Collaborative at <http://www.inclusioncollaborative.org/cepip.aspx>.

KEEPING FAMILIES SAFE AND HEALTHY: SANTA CLARA COUNTY CROSS AGENCY SERVICES TEAM (CAST)

CAST The Cross Agency Service Team is a collaborative network of leaders created in 2009 by the Santa Clara County Board of Supervisors. CAST has a broad membership of leaders in many of the county human service departments, the Superior Court Judiciary, FIRST 5, Santa Clara County Office of Education, and numerous community organizations dedicated to improving the service delivery system for families and children.

The purpose of CAST is to create and leverage opportunities for cross-systems coordination that lead to beneficial outcomes for children, youth and families throughout Santa Clara County. CAST is committed to racial and social equity with the goal of dismantling systemic barriers and implicit biases.

CAST VISION

Children, youth and families are on a path to achieving sustainable, positive life outcomes based on their hopes and aspirations for the future.

GOALS OF CAST

The primary goals and objectives of CAST include:

- Facilitating cross-system linkages to streamline and improve service delivery across child- and family-serving departments, agencies and the community;
- Transforming the County's systems of care to promote trauma-informed/healing-centered policies, practices and resourcing decisions; and
- Supporting community-driven and relationship-based upstream prevention efforts to keep children, youth and families on a path to achieving sustainable, positive life outcomes.

THE ONGOING WORK OF CAST

Current projects led by CAST include:

- Implementing systems-level strategies that promote upstream prevention, health and well-being for children, youth and families;
- Developing an online, interactive inventory that maps prevention resources, efforts, and initiatives throughout the county that will help identify linkages, redundancies, and gaps to enhance collaboration and effectiveness;
- Assisting with implementation of the Joint Foster Youth Task Force's recommendations to help ensure the well-being of youth in the child welfare system;
- Analyzing existing initiatives for children and families to better align, integrate, and support cross-system collaboration and coordination; and
- Streamlining the process of providing social-emotional, developmental, behavioral, educational, and medical assessments for children.

HOW TO GET INVOLVED

CAST remains open to other agencies and stakeholders dedicated to using a whole child, whole family approach to improve well-being, health, and service delivery for families and children. For more information, please contact Patty Irwin via email at Patty.Irwin@ssa.sccgov.org.



THE FIRST 5 SANTA CLARA COUNTY STRENGTHENING FAMILIES INITIATIVE



WWW.FIRST5KIDS.ORG/FRC

The FIRST 5 Santa Clara County (FIRST 5) Strengthening Families Initiative is a place-based strategy that strengthens knowledge of protective factors such as child development, family resilience, and social connections. Through this initiative, FIRST 5 has established 26 Family Resource Centers (FRCs) which serve as neighborhood hubs that foster connections between families, early educators, schools, and other community resources. In addition, FRCs provide opportunities for parents or caregivers to become more engaged in their children's healthy development, school readiness, and other collaborative efforts to improve their lives and the communities in which they live.

FIRST 5 FAMILY RESOURCE CENTERS OFFER:

- Educational and fun parent or caregiver and child activities;
- Nutrition, health, and wellness programs for the whole family;
- Health insurance information and resources;
- Physical, developmental, and behavioral health screenings and linkages to FIRST 5's System of Care; and
- Professional development opportunities, resources, and other support services for licensed Family Child Care Home providers and family, friend, and neighbor caregivers.

PARENT AND CAREGIVER WORKSHOPS AND SEMINARS INCLUDE:

- **TRIPLE P-POSITIVE PARENTING PROGRAM** Practical parenting strategies to build strong, healthy relationships;
- **ABRIENDO PUERTAS/OPENING DOORS** Parent and caregiver leadership programs;
- **SEEDS OF EARLY LITERACY** Child language and literacy development;
- **24/7 DAD** Seminars for fathers and other male caregivers raising children;
- **INSIDEOUT DAD** Seminars for fathers who are incarcerated to reduce the cycle of recidivism; and
- **PARENTING INSIDE OUT** Seminars for parents and caregivers who are incarcerated to reduce the cycle of recidivism.

VOLUNTEER AND LEADERSHIP OPPORTUNITIES INCLUDE:

- **FAMILY ENGAGEMENT ADVISORY COMMITTEES** Leadership opportunities for parents, caregivers, and community members; and
- **MULTI-GENERATIONAL VOLUNTEER OPPORTUNITIES** for parents, caregivers, and community members of all ages to share their gifts, skills, and talents to support families.



Photo courtesy of Healthier Kids Foundation.

EVERY CHILD

SAFE

SAFETY is integral to a child's healthy growth and development. Children raised in safe and stable homes are more likely to be healthy, successful in learning, and successful in life. Children who face challenges in their home environment such as unstable housing, food insecurity, family violence, parents with mental health issues, and/or parents with substance use issues, are more likely to drop out of school, become engaged in the juvenile justice system, and/or need government supports as adults.¹

MEASURE	HAVE WE IMPROVED?	HOW DO WE COMPARE?	RACIAL/ ETHNIC GAP	WHAT THE DATA TELL US
Housing Stability				Youth and young adults experiencing homelessness increased from 883 in 2015 to 1876 in 2019.
Food Security				More than 112,000 children live below 300% of the FPL and may be experiencing food insecurity. This is dependent partly on whether eligible children and families actually receive federal food program benefits.
Number of Children in Foster Care				1.3 per thousand children entered foster care in 2019. 6.3 Black, 2.9 Latinx, 0.7 white, and 0.4 Asian per thousand entered foster care.
Students feel Safe or Very Safe in their Neighborhoods				87% of white students report feeling safe in their neighborhood and only 71% of Latinx students do.

RELEVANT BILL OF RIGHTS

- They develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with caring and supportive adult.
- They have freedom from mistreatment, abuse and neglect.
- Their essential needs are met — nutritious food, shelter, clothing, health care, and accessible transportation.
- They have a safe and healthy environment, including homes, schools, neighborhoods, and communities.

PLEASE GO TO PAGE 6 FOR THE DESCRIPTION OF THE COLORS IN THE GRID ABOVE



Photo courtesy of Healthier Kids Foundation.

FIGURE 11
Number of Homeless Youth, Families with Children, and Young Adults

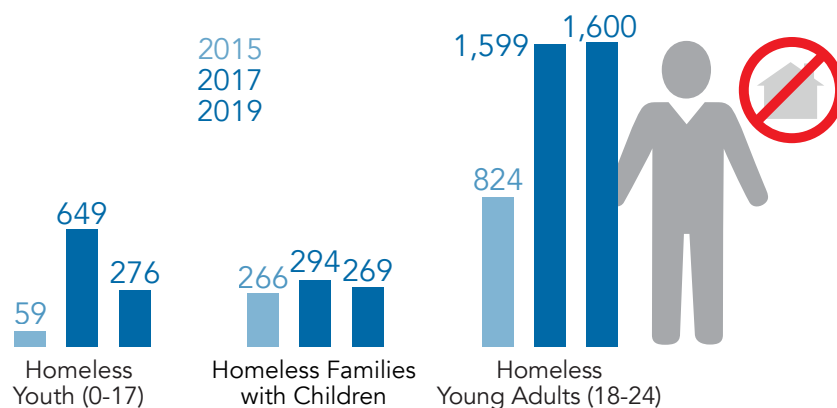


FIGURE 12
Food Security

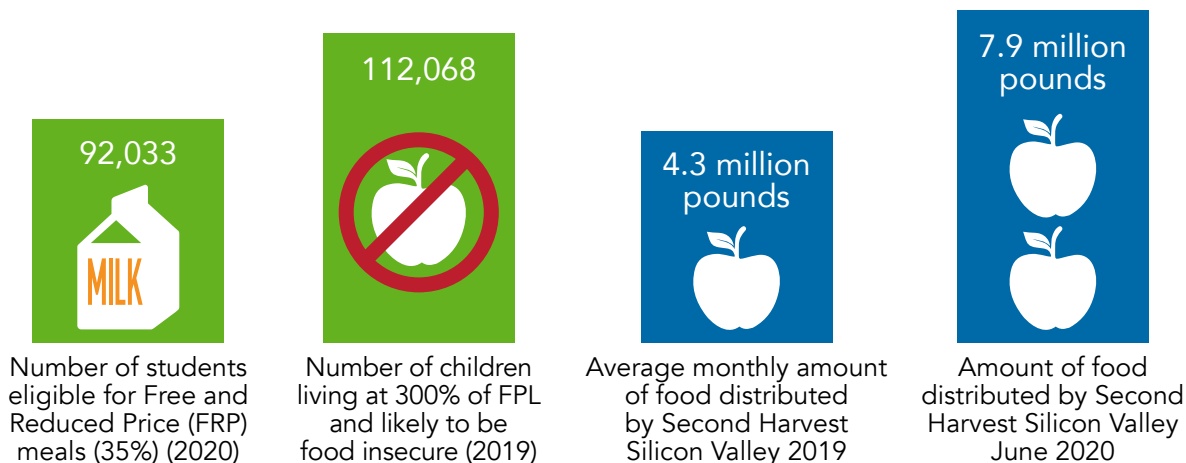
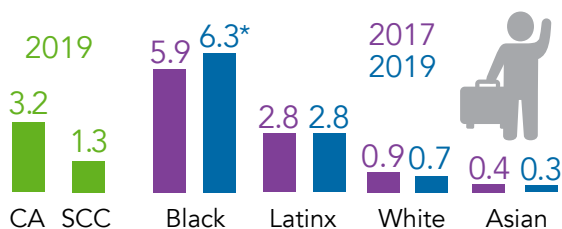
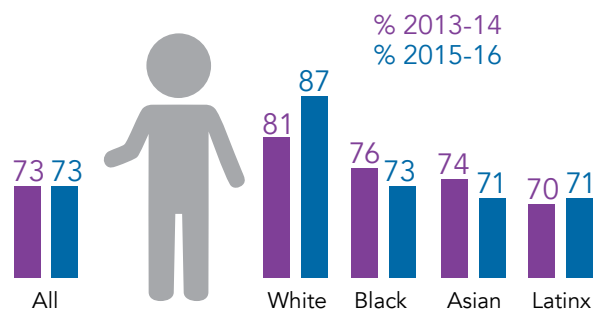


FIGURE 13
Entries into Foster Care, per 1,000 Children



*See Figure Sources and Methodology on page 69.

FIGURE 14
Percentage of Students who Feel Safe or Very Safe in their Neighborhood



HOMELESSNESS AND HOUSING SECURITY

- Children who experience homelessness have a greater likelihood of suffering from hunger as well as poor physical and mental health;
- They are more than twice as likely to repeat a grade in school, or be expelled or suspended; and
- Families that experience homelessness are most often headed by a young single woman with limited education and are likely to have experienced family violence or mental health issues.²

Youth at greater risk for homelessness include:

- Victims of physical, verbal, or sexual abuse at home;
- Lesbian, gay, bisexual, transgender, queer (LGBTQ) youth;
- Former foster youth and youth exiting the juvenile justice system; and
- Pregnant or parenting youth.³

FOOD SECURITY

Food insecurity and hunger are strongly associated with negative outcomes for children and adolescents:

- Behavioral, emotional, mental health, and academic problems are more prevalent.
- Hyperactivity, absenteeism, and tardiness are more likely.
- Lower math scores and poorer grades.
- Teens are more likely to have been suspended from school and have difficulty getting along with other children.
- Children are more likely to have repeated a grade, received special education services, or received mental health counseling than low-income children who do not experience hunger.

FREE AND REDUCED PRICE MEALS ARE ASSOCIATED WITH POSITIVE OUTCOMES:

- Based on national data, economists estimate that the receipt of a free or reduced-price school lunch reduces obesity rates by at least 17 percent.
- Receiving free or reduced-price school lunches reduces poor health by at least 29 percent based on estimates using national data.⁴

CHILDREN IN FOSTER CARE

Children who are victims of abuse or neglect are more likely to suffer from depression, attempt suicide, use alcohol and drugs, demonstrate learning and behavioral difficulties in school, and become engaged in the foster care system.⁵

- Because separation from a primary caregiver can be traumatic for children, especially those under the age of six, it is important that children be taken away from their caregivers only when their safety is truly at risk.
- When children are removed from their parents' care because of abuse or neglect, placing them with relatives is best practice.⁶

STUDENTS FEELING SAFE OR VERY SAFE IN THEIR SCHOOL OR NEIGHBORHOOD

- Research indicates that exposure to violence, whether direct or indirect, has a harmful impact on a young person's brain development.
- Children who report feeling safe have higher levels of academic engagement than their peers.
- Fearing for personal safety is associated with missing school activities or classes.
- Community violence exposure is associated with decreased feeling of connectedness to school.⁷



Photo courtesy of YMCA of Silicon Valley

SPOTLIGHT: THE IMPORTANCE OF TRAUMA AND HEALING

MANY of our community's children – especially those who enter the child welfare, juvenile justice, and behavioral health systems – have experienced trauma or chronic stress. Illuminated by the 1995-97 CDC-Kaiser Permanente Adverse Childhood Experiences (ACEs) study, we understand that the stressors in children's lives impact their development, ability to concentrate in school, and health into adulthood. ACEs include experiences such as child abuse, exposure to violence, divorce, a parent being incarcerated or struggling with mental health issues, family alcohol or drug abuse, and poverty. The more ACEs a child experiences, the more likely they will have poor health outcomes as an adult. It is estimated that almost 15% of children in Santa Clara County have experienced two or more adverse experiences.⁸

When we see behavior that is challenging – children unable to sit still or focus in class, teens shutting down or reacting aggressively or violently, young adults engaging in substance or alcohol use – we need to recognize that it may be trauma or chronic stress that is at the root of the behavior. Recognizing this is an important first step so we do not further traumatize youth by blaming, shaming, or punishing them.⁹

NATIONAL DAY OF RACIAL HEALING HEALING THROUGH JUSTICE, TRUTH, AND EQUITY: BLACK LIVES ARE SACRED

On January 21, 2021, the Office of Cultural Competency along with their partners in justice, commemorated the 2nd Annual National Day of Racial Healing (NDORH). Over 700 county staff, community members, and youth attended this virtual event to celebrate the power of connection and meditate on the collective belief that healing is a critical pathway to ending racism and oppression. It is critical that we stand together with our African Ancestry colleagues, families, and friends to emphasize that all Black lives are sacred.

The National Day of Racial Healing has become an annual event in Santa Clara County.

For more information, please contact Patricia Marquez-Singh at patricia.marquez01@ceo.sccgov.org.

TOWARD A TRAUMA-INFORMED, HEALING-CENTERED FRAMEWORK IN SANTA CLARA COUNTY

Recognizing that our service delivery systems can inadvertently cause harm, reinforce oppression, and re-traumatize the children, youth and families we serve, the Santa Clara County Cross Agency Service Team (CAST) has been focusing on what it would take to create a system-wide framework to support trauma-informed, healing-informed system of care. (See page 26 for more information about CAST.)

For the past several years, many county departments have prioritized the implementation of key elements of a trauma-informed system of care. These initiatives span a broad set of organizational domains. Some efforts focus on workforce development by building a foundation of knowledge to support the delivery of trauma informed care. Others are program-based with a focus on addressing the service needs of particular populations, such as youth in the foster care system.

In light of these various initiatives, there is a critical need to implement an aligned, mutually-reinforcing framework for trauma-informed, healing-centered care across our county. Through an intentional process of examining policies, practices and resourcing decisions, a deep and broad culture change within the county agencies can be achieved. An important next step is to focus on an integrated approach to family and client engagement using a common message and shared language.

The current activities of this work are focused on understanding the degree of overlap and alignment of healing-centered care being implemented in the different organizations across the county and identify the community's perspective on healing-centered care. A research project with San José State University students developed an observational tool to understand how welcoming and healing-centered the county agency lobbies and waiting areas are. Use of the tool was delayed by the COVID-19 pandemic. This project pivoted to develop a tool to understand whether county-serving agency websites are easily accessible to diverse communities.

In the coming year CAST will focus on the client experience with a variety of services and will create a way to assess how trauma-informed those services are.

Last, virtual healing circles are being offered to County staff and community members in response to COVID-19. In 2020, 32 healing circles, reaching 385 individuals, were held providing safe spaces to connect and reflect.

MOVING THE NEEDLE HOUSING SECURITY

EVERY TWO YEARS,

Santa Clara County participates in the Point-in-Time (PIT) count required by the federal department of Housing and Urban Development in order to receive housing funding. The PIT is a count of sheltered and unsheltered people experiencing homelessness on a single night in January. This count was last conducted in 2019. It was not conducted in 2021 because of COVID-19.

COMMUNITY PLAN TO END HOMELESSNESS

In 2015, the community came together to create a roadmap for ending homelessness in Santa Clara County. The plan was centered on a collective impact response and the proven Housing First model. The positive results included:

- Helping 8,884 households (14,132 individuals) resolve their homelessness;
- Launching a new homelessness prevention system that now serves about 1,000 households annually; and
- Approval of the Measure A-Affordable Housing Bond raising \$950 million to develop affordable housing and raised another \$100 million in private contributions to support the implementation of the community plan.

The 2020-2025 Community Plan to End Homelessness (released prior to COVID-19) has three main strategies:

- Address the root causes of homelessness through system and policy change;
- Expand homelessness prevention and housing programs to meet the need; and
- Improve quality of life for unsheltered individuals and create healthy neighborhoods for all.

The plan states that by 2025, Santa Clara County will:

- Achieve a 30% reduction in the annual inflow of people becoming homeless;
- Expand the Homelessness Prevention System and other early interventions to serve 2,500 people per year;
- House 20,000 people through the supportive housing system;
- Double temporary housing and shelter capacity to reduce the number of people sleeping outside; and
- Address the racial inequities present among unhoused people and families and track progress toward reducing disparities.

Some of the strategies in the plan targeting children, youth, and families include:

- Expand housing programs for families involved in the child welfare system;
- Expand and diversify housing programs for foster youth to meet their long-term housing needs;
- Support households with incarcerated family members to prevent homelessness; and
- Ensure that all families with children under 18 years old who are unhoused have access to emergency shelter or temporary housing.

Additionally, many of the policy strategies will help families by developing enough housing to meet the need in our community, protecting residents from evictions, displacement and housing discrimination, and ensuring all residents who are able to work have access to living wage employment.



MCKINNEY-VENTO: ANOTHER MEASURE OF CHILD AND YOUTH HOMELESSNESS

The McKinney-Vento Act protects the educational rights of students who are homeless or experiencing housing insecurity and provides an annual measure of those students. The table below shows the count during school year 2019-20 of students experiencing homelessness.

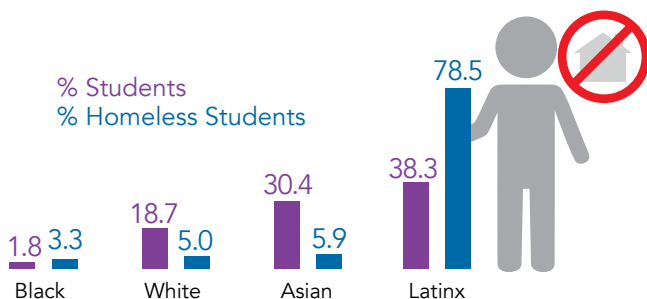
The act ensures children and youth experiencing housing insecurity have the right to go to their school of origin the entire time they are homeless. If they find permanent housing, they can finish the school year at their school of origin. Under McKinney-Vento, homeless children who qualify may also receive preschool services, free or reduced meal services, special education, before- and after-school care, and other services.

Homelessness among Santa Clara County students grew from 2,676 students in SY 2018 to 2899 despite declining enrollment in county public schools. The table below shows the disparity between white and Asian students compared to Black and Latinx students. Black students are 1.8% of the student population, yet 3.3% of the students experiencing homelessness are Black. 2,276 students experiencing homelessness are Latinx, comprising 78.5% of the students who are homeless while only representing 38.5% of the students attending SCC schools.

While the Point-in-Time Count only counts people who are unsheltered, McKinney-Vento expands the definition of homeless to include students who are living in temporary housing situations such as doubling up with family members, couch-surfing, or staying in a hotel. It reflects a count of students who experienced homelessness throughout the school year.

FIGURE 15

McKinney-Vento Students Experiencing Homelessness, School Year 2020



RESPONDING TO COVID-19

Already suffering from job losses, temporary workplace closures or reduced workhours, the pandemic has pushed our poorest and most vulnerable populations to the edge of homelessness. With the support of Silicon Valley Strong, the Silicon Valley Community Foundation, Destination: Home, Sacred Heart Community Services, the County of Santa Clara, the City of San José, critical financial aid was delivered to those in need with the goal of keeping people housed.

This assistance includes funds to help pay off a portion of back-rent accrued during the pandemic, help cover a portion of upcoming rent payments, direct cash assistance to cover other critical needs, legal resources and referrals to supportive services. Between March 2020 and February 2021, this financial and rent relief effort has provided \$31 million in direct financial assistance to 14,000 low-income households in need. Of these:

- 77% of these households were extremely low income;
- 68% were households with children; and
- 94% receiving aid identified as people of color.

COVID-19 is particularly dangerous for those experiencing homelessness. Destination: Home, the County of Santa Clara, the City of San José and the County's Continuum of Care worked to refer more than 4,000 individuals experiencing homelessness to appropriate congregate or non-congregate shelter during the pandemic. In addition to this and other supports, these partners have connected close to 3,000 individuals to permanent housing during this crisis.

IN NEED OF HOUSING ASSISTANCE?

Assistance is being provided via the Homelessness Prevention System. Please contact Sacred Heart Community Service:

Call (408) 926-8885 or email housinginfo@sacredheartcs.org.

MOVING THE NEEDLE

MEASURING FOOD SECURITY

AT THIS TIME, there is not a reliable and consistent measure of food security. The Federal Poverty Level (FPL) vastly underestimates the level of need in Santa Clara County when you take into account housing, transportation, child care and other costs. To address this, this data book utilizes 300% of the FPL to identify children and families who may be food insecure. Building an integrated picture of food security would require data on the utilization of safety net programs like CalFresh, school meals, and WIC (Nutrition Support for Women, Infants and Children). Government reporting greatly lags our current point in time, so building accurate models, especially those that take into account housing costs, is extremely difficult.

ADDRESSING FOOD INSECURITY

Solving food insecurity is a complex problem, as it requires a mix of increased income for working families, high participation in federal nutrition programs like CalFresh and school and summer meals, and the work of community partners like Second Harvest Silicon Valley to fill in the gaps.

Here are some of the programs that can support food security in Santa Clara County.

GROCERY ASSISTANCE PROGRAMS

Second Harvest Silicon Valley provides food to families and individuals who earn up to 275% of the Federal Poverty Line (\$70,812 annual income for a family of four). In 2019, Second Harvest provided food to 250,000 people monthly. As a result of the pandemic, this number doubled to 500,000 per month in Spring 2021 – and the amount of food delivered was doubled as well.

CALFRESH

Known nationally as Supplemental Nutrition Assistance Program (SNAP) and formerly known as food stamps, CalFresh provides monthly food benefits on an EBT card (Electronic Balance Transfer card for public benefits) to be used at any grocery store to individuals and families earning up to 185% of the FPL. The Trump administration tried to implement rules to make CalFresh eligible to fewer people, including an expanded ‘public charge’. While public charge would not have affected most people who qualified, fear in the community was high and even eligible legal immigrants or their citizen children were afraid to use benefits for fear that it might affect their immigration status in the future. This has likely reduced participation in the CalFresh grocery assistance program. This fear reduces participation in school meals even though these are not subject to the new proposed regulations.

The Biden administration has already rescinded harmful rules and is reviewing the expanded public charge so it is likely these programs will become more welcoming.

SCHOOL MEALS AND UNIVERSAL SCHOOL MEALS

School meals are an important way to end childhood hunger. Federal programs can be complicated to manage, so Second Harvest partners with school districts to demystify bureaucracy and provide infrastructure and promotional support. Families must apply for Free and Reduced Price Meals (FRPM) and it can be hard for schools to gather FRPM applications. Immigrant fears make this even harder. These meals are only for those under 185% of the FPL and there are families who don’t qualify even though they are still struggling to make ends meet. The California Department of Education reports that in 2020 more than 92,000 students qualified for the FRPM program in Santa Clara County.

Federal Universal School Meal Programs like the Community Eligibility Provision (CEP) and Provision 2 (P2) streamline school meal operations by eliminating the need to collect and process individual applications. Universal School Meal programs feed every child every day at high-need schools, build community, and ensure that every child is ready to learn. Stigma and concerns about immigration can go away when a whole school or district is certified instead of an individual student. For the first time in SCC, Gilroy Unified School District has a high need school utilizing CEP.

Working with Second Harvest Silicon Valley and the Santa Clara County Office of Education, the Santa Clara County Board of Supervisors allocated \$1 million to a COVID-19 Emergency Response one-year pilot program to help high-need school districts fill the gaps in federal food programs. This funding was carefully allocated to support 46 schools to provide free breakfast and lunch to more than 11,000 students. Expansion of this universal meals program could cost \$3-4 million over the next few years but would be an important recovery support for our high-need families. Funding at the state and federal level would also support this need.

SUMMER MEALS

Students who rely on school meals often go hungry or eat poorly during the summer. Areas with greater than 50% free and reduced price meal (FRPM) participation are eligible to run programs that feed all kids for free. Second Harvest partners with school districts, libraries, community-based organizations, and other summer programs to provide and promote summer meals in high-poverty neighborhoods. In summer 2019, over 502,000 meals were served at 120 sites in San José, Santa Clara, Mountain View, Morgan Hill, and Gilroy.

Another important policy solution for summers would be Summer EBT which would provide students who get free meals at school with a grocery EBT card that provides money to purchase food over the summer.

RESPONDING TO COVID-19

In 2019, 27% of SCC children lived in families that earned less than 300% of the Federal Poverty Level and were likely experiencing food insecurity. With the pandemic, its resulting unemployment, and the rising cost of food, food insecurity in the county and the state has been exacerbated. Additionally, students who relied on the FRPM programs provided at school, began distance learning at home and have not been at school to participate in these food programs.

In fall 2020, the food policy organization, Nourish California, surveyed and conducted focus groups of low-income individuals and families from across the state to better understand people's experiences with hunger and accessing food. More than 3 in 5 of survey respondents reported having worried about running out of food in the past 12 months. 69% of Black and 75% of Latinx respondents reported this and were more likely to experience this concern than respondents of other races or ethnicities. 74% of parents expressed that they had worried about running out of food.¹⁰

Santa Clara County's response to the dramatic increase of food needs caused by COVID-19 was swift. A network of organizations, with the help of increased philanthropy and governmental funding, pivoted their operations and delivery methods to meet the growing demand for food.

SECOND HARVEST SILICON VALLEY

Between March and June 2020, the number of families and individuals receiving food from Second Harvest Silicon Valley doubled from 250,000 to 500,000 across Santa Clara and San Mateo Counties. In fiscal year 2019, an average of 4 million pounds of food was distributed monthly in Santa Clara County. From July 2019 to Dec 2019, this doubled to almost 8 million pounds.

Not only did the need for food increase, but the protocols and means of distribution had to change in order to keep clients, volunteers and staff safe and healthy. Plus, children were not in schools to receive breakfast or lunch. Second Harvest, their partners and other providers also had to quickly overhaul their operations to implement social distancing protocols. For example, Second Harvest pre-pandemic, utilized a farmer's market-style distribution of food and had to change to a low-touch, drive-thru method of distribution. This required boxing most food for direct distribution to Second Harvest's 300 partners. At the peak of the pandemic, Second Harvest had 140 National Guard in their warehouses boxing food. Second Harvest still operates with an additional leased warehouse plus two storage sites (managing across six sites total). Thanks to City and state support, 40 National Guard and 100 San José Conservation Corps members continue to provide logistic support. Volunteer shifts have increased to include nights and weekends.

Second Harvest also supported schools in their distribution efforts. When the pandemic hit, schools were given greater flexibility by the federal government to provide "grab 'n go" meals for anyone 18 years or younger. Most schools moved quickly into this model of delivery and even provided multiple meals per day and meals that covered the weekend.

YMCA OF SILICON VALLEY

YMCA of Silicon Valley expanded efforts to provide hunger relief for children and families. In spring, the Y pivoted operations to support "drive-up and take-away" food distribution at 10 Title I schools providing 19,000 meals a week to elementary and middle school students. During the summer, the Y distributed more than 2,200 snacks and meals a day through 23 YMCA and community partner food distribution sites. This was supplemented with meals for adults with support from Second

Harvest Silicon Valley. In August, the Y began distributing more than 4,300 meals and snacks a day through school sites and YMCA locations offering in-person distance learning camps. As of the end of December, the Y distributed nearly 500,000 healthy nutritious meals to youth throughout Silicon Valley.

DOUBLE UP FOOD BUCKS (DUFb)

CalFresh applications increased by 152% from February to April 2020. Families needed a way to stretch their food dollars. To address this need, the SCC Public Health Department's CalFresh Healthy Living Program, in partnership with SPUR, the county's Social Services Agency, FIRST 5 and Second Harvest, increased promotion and implementation of the DUFb program. This program allows families receiving CalFresh benefits to receive matching dollars when they purchase California-grown produce at participating grocery stores. The impact of these efforts were significant. Families taking advantage of DUFb increased by 56%. This is an increase that is likely to continue as the threat of COVID-19 decreases.

FIRST 5 FAMILY RESOURCE CENTERS

Through its network of 26 Family Resource Centers (FRC's), FIRST 5 was able to leverage the personnel power of a wide-reaching distribution system accessible across Santa Clara County. FIRST 5 used the FRC network to survey their families and found 31% of families identified food as an urgent need. In addition to providing food, the FRC's delivered nearly 633,000 diapers, 5,468 cans of baby formula and other vitally needed resources such as baby wipes, calming kits and personal protective equipment to families in need.



MOVING THE NEEDLE SAFE AND STABLE HOMES

FAMILY FIRST PREVENTION SERVICES ACT

The Family First Prevention Services Act (FFPSA), a federal law, passed on February 9, 2018) affords opportunities to use research-based interventions to help children safely avoid placement into foster care by meeting the key service and treatment needs of children and their parents. The goals of FFPSA are:

- Help children remain safely home with their families whenever possible;
- Ensure children who must come into care are in the most family-like, least restrictive setting as possible; and
- Set an expectation of high standards of care and services for children and families.

The focus of FFPSA includes:

- Prevention: Prevent children from entering the child welfare system in order to prevent abuse and neglect;
- Intervention: Allow expanded interventions to stem a family crisis so that children can remain safely at home; and
- Family Placements: Restrict the number of children in congregate care or group homes and ensure that all children in foster care are raised in families.

FFPSA makes substantial changes to financing the child welfare system. Instead of primarily funding out-of-home care, FFPSA puts limitations on funding for residential/congregate care placement and allows states to use federal matching funds for prevention services to prevent child removal, agency custody, and placement in foster care.

Prevention services eligible for funding under FFPSA include:

- In-home parent skill-based programs such as parenting skills training, parent education and individual/family counseling
- Mental health services for children and parents;
- Substance abuse prevention and treatment services for children and parents;
- Kinship Navigator Programs (supporting placement with relatives); and
- Residential parent-child substance abuse treatment programs

Under FFPSA, prevention services offered must be included in the state's written plan (in development), have a manual, show clear benefit and be on a continuum of evidenced-based practices.

POVERTY AND ENTRY INTO THE CHILD WELFARE SYSTEM

Poverty can be an underlying issue in child-maltreatment cases. There have been studies that show a correlation between reports of child harm and the family being low-income.¹¹ Does poverty lead to increased rates of actual maltreatment or is poverty itself mistaken for neglect (or perhaps a combination of both) resulting in higher rates of children entering the foster care system?

Two recent studies have shown the importance that increased income can have for children and families. In one study, a \$1 increase in minimum wage correlated with a decrease of child maltreatment reports.¹² Another study showed a small increase in annual income (\$4,000) correlated with improved long-term outcomes for children, including going further in school and being more likely to have a full-time job as an adult.¹³

INCREASING PLACEMENTS WITH RELATIVES

Research has shown that children placed with relatives fare better than those placed in foster care. Placing children with relatives minimizes the trauma of being separated from their parents. They likely have a relationship with relatives, who are also more likely to accept sibling groups. They experience better stability, and have fewer placement changes, behavior problems, and school changes. Living with a relative helps preserve a child's cultural identity and community connections and eliminates the stigma that children in foster care experience. In the time period of October 2019 thru September 2020, 37% of children entering foster care were placed with relatives.

Los Angeles County is experimenting with increasing the number of children placed with relatives. Two of the county's 19 regional offices have increased relative placement through actions that cleared some legal and bureaucratic hurdles. In the first year, their monthly average of relative placements rose to 84%, and this only required the addition of one support person in each office.

Some of the changes include instituting practices to identify relatives when it seems likely that a judge will order the removal of the child from the home, or using a search engine to locate "lost" relatives. New policies were instituted that allowed for emergency placement of children with relatives such as running background checks on the spot or expediting waivers for relatives who have misdemeanors so they can care for the child. Emergency response staff can conduct an initial home assessment to be followed up with a more intensive home study later. The offices in LA also provide relatives with a temporary stipend, to help the family members adjust to having additional children in their care.

The result of this "whatever it takes" approach – an approach that could be implemented in Santa Clara County – is that more children are placed with family members.¹⁴

KEEPING FAMILIES STRONG

THE DFCS (Department of Family and Children's Services) launched a Prevention Bureau in Fall 2018 to reduce the disproportional representation of children of color in the county's child welfare system. It supports community-based strategies that increased protective factors for families and increased community capacity to support and promote child and family well being.

In the past year, DFCS set goals for reducing the number of open child welfare cases, the number of children removed from their families, and the number of youth in out-of-home placement. Each of these goals were met or exceeded. The programs below contributed to these prevention outcomes and will continue to support those goals and the overall effort to reduce disproportional of children of color in the child welfare system:

DIFFERENTIAL RESPONSE

Differential Response works with families to meet their needs, prevent abuse or neglect, and provide the safest, least restrictive and least intrusive services. Families are linked to community providers – Seneca Family of Agencies, Rebekah Children's Services, Gardner Health Network, and Uplift Family Services – who advocate for them and provide basic case management, therapeutic services, care coordination, family and individual work to address strained relationships, communication, and behavioral issues, coping strategies, and linkages to resources such as Medi-Cal, housing, nutritious food, and legal assistance.

CULTURAL BROKERS

In the Cultural Brokers program, community-based cultural specialists facilitate communication and increase understanding between social workers and families. Cultural brokers assist families who are at risk of, or are currently involved with, the child welfare system. They also accompany social workers when they visit families and ensure the social worker and family have a mutual understanding of events, expectations, safety planning, and decision making. Each cultural broker agency – ConXion, International Children's Assistance Network (ICAN), and Seneca Family of Agencies – brings a rich understanding of the cultural needs of the families that they serve by providing strengths-based, family-focused, and culturally responsive programming in the community.

NEW HOPE FOR YOUTH

New Hope for Youth serves and reaches out to youth, ages 13–24, who are at-risk, gang-impacted or gang-involved. Services include street outreach, school-based services such as student/parent assistance, truancy reduction, conflict mediation, campus support, young men and women groups, drug and alcohol groups, home visits, case management, wrap-around services, pro-social activities, and leadership development programs.

SACRED HEART COMMUNITY SERVICE - RESILIENT FAMILIES - SAFE, SECURE AND LOVED®

Resilient Families – Safe, Secure and Loved®, is a community-led parent education program offered to Spanish-speaking parents and caregivers of children ages 0 to 5. In weekly sessions, parents build six habits of resilience through group discussion activities, mindfulness and self-compassion exercises, stories, crafts, and family games. Topics include setting parenting goals, child development, stress management strategies, self-compassion, and nurturing caregiving strategies. Parents develop supportive relationships with peers in the program and this reinforces learning, and creates a safe place for parents to express themselves, share experiences, and relieve stress and isolation.

PARENT PROJECT®/PROYECTO DE PADRES®

Parent Project®/Proyecto De Padres® is a free, 12-week Spanish-language course to anyone who cares for a child or adolescent. DFCS, the District Attorney's Office, and the Gilroy Police Department partner to facilitate classes where parents learn and practice skills such as: appropriate ways to discipline; preventing or stopping alcohol, drug, and tobacco use; and improving communication skills, grades, and school attendance. The classes also include information about resources and other supports available in the community.

BE STRONG FAMILIES - PARENT CAFÉ

Be Strong Families – Parent Cafés are physically and emotionally safe spaces where parents and caregivers talk about the challenges and victories of raising a family. Through individual deep self-reflection and peer-to-peer learning, participants explore their strengths and create strategies from their own wisdom and experiences to help strengthen their families. Parent Cafés meet monthly in partnership with Catholic Charities, SOMOS Mayfair, International Children's Assistance Network (ICAN), and Rebekah's Children's Services in San José and Gilroy. They are hosted in Vietnamese, Spanish, and English and are open to any parent in the community.



MOVING THE NEEDLE NEIGHBORHOOD SAFETY

FEELING SAFE and connected to the neighborhood and school are associated with positive outcomes for children and youth. According to the Center for Promise, the applied research institute for the America's Promise Alliance, feeling unsafe or being exposed to violence at school or in the community is associated with poor school attendance and academic performance, and a reduced likelihood the student will graduate on time.⁵ In Santa Clara County, efforts are underway to change the perceived and actual safety of our children and youth.

EAST SAN JOSÉ PREVENTION EFFORTS ADVANCE COMMUNITY EQUITY PARTNERSHIP - PEACE PARTNERSHIP

The East San José PEACE Partnership is a group of residents and organizations building a healthy, peaceful, and empowered community by preventing and addressing violence and trauma through comprehensive violence prevention efforts throughout three zip codes (95116, 95122, and 95127). It addresses racial and health inequities by preventing youth, family, and community violence and trauma. The PEACE Partnership identifies, prioritizes, and funds existing and new violence prevention strategies through a new infrastructure model, an Accountable Community for Health.

NEIGHBORHOOD SAFETY/SERVICES UNIT (NSU)

Funded by the Santa Clara County Board of Supervisors in FY 2016, the NSU utilizes a public health approach to foster community cohesion and provide services to high-need neighborhoods in East San José and Gilroy.

The core components of the NSU include community engagement, violence prevention through pro-social programming, and collaboration with school districts to enhance school climate initiatives. NSU's strategy is best described as the intersection between a public health and criminal justice approach to improving community safety and promoting protective factors that increase social connection and community resilience. NSU approaches violence prevention through a public health lens and concentrates its resources in primary prevention. The NSU works with residents to identify issues of concern to them and develop action plans to address those issues.

SOUTH COUNTY YOUTH TASK FORCE (SCYTF) THRIVE - TRANSFORMATION AND HOPE, RESILIENCY, INTEGRITY, VOICE AND ENGAGEMENT

Formed in January 2012 and modeled after San José's Mayor's Gang Prevention Task Force (see page 68), SCYTF works to address the effects of violence and gangs on the youth in the communities of Gilroy and Morgan Hill. SCYTF envisions a community that is safe and free of gang violence, with youth who have strong connections to families, schools and neighborhoods. They reach youth where they are and provide safe and healthy opportunities for recreation and

engagement in the community. This is achieved through a focused and intentional approach that includes expanding and strengthening the continuum of care services and identifying necessary services where gaps exist.

SAFE ROUTES TO SCHOOL

Led by the Public Health Department, Safe Routes to School encourages youth to use physically active transportation and offers guidelines to make walking and biking to school fun, healthy, safer, and accessible to all. The program components reflect the "5 Es": Education, Encouragement, Engineering, Enforcement, and Evaluation.

Data is collected to measure where infrastructure improvements need to be made to streets, and assessments are conducted to determine effectiveness. Many school districts in Santa Clara County participate in Safe Routes to School activities including Campbell Union, Sunnyvale, Gilroy Unified, Los Gatos Union, Santa Clara Unified, San José Unified, and Union School District.

CITY OF SAN JOSÉ SAFE SUMMER INITIATIVE

The Safe Summer Initiative is a program designed to keep San José youth active, busy, and off the streets during the summer months. It focuses on engaging youth ages 6-24 through fun activities like sports events, field trips, and summer camps as a way to prevent and combat gang activity.

The Safe Summer Initiative offers grants to non-profit organizations, governmental entities, and faith-based organizations that provide safe programs and activities to engage at-risk youth and encourage positive relationships.

SAFE SCHOOL CAMPUS INITIATIVE (SSCI)

The Youth Intervention Services-Safe School Campus Initiative's goal is to prevent and de-escalate acts of violence on and around school campuses. Operating in 82 City of San José middle and high schools, SSCI staff work with school staff to prevent incidents from occurring and to prevent incidents that do occur from escalating via retaliation. In addition to keeping school campuses safe, SSCI staff provide individual case management services to approximately 125 eligible youth annually, serving as mentors and assisting them with developing life goals, supporting their education goals, and work readiness.



SPOTLIGHT: ADDRESSING THE NEEDS OF CHILDREN WITH PARENTS WHO ARE INCARCERATED

RECENT STUDIES have shown that, nationwide, more than 5 million children – one in 14 – have a parent who has experienced incarceration. This increases to one in eight poor children and one in nine African American children.

Children with a parent who is incarcerated – and who might have even witnessed a parent’s arrest – feel the stigma of having an incarcerated parent, and miss that parent. This may increase emotional and behavioral difficulties and poor academic performance.¹⁵ Supports are often needed to address the financial instability of having an incarcerated parent who can no longer contribute to the family income. In these cases, family unity can be facilitated by supporting visits and telephone calls. It is also important to provide adequate supports to incarcerated parents when they return to the community.¹⁶

FIRST 5 - FAMILY STRENGTHENING & SUPPORT INITIATIVE

Recognizing that supporting the bond and connection between parents or caregivers who are incarcerated and their young children, FIRST 5, in partnership with the Santa Clara County Office of Reentry Services, Probation Department, and Sheriff’s Department began the Family Strengthening and Support Initiative.

To strengthen parenting skills and mitigate the effects of the trauma associated with incarceration, FIRST 5 offers comprehensive family support to children under the age of six and their parents or caregivers who are incarcerated, and to recently released parents or caregivers at the Reentry Resource Center.

Since 2017, this program has served more than 800 parents and caregivers and impacted nearly 750 children under six years old. The following services and activities were provided:

- Parenting workshops and seminars for incarcerated parents;
- **TRIPLE P-POSITIVE PARENTING PROGRAM**, which provides practical parenting strategies to build strong, healthy relationships;
- **ABRIENDO PUERTAS/OPENING DOORS**, a parent and caregiver leadership program;
- Seminars for incarcerated fathers to reduce the cycle of recidivism;
- Linkages to **FAMILY RESOURCE CENTERS**;
- Physical, developmental, and behavioral health screenings and referrals to supports and services; and
- **PARENTING INSIDE OUT**, offering seminars for incarcerated parents/caregivers to reduce the cycle of recidivism.



EVERY CHILD

HEALTHY

HEALTH is influenced by many factors including genetic makeup, a healthy birth, regular health and dental care, healthy foods and exercise, and healthy environments and connections to others that support social-emotional development. When a child experiences positive emotional and physical health, they are able to participate fully in education and activities that will lead to a fulfilling life, making them full participants in society.

MEASURE

HAVE WE
IMPROVED?

HOW DO WE
COMPARE?

RACIAL/
ETHNIC GAP

WHAT THE DATA TELL US

Early and Regular Prenatal Care				Mothers receiving early and regular prenatal care increased from 64% to 74% between 2015 and 2018. 78% of white and Asian mothers, 74% of Black mothers, and 69% of Latinx mothers received this care.
Routine Health and Dental Check-ups				61% had regular doctor visits and 83% had regular dental visits.
Children with Feelings of Sadness				Overall, children reporting feelings of sadness decreased from 29% to 27% between 2013-14 and 2015-16.

RELEVANT BILL OF RIGHTS

- They have a healthy mind, body, and spirit that enable them to maximize their potential.
- They develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with caring and supportive adult.
- Their essential needs are met— nutritious food, shelter, clothing, health care, and accessible transportation.
- They have a safe and healthy environment, including homes, schools, neighborhoods, and communities.

PLEASE GO TO PAGE 6 FOR THE DESCRIPTION OF THE COLORS IN THE GRID ABOVE



Photo courtesy of Healthier Kids Foundation.

BY THE NUMBERS

FIGURE 16
Percentage of Mothers
Receiving Early and Regular
Prenatal Care

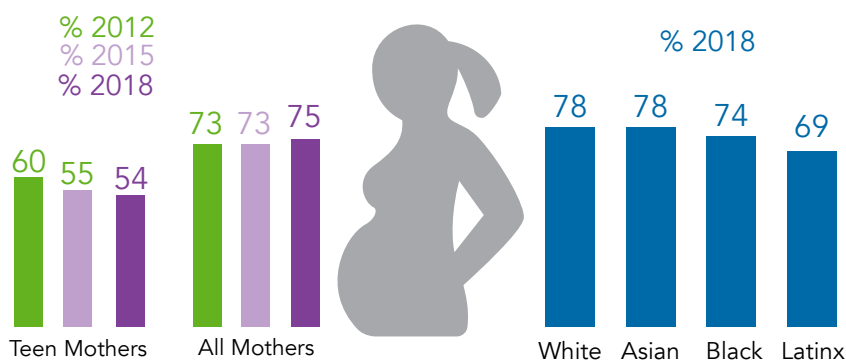


FIGURE 17
Percentage of Children with
a Routine Health Check-up
in the Previous 12 Months

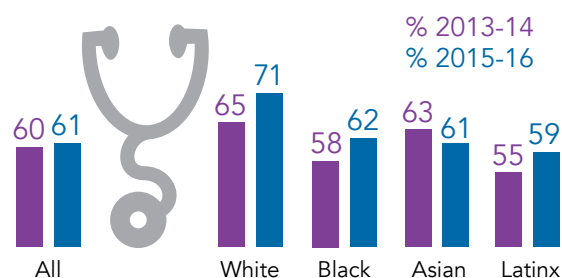


FIGURE 18
Percentage of Children with
a Routine Dental Check-up
in the Previous 12 Months

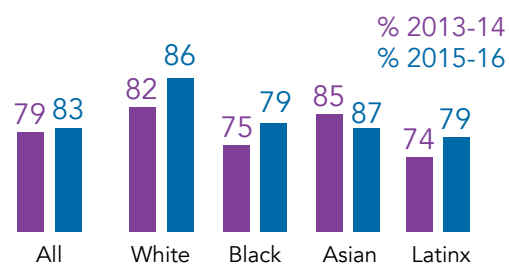
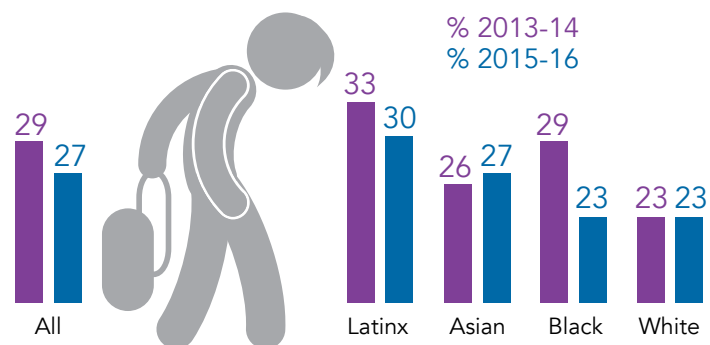


FIGURE 19
Percentage of Children with
Feelings of Sadness



THE IMPORTANCE OF ACCESS AND UTILIZATION OF HEALTH CARE

PHYSICAL HEALTH sets the stage for healthy development in childhood and later years. Physical and mental health outcomes for children and youth include normal growth and development, minimum disability from acute and chronic diseases, a strong sense of self and respect for others, and positive health behavior.

EARLY AND REGULAR PRENATAL CARE

Access to early and regular prenatal care, starting within the first three months of pregnancy:

- Supports healthy pregnancies;
- Reduces the rate of infant mortality;
- Reduces other adverse birth outcomes such as premature birth, low birth weight, and developmental delays; and
- Early prenatal care also helps mothers understand critical health issues related to their pregnancy and detect individual health risks.¹

The Healthy People 2020 goal is that 77.9% of mothers receive adequate prenatal care.



Photo courtesy of Healthier Kids Foundation.

UTILIZATION OF HEALTH AND DENTAL CARE

Routine access to health care is one of the factors that influence children's health and well-being. Optimal health outcomes result when families have:

- Insurance and a regular place to receive care;
- Timely visits to their doctor;
- Access to specialty doctors, behavioral health services, dentists, and vision and hearing specialists;
- Education about prevention measures; and
- Relevant health screening so that health problems can be detected and treated as they emerge.

Santa Clara County has been successful in creating high levels of health insurance coverage, starting in 2005 with the Children's Health Initiative. In 2015, 97% of children in the county had health insurance. While this is excellent, issues that still create barriers for our community members include:

- A shortage of providers for specific services prevent children from receiving care in a timely manner. This includes a dearth of mental health providers who work with children and teens.
- While recently increased, Medi-Cal reimbursement rates are still low and disproportionately affect lower-income families' access to specialists such as audiologists, pediatric dentists, and mental health providers;
- A "benefits cliff" for families who earn too much money to qualify for Medi-Cal and other public insurance benefits, but cannot afford insurance premiums or co-payments, or meet their deductibles;
- Geographic isolation that makes it difficult for families in the southern part of the county to get access to services;
- Difficulty navigating the complex health care system. Eligibility requirements for services, differences in insurance plans and coverage details, and lack of information about available services prevent families from accessing them;
- Fear and distrust of the health care system: Undocumented immigrant families reported being afraid to access services, often waiting until a health concern becomes a crisis. Some Asian communities may not access mental health services due to stigma related to mental health; and
- Lack of culturally-relevant, multilingual services. There is a lack of services for monolingual, non-English speakers. Additionally, some providers lack the knowledge and competence to provide services to diverse sub-populations, such as ethnic groups, diverse sexualities and genders (LGBTQ youth), and youth in the foster care system.²

THE IMPORTANCE OF SOCIAL-EMOTIONAL HEALTH

A CHILD'S emotional health is closely linked to his or her physical health.

A child's social-emotional development can be influenced by genes, and prenatal exposure to alcohol and drugs or exposure to toxic stress, especially during sensitive periods in the child's development. Factors that support positive development include having caring relationships and positive routines and practices.

Children who are emotionally healthy have acquired skills that enable them to learn from teachers, make friends, cope with frustration, and express thoughts and feelings. Important among these skills is being able to:

- Identify and understand one's own feelings;
- Accurately read and understand the emotional states of others;
- Manage strong emotions in a constructive manner;
- Have empathy for others; and
- Establish and sustain relationships.³

Young children with poor social-emotional skills often display difficult or disruptive behavior in day-care programs, preschool, and when they enter school. Teachers may find it harder to teach them, and may see them as less socially and academically competent. Consequently, teachers may provide these children with less positive feedback. Peers may reject them, resulting in even less emotional support and fewer opportunities for learning from their classmates.

Faced with rejection by both teachers and peers, children may grow to dislike school, disengage from learning, and have poor outcomes. Persistent physical aggression, high school drop-out rates, juvenile delinquency, and other antisocial behaviors are all associated with social-emotional issues.⁴

There are startling inadequacies and inequities in the mental health system. A 2014 UCLA study found that 75% of children with mental-health needs in California do not receive treatment, and a 2015 Pennsylvania State University study found that Black and low-income students were far more likely than white students to be punished instead of being offered behavioral treatment when they misbehaved.⁵

YOUTH SUICIDE

Having positive social-emotional health is critical to equipping young people for the challenges of growing up and living as healthy adults.

Suicide is the second-leading cause of death for children ages 15–19. Between 2009 and 2018, 65 children in Santa Clara County ages 15–19 died by suicide, as did 193 youth 10–24 years of age.

Several risk factors contribute to a youth attempting or committing suicide including:

- Substance use;
- Incarceration;
- A history of mental illness or depression;
- Past suicide attempts;
- Family history of suicide or mental disorders;
- Poor family communication;
- Stressful life events;
- Access to lethal means; and
- Exposure to suicidal behavior of others.⁶

Screening, early identification, access to services, and receipt of services are critical in preventing and reducing mental health problems associated with suicidal behavior. California law requires public school districts and charter schools serving grades 7–12 to establish suicide prevention policies that address high-risk groups, including LGBTQ youth, those who are homeless or in out-of-home settings, youth bereaved by suicide, and youth with mental health problems, disabilities, or substance use disorders.⁷



MOVING THE NEEDLE CHILD HEALTH AND WELL-BEING

UNIVERSAL SCREENING

Santa Clara County has made Universal Screening a priority, and has set a goal of ensuring that all Santa Clara County children, prenatal through age 6, have access to routine prenatal, developmental, and behavioral health screenings with connections to early intervention services. The convening partners for this work are FIRST 5 Santa Clara County and the County's Public Health Department. Approximately 28,000 pregnant women and 10,000 children under the age of 6 should receive a formal health and developmental screening each year.

Developmental screening during baby and child check-ups, using simple, fast and accurate tools, allows for the early identification and provision of support to children who may be getting off-track. As more children are screened, we can expect them to receive services and supports that will help them stay on track in early social-emotional development. For every dollar spent on early intervention there is an associated cost savings of \$7 to society.⁸

These screenings may be conducted by health clinics, primary care clinicians, home visiting nurses, early childhood education settings, and other community venues. Routine screening enables the earliest possible identification and early intervention of social, emotional, and developmental concerns.

In addition to increasing access to – and the number of – screenings, this work identifies and integrates data systems and reporting mechanisms so that children are linked to early intervention services, duplication is reduced, and sharing of information to primary care clinicians and service providers is facilitated.

Developmental Screenings Conducted:

- FY 2017-18 = 19,033
- FY 2018-19 = 22,766
- FY 2019-20 = 16,902*

*This 2019-20 decrease is due to clinics providing emergency-only care during COVID-19 Shelter-in-Place order.

THE HEALTHIER KIDS FOUNDATION

The Healthier Kids Foundation partners with community-based organizations, public entities, and public school systems (Head Start and state preschools, elementary schools, middle schools, and secondary schools) to:

- Provide health screenings (hearing, oral health, and vision) to low-income children and connect parents to the appropriate preventative and intervention health services based on the results;
- Identify uninsured children and assist their parents with enrolling them into subsidized health coverage; and
- Provide healthy lifestyle education to parents and caregivers that helps to prevent and reduce childhood and adolescent obesity.

Screening children for dental, hearing, and vision issues, with a referral to specialty care, is a cost-effective way to identify issues that may impact a child's well-being. Tooth decay is the most common chronic infectious disease of childhood, and dental pain can interfere with a child's ability to learn. It is estimated that over 2,000 children in SCC go to school each day with pain due to tooth decay. If a child has hearing issues, it is difficult for them to learn language. If a child cannot see, it will be difficult for them to learn to read and to be successful in school. Too often, dental, hearing, and vision issues are not addressed until a child enters school or even later, and this is too late.

In 2013, the Healthier Kids Foundation began screening preschoolers for vision issues using a photo optic scan camera. Since then, nearly 135,000 vision screenings have occurred at over 300 sites. 14% of those screened were referred to vision care, and Healthier Kids Foundation followed up to insure they received it. Over 8,000 children received glasses using their own insurance with the help of Healthier Kids Foundation's case managers.

Healthier Kids Foundation began dental screenings in partnership with local dentists in 2014. Over 80,000 children, ages 6 months to 18 years old, have been screened and 29% referred to dentists for urgent or emergency care. Hearing screenings launched in 2014 and nearly 75,000 have occurred, with 10% of those children receiving a referral. Healthier Kids Foundation case managers help parents access the correct care, whether it is the child's pediatrician for an infection, or an audiologist for hearing loss.



MATERNAL, CHILD AND ADOLESCENT HEALTH PROGRAM (MCAH)

A top MCAH priority is to help ensure that pregnant women have timely access to quality prenatal care by overseeing a state run, enhanced prenatal care program called the Comprehensive Perinatal Services Program (CPSP). Pregnant women who participate in this program receive individual case coordination, referrals, and ongoing assessment and follow-up in the areas of nutrition, health education, and psychosocial services, in addition to routine obstetric care. MCAH also addresses mental health and substance use among pregnant women, and launched the Universal Prenatal Screening Pilot project, which screens all pregnant women for substance use, mental health, or domestic violence issues, and provides a brief intervention when these issues are identified.

PUBLIC HEALTH NURSING HOME VISITATION PROGRAM



The Public Health Nursing Home Visitation program is a collaboration between Santa Clara County FIRST 5, and the Santa Clara County Public Health Department and Department of Family and Children's Services. This program provides public health nursing assessment and home visitation services for children from birth through age five. Public Health Nurses (PHN) provide monthly home visits for infants up to age 6 months, developmental screening, postpartum health assessments, pregnancy education (including newborn care and parenting), health education to parents, and developmental screenings. For children ages 6 months through 6 years, PHNs provide a minimum of two home visits and ensure that families get the needed follow-up and linkages to services.

APPN (ADOLESCENT PREGNANCY PREVENTION NETWORK)

APPN supports and empowers community stakeholders in Santa Clara County (providers, young people, schools and other youth-serving institutions, policy-makers, and the general public) to improve young people's sexual and reproductive health. APPN's vision is that all young people in Santa Clara County will have positive sexual and reproductive health development, connections with caring adults and community, and access to opportunities for an optimal future. To learn more contact: appnsantaclaracounty@gmail.com



BLACK INFANT HEALTH PROGRAM (BIH)

BIH improves the health of Black mothers and infants, as well as decrease health inequities between Black and white women and infants. BIH helps women have healthy babies within a culturally-affirming environment that honors the unique history of Black women.

The program uses a group-based approach with complimentary participant-centered case management conducted by teams of family health advocates, mental health professionals, and public health nurses. BIH staff assist pregnant and parenting women to develop life skills, set and attain health goals, learn strategies for managing stress, and build social support. Participants report increased empowerment to make behavior changes that lead to a healthier life. They also say they have a greater understanding of the impact of racism on their health and have learned effective stress-relief strategies to cope with it.

TEXT4BABY

An innovative Free Health Text Messaging Service and App



By texting BABY (or BEBE for Spanish) to 511411, expectant women can receive at least three free messages a week with expert health tips and safety information about their pregnancy that is timed to their due date or the baby's birth date. The service was created to help prevent infant mortality in the U.S. by addressing the lack of access to health information and care that is common in impoverished areas.

text4baby moms learn about prenatal care, postpartum depression, a baby's developmental stages, breastfeeding, and other topics. They can also receive appointment reminders. Evaluations of the service found that 82% of participants learned about medical warning signs they did not know about, 65% spoke with their doctor about a topic they read about on text4baby, and 75% reported text4baby helped them remember to make an appointment for their child's immunization.

MOVING THE NEEDLE PROJECT CORNERSTONE

AN INITIATIVE of the Silicon Valley YMCA, Project Cornerstone's mission is to engage adults and youth to change our schools and communities into environments where all youth develop the skills for social and academic success. Utilizing Search Institute's Developmental Assets framework, Project Cornerstone provides training and consultation to thousands of adults who regularly touch young people's lives. Through partnership with more than 300 schools, it empowers young people, parents, and staff to improve school climate and create vibrant, caring communities of learners.

**PROJECT
CORNERSTONE**
A YMCA of Silicon Valley Initiative

Project Cornerstone's in-school programs include:

- The **ASSET BUILDING CHAMPIONS (ABC)**, **LOS DICHOS**, and **PRESCHOOL/TRANSITIONAL KINDERGARTEN** are parent engagement programs. Adults learn to create positive connections with their own children and youth in the community while volunteering at preschools and elementary schools. They read selected books and lead activities that help teach valuable lessons about bullying, being an "UpStander," and supporting friends. The Spanish-language Los Dichos program opens new doors for parents from diverse cultures to support their children's school success as well as the healthy development of all young people in their communities.
- Middle School programs engage parents at the middle school level and encourages their continued participation with youth.
- **EXPECT RESPECT** is a bullying prevention program that empowers students to identify bullying on their campuses and design and implement action plans to stop bullying, improve school climate, and make every student feel valued and welcome.
- **TAKE IT PERSONALLY** is a powerful six-session workshop that educates and inspires adults to make a stronger commitment to supporting children and teens in all aspects of their lives.
- School staff training and consulting helps teachers, administrators, and other school employees recognize opportunities to connect with students and identify and interrupt bullying.

The goal of Project Cornerstone is to be in every elementary school in their service area covering Santa Clara and part of San Mateo County. In 2019, Project Cornerstone was in more than 300 elementary schools, reaching over 95,000 students.

Students' need for social-emotional support provided by Project Cornerstone has been even more important during distance-learning. In spite of challenges created by COVID-19, Project Cornerstone has reached more than 30,000 students in the first half of the 2020-21 school year.



SPOTLIGHT: SUPPORTING YOUTH'S SOCIAL-EMOTIONAL RESILIENCE

allcove - REIMAGINING MENTAL HEALTH FOR YOUNG PEOPLE - ALLCOVE.ORG

The first of its kind in the United States, **allcove** is a network of standalone, integrated, youth mental health centers that welcome young people to take a pause from their daily lives and access a range of professional support services and care. Centers are embedded within the communities they serve, and reflect the unique needs of local youth.

The Youth Advisory Group (YAG), comprised of young people, is co-creating every aspect of the allcove experience, including the look and feel of an allcove center, the center activities and options, and the name of the center. Anchored in a model of care that considers the holistic needs of young people, allcove centers are places for youth to pause, get grounded, and access a range of services.

Funded by Mental Health Services Act (MHSA) Innovation dollars, the Santa Clara County Behavioral Health Services Department, in conjunction with the Stanford Center for Youth Mental Health and Well-being, and community based organizations, will be opening two allcove centers – one in Palo Alto and one in San José. These allcove centers will be one-stop-shops with the following benefits:

- They will be accessible in terms of location and short appointment wait time;
- Low to no cost for young people ages 12–25; and
- A youth-developed and friendly environment, with five core programs:
 - Mental health, including mild-moderate issues;
 - Medical support services;
 - Alcohol and drug early intervention;
 - Supported education and employment; and
 - Peer and family support.

K-12 TOOLKIT FOR MENTAL HEALTH PROMOTION AND SUICIDE PREVENTION

The HEARD Alliance (Health Care Alliance for Response to Adolescent Depression) provides resources for treating depression and related conditions, and preventing suicide in adolescents and young adults. In addition to providing local community resources and a mental health provider search tool, the alliance has also created a toolkit to support the development of school suicide prevention policies.

This toolkit has drawn on evidence based national and state youth suicide prevention guidelines, including those issued by the Substance Abuse and Mental Health Services Administration, the American Foundation for Suicide Prevention, the Suicide Prevention Resource Center, the University of South Florida, and the states of California and Maine, among others.

For more information, go to:
www.heardalliance.org/help-toolkit.

SANTA CLARA COUNTY CRISIS LINE:
1-855-278-4204



EVERY CHILD SUCCESSFUL IN LEARNING

SUCCESS IN LEARNING happens when children are in good physical and mental health, live in safe and stable families and communities and are on track developmentally. Children must have educational opportunities that develop fundamental language, literacy, cognitive and social-emotional skills that are critical for lifelong learning and success. The skills that children need to grow into successful students – including capacity for reasoning, problem-solving and self-regulation – are largely developed from birth through third grade.¹

MEASURE	HAVE WE IMPROVED?	HOW DO WE COMPARE?	RACIAL/ ETHNIC GAP	WHAT THE DATA TELL US
High Quality Early Education Availability				The demand for high quality early education grew between 2019 and 2020 and the number of slots decreased. More than 17,000 low-income children do not have access to affordable, high-quality childcare.
School Readiness				50% of children are ready for school. There is a 38 percentage point gap between white and Latinx children.
3rd Graders meeting English Language Art (ELA) Standards				60% of SCC students met the ELA standard. The gap between Asian and Latinx students is 43 points.
8th Graders meeting Math Standards				56% SCC students met the 8th grade Math standard. The gap between Asian and Latinx or Black students is 50 points.

RELEVANT BILL OF RIGHTS

- They have access to a 21st-century education that promotes success in life and in future careers and a love of life-long learning.
- They have employment opportunities with protections from unfair labor practices.
- They have training in life skills that will prepare them to live independently, be self-sufficient, and contribute to their community.

PLEASE GO TO PAGE 6 FOR THE DESCRIPTION OF THE COLORS IN THE GRID ABOVE

The Importance of School Readiness Data: This 2018 school readiness data was made possible through the joint investment of the Santa Clara County Office of Education, FIRST 5 Santa Clara County, the Morgan Family Foundation, the Heising-Simons Foundation and the Silicon Valley Community Foundation. Collecting annual data on school readiness is important to improving our investments in early childhood and to providing information to schools that will guide educational practices to meet the needs of their students. The full report can be found at www.sccoe.org.

BY THE

NUMBERS

Photo courtesy of YMCA of Silicon Valley

FIGURE 20

Availability of Subsidized High-Quality Preschool for Low-Income and Eligible 3- and 4-year old Children

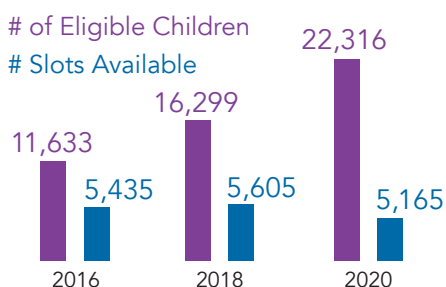


FIGURE 21

Percentage of Children Ready for Kindergarten Fall 2018

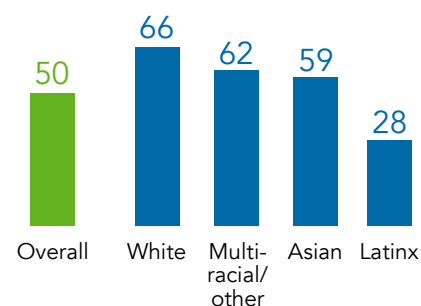


FIGURE 22

Percentage of Third Grade Students At or Above Standard for English Language Arts

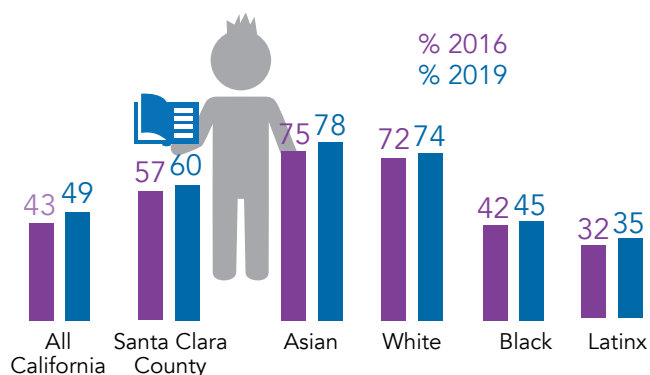


FIGURE 23

Percentage of Eighth Grade Students At or Above Standard for Math

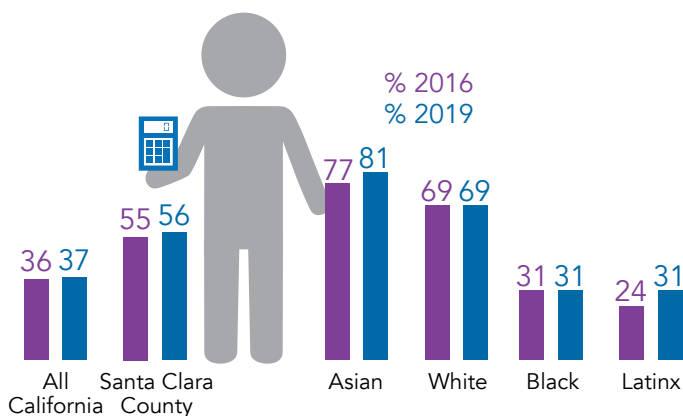
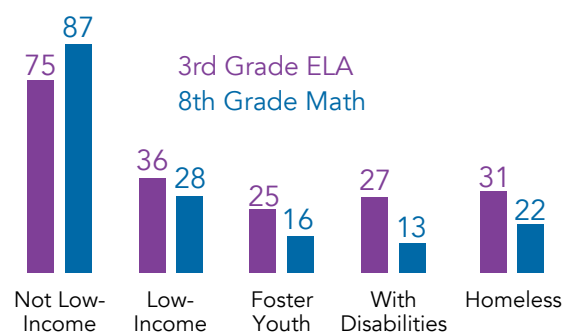


FIGURE 24

Percentage of Students At or Above Standard for English Language Arts and Math 2018



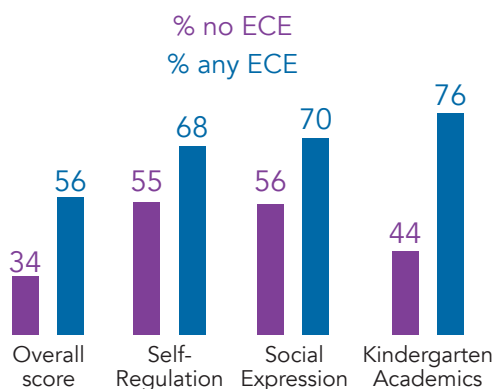
THE IMPORTANCE OF SUCCESS IN LEARNING

SCHOOL READINESS AND ACCESS TO HIGH-QUALITY EARLY CARE AND EDUCATION

- Being ready to start kindergarten is important to later school success.
- When children enter kindergarten ready to learn, they are more likely to remain in school and stay on track for graduation.
- They are more likely to pursue post-secondary education and training, successfully transitioning to adulthood.
- The recipe for school readiness includes:
 - High-quality early care and education for all children;
 - Health services that promote optimal development and well-being, including developmental screenings, referrals to early intervention, and responsive early intervention services; and
 - Caregiver education and family support services to help parents/caregivers provide their children with healthy, enriching, early experiences.
- However, a significant number of children do not receive the benefits of early education due to the high cost of quality preschool and the shortage of spaces.²

FIGURE 25

Percentage of Children Ready for Kindergarten Fall 2018 by Early Childhood Experience (ECE)



THIRD GRADE ENGLISH LANGUAGE ARTS

- The skills that children need to grow into successful students – including capacity for reasoning, problem-solving, and self-regulation – are largely developed from birth through third grade.³
- The ability of students to read at grade level by the time they are in third grade is a powerful indicator of later academic success.
- By the end of third grade, children should be able to show evidence of reading comprehension and to read unfamiliar words using various strategies such as identifying word-roots, prefixes and suffixes.
- Even if children are ready for school when they enter kindergarten, it takes hard work, attentive parenting, extended learning opportunities, an effective curriculum, and skilled teachers to help children become good readers.⁴



EIGHTH GRADE MATH

- The skills needed to understand math are key for all problem-solving. Math skills help develop logical thinking, critical reasoning, and analytical acuity.
- These skills are an important part of being proficient at playing music and are used in almost every line of work.
- Doing math helps students analyze complicated situations and organize them into clear, logical structure.
- Math is the basic language of science, engineering, technology, medicine, biology, and even construction.⁵
- Math skills start developing in preschool.
- Success in math in eighth grade is the most powerful predictor of success in high school.
- Students who struggle with math in eighth and ninth grade are more likely to not graduate from high school.⁶

ISSUES IMPACTING SCHOOL SUCCESS

EARLY LITERACY AND EARLY MATH

A growing body of evidence demonstrates that 90% of a child's critical brain development happens by age five. A significant impact on the child's language and vocabulary development occurs when parents and caregivers talk, sing, and read to their child. When infants and toddlers hear and use language – English or the language spoken at home – their brains develop the connections needed to learn how to read.⁷

Children who are proficient in early math concepts by the time they enter kindergarten do better not only in math, but in reading and language skills. Children who have poor math skills often do not catch up and may lag behind their better-prepared peers through eighth grade.

The daily routines children participate in help develop early math skills, language skills and social-emotional skills. For example, dividing a plate of cookies so that everyone gets an equal amount teaches early division skills as well as a sense of fairness and self-regulation. Playing a game together, such as Chutes 'n Ladders, teaches counting, shapes and colors, patience, cooperation, and language skills.⁸

DUAL LANGUAGE LEARNERS

Proposition 58, approved by over 73% of California voters in 2016, repealed the English-only immersion requirement and waiver provisions required by 1998's Proposition 227.

This change allows schools to offer bilingual instruction if it is determined appropriate by community needs and staff capacity. English Learners (ELs) in Santa Clara County have very low success rates on the Math and English Language Arts proficiency tests, with only 13% meeting the standards on the eighth grade math test.

In Santa Clara County, we have an opportunity with the passage of Proposition 58, to improve these results. Studies show that dual immersion models of bilingual education are as effective or are more effective than English-only instruction. High-quality dual immersion models offer cognitive and academic gains to both ELs and students who are learning a second language other than English. In 2006, the Center for Research on Education, Diversity and Excellence (CREDE) conducted a narrative review of 200 studies and determined that more instruction in a student's first language over a longer period of time produces higher levels of achievement and introduces long-term cognitive benefits including an increased working memory and abstract reasoning skills.⁹

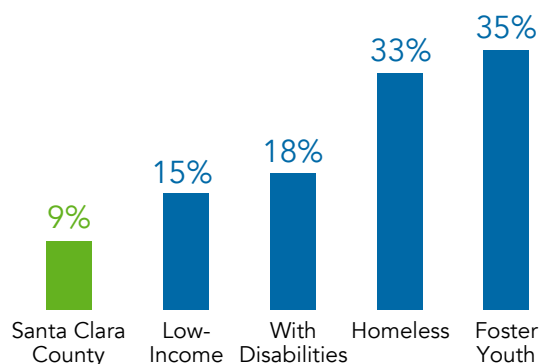
CHRONIC ABSENTEEISM

School attendance starting in the early grades plays a significant role in student success. A child who is absent more than 10% of the time – considered chronically absent – is less likely to be on-target for reading and math skill development. The reason for the absence doesn't matter. Schools should monitor chronic absenteeism, promote school attendance and remove barriers to attendance for children who are chronically absent. When students are identified as chronically absent, a few simple actions have been shown to reduce attendance issues:

- Educate parents about the importance of attendance;
- Encourage families to help each other improve their children's attendance;
- Offer incentives for attendance to all children; and
- Conduct early outreach to families with poor attendance, and, as appropriate, provide case management to address social, medical, economic, and academic needs.¹⁰

FIGURE 26

Percentage of Santa Clara County students who were chronically absent (School Year 2018-19)



EXTENDED LEARNING OPPORTUNITIES

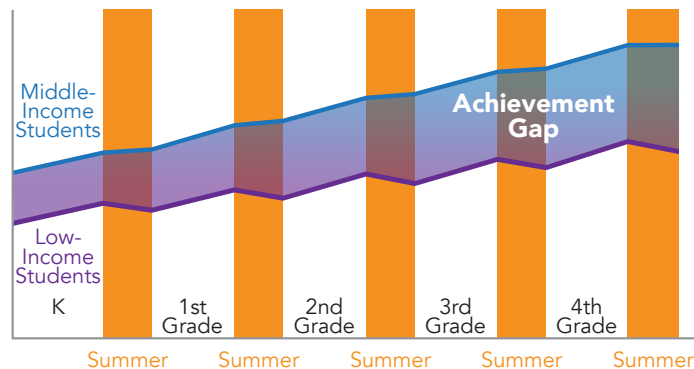
Children from middle- and high-income families have much greater access to extended learning activities such as tutoring, and afterschool and summer programs, than children from low-income families.

Summer programming for low-income children can be a game-changer. While there is no difference in learning rates between low-income and higher-income students during the school year, summer learning loss accounts for two-thirds of the achievement gap by ninth grade.¹¹ (See figure 27.)

Children need meaningful learning and enrichment experiences during the summer months in order to be on track when they return to school in the fall.

FIGURE 27

The Impact of Summer Learning Loss



SPOTLIGHT: SCHOOL SUSPENSIONS

WHEN CHILDREN^{and youth}

are suspended from school, they are not in the classroom learning. Often the behavior that leads to a school suspension is indicative of an underlying issue that, if left unaddressed, will continue. As few as one suspension triples the likelihood of a student's involvement with the juvenile justice system within the school year. Almost 70% of youth who are excluded from school are arrested. Students who are suspended or expelled are at a higher risk of repeating a grade or dropping out of school.¹²

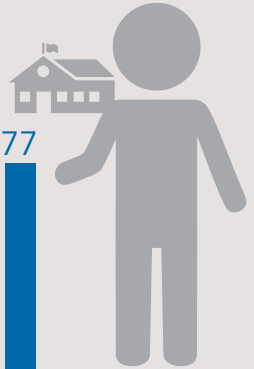
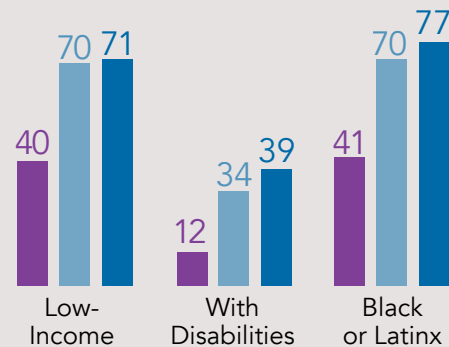
Suspensions in Santa Clara County decreased 40% from 17,591 in 2012 to 10,487 in 2019.

- In 2019, 70% of all suspensions were given to Latinx or Black students who make up only 41% of the student population;
- In kindergarten through 3rd grade, 1,087 young children were suspended in 2018. Of these, 80% were Latinx or Black;
- Socio-economically disadvantaged students, who comprise 40% of the population, receive 70% of all suspensions and 74% of the suspensions for defiance. (Defiance suspensions are not required by the education code and can be overly broad and for minor offenses); and
- In 2018, students in special education – 12% of the population – received 34% of all suspensions.

This last data point is especially troubling because special education students have an Individual Education Plan (IEP) that is designed to address any area of the student's education that can interfere with learning, including behavior issues. Federal law requires students with an IEP to receive a "manifest determination," which establishes whether the problem behavior is related to the student's disability, and to plan a course of intervention to decrease the behavior.

FIGURE 28
School Suspensions 2018-2019

% of Student Population
% of Suspensions
% of Suspensions for Defiance



MOVING THE NEEDLE SUCCESS IN LEARNING

THE FACTORS contributing to academic success and disparities are complex. It is important to increase learning opportunities for students from cradle to career, as well as provide support for the child's safety and physical and mental health. It is not solely our schools' responsibility to close the gap in education outcomes. Students, parents, civic leaders, businesses, and our community at large all have a role to play in children's success in learning.

The Santa Clara County Office of Education (SCCOE) is committed to serving, inspiring, and promoting student and public school success. Working collaboratively with school and community partners, it is a regional service agency that provides instructional, business, and technology services to the 31 school districts of Santa Clara County. SCCOE directly serves students through Special Education, Alternative Education, Head Start, State Preschool, Migrant Education, and Environmental Education programs, and the Opportunity Youth Academy.

SCCOE operates collaboratively with community-based organizations and city, county, and state agencies to improve results for students.

STRONG START OF SANTA CLARA COUNTY, a coalition of community leaders, individuals, and organizations, is committed to expanding access to high-quality early learning

opportunities for all children ages 0-8 in Santa Clara County. For more information go to: <http://strongstartsacla.org>.

STEPS TO SUCCESS: ENROLL. ATTEND. LEARN

Launched by the SCCOE, Steps to Success is a campaign aimed at increasing enrollment and attendance in early learning programs in Santa Clara County. Across the county, districts and early learning partners are committed to empowering children and their families through safe, equitable, inclusive, high-quality early childhood programming including childcare, preschool, transitional kindergarten and kindergarten. Together, we are working towards ensuring that every child has access to early programs that will propel them towards success in life.

For more information go to:
www.sccoe.org/resources/early-learning-enrollment.



SANTA CLARA COUNTY OFFICE OF EDUCATION'S SERVICES FOR SCHOOLS

SCCOE provides a range of services related to school climate and student health and wellness efforts, improving achievement for all students and helping create a positive school culture that supports learning. Trainings include bullying prevention, Positive Behavior Intervention and Support (PBIS – see below), Restorative Practices, and tobacco-use prevention. SCCOE implements the Multi-Tiered Systems of Support, also known as MTSS, a systemic, continuous improvement framework in which data is used to ensure every student receives the appropriate level of support to be successful. MTSS, School Linked Services, and PBIS become part of a web of supports that meet children and families where they are and help teachers be able to work for the success of every child.

POSITIVE BEHAVIORS, INTERVENTIONS AND SUPPORTS (PBIS)

Supported by SCCOE and School Linked Services, PBIS is a systematic approach for establishing a supportive school culture and individualized behavioral supports and provides a set of tools to teachers to prevent and deal with challenging student behaviors. The underlying theme of PBIS is that behavioral expectations should be focused on the positive, consistent throughout the school, and taught. Another important aspect of PBIS is the collection of data about where, when and with whom the most problematic behaviors occur. With this information, schools are able to identify and address problems in specific school areas or times during the day. Many schools choose to use the web-based, School-Wide Information System (www.swis.org) to design school-wide and individual student interventions.¹³

The FOSTER YOUTH SERVICES COORDINATING PROGRAM AND HOMELESS EDUCATIONAL SERVICES

provides services to children and youth in foster care or who are homeless which address their vital educational needs. It provides assistance and training to school districts and community stakeholders regarding the various educational laws that protect the rights of both foster and homeless youth.

For more information about SCCOE's programs visit www.sccoe.org.

OTHER PROGRAMS

QUALITY MATTERS...A STRONG START FOR KIDS

QUALITY MATTERS...a STRONG START for kids is a community partnership focused on increasing the quality of early learning programs serving children ages birth through 5 in Santa Clara County. FIRST 5 Santa Clara County (FIRST 5) and SCCOE serve as the co-lead organizations. In order to ensure that all early learning settings; Center-Based Programs, Family Child Care Homes, Alternative Care Sites, and Informal Care Providers are offering care and education of the highest quality, FIRST 5 and SCCOE will work in partnership to convene workgroups aimed at designing an integrated measurement system of quality to establish local and sustained high standards of quality within Santa Clara



Since the beginning of the initiative, the numbers of sites participating in QUALITY MATTERS has steadily grown. Sites participate in a continuous quality improvement effort and develop action plans to increase their overall site quality. Sites are awarded for their achievement based on a quality rating, and early educators receive stipends for participating in professional development workshops or college coursework. In FY 2019-20, 438 sites participated in QUALITY MATTERS including 121 Centerbased Sites, 288 Family Child Care Homes, and 29 Alternative Sites representing 1,447 early educators. In FY 2020-21, the number of sites has grown to 764, including 553 Family Child Care Homes, 130 Center-based Sites, 50 Family Friend and Neighbors, and 31 Alternative Sites.

UNIVERSAL ACCESS PILOT (UAP)

UAP is a coordinated, collaborative pilot program currently operating in the Franklin McKinley and Alum Rock school districts. It provides universal access to health and learning opportunities for children from infancy through third grade. By increasing access to and enrollment in needed services, the UAP fosters a universally accessible network of early learning, health, and other supports. In FY 2020, the UAP partner network provided over 13,111 unique service connections, and over 44,000 services.

Approved by the County of Santa Clara Board of Supervisors, the outcomes of the UAP include healthy pregnancy outcomes, optimal child development, supported and engaged families, high quality early care and education, and high quality transitional kindergarten (TK) to third grade education. These areas are addressed by focusing support to families through six UAP pillars or social determinants of health and well-being for children to meet developmental milestones, demonstrate growth in multiple domains, and meet grade-level benchmarks in reading and math by third grade.



Photo courtesy of Grail Family Services.

SANTA CLARA COUNTY AFTER-SCHOOL COLLABORATIVE (SCCASC)

Formed in 2004, the SCCASC brings together a diverse stakeholder group that passionately believes in working together to advance high-quality expanded learning programs (before and after school, and summer). To achieve that, SCCASC focuses on four key areas:

- Information and resource sharing;
- A highly trained workforce;
- Advocacy; and
- Sustained collaboration.

For more information, go to: www.region5afterschool.org.

SJ LEARNS

In 2015, San José Mayor Sam Liccardo launched SJ Learns, a City-directed, City-funded grant program that supports high-quality after-school and summer learning programs throughout the City of San José. SJ Learns' Out of School Time programs provide academic enrichment opportunities and safe, supportive places for TK–3 students to spend their afternoons or summers, when school is not in session. SJ Learns' priorities include whole child learning, collaboration, family engagement, and continuous quality improvement. In addition, SJ Learns works with participating schools and non-profit providers to identify the most promising and innovative learning methods and scales them for broader impact to help close the achievement gap. Since 2015, the grant has funded programs that engaged over 2,100 students in 29 schools in under-served communities.

For more information, go to: www.sjplf.org/sjlearns.

CALFRESH HEALTHY LIVING PROGRAM (CFHL)

Physical exercise is important to lifelong health and supports classroom learning. Many under-resourced school districts are without Physical Education (PE) teachers, leaving PE to be facilitated by the classroom teacher. Additionally, there is no standard structure for physical activity in after-school programs.

To support fun physical activity for children, the Santa Clara County Public Health Department provides Coordinated Approach to Child Health Physical Activity Curriculum (CATCH). This includes over 650 developmentally-appropriate, non-elimination games that are inclusive of all youth. CATCH includes a train-the-trainer model for after-school program leaders, child care providers, school districts, school yard duty staff, and PE teachers at low-income schools. CATCH engaged 9,400 children during the 2019–20 school year.

Santa Clara County
**PUBLIC
HEALTH**

CATCH[®]
COORDINATED APPROACH TO CHILD HEALTH

SCHOOL LINKED SERVICES (SLS) INITIATIVE

Funded by Santa Clara County, the Mental Health Services Act (MHSA) and school districts, the SLS Initiative includes service coordination and school-based behavioral health services through programs such as Family Engagement, Prevention and Early Intervention, SLS Behavioral Health, and other programs funded by the state in schools throughout Santa Clara County. The mental health treatment services are provided by Master's level clinicians, primarily in school settings, but can also be accessed at home, in clinic settings, and at community agencies. Services are tailored to the needs of the youth and families taking into consideration cultural values, age, developmental stage, and history of trauma.

Through these programs, schools become a place where youth and their families can find a network of support and services. The SLS Family Engagement program supports children and their families who experience economic, social, and other inequities that directly affect learning and success in school. SLS Family Engagement strategies for success include:

- Providing culturally-competent, coordinated services that meet the students' needs with an emphasis on prevention and early intervention;
- Building stronger relationships between parents or caregivers and teachers and schools;
- Fostering a positive school climate and culture;
- Making schools into community hubs and building local services and supports; and
- Using data to facilitate and inform services, track results, and improve interventions.



SCHOOL LINKED SERVICES

Prevention and Early Intervention (PEI) services seek to prevent or intervene early in the development of emotional and behavioral problems in children who may be experiencing symptoms ranging from behavioral/emotional distress to depression and anxiety caused by trauma or other risk factors. PEI provides outcome-based parenting strategies, mental health promotion and outreach services, classroom-wide social skills training, family workshops, and short-term therapy services in school settings. For more information, visit: www.schoollinked-services.org and www.sccgov.org/sites/bhd/info/CYF.

RESPONDING TO COVID-19

The pandemic has presented great challenges to teaching and learning. While many students were struggling prior to COVID-19, distance learning has pulled the curtain back on the inequities faced by low-income, Black, Indigenous, Latinx and other communities of color. Before the pandemic, many SCC children did not have internet access at home. The need for childcare increased for essential workers while many childcare providers and pre-schools closed. (Go to pages 14 and 15 for a discussion of childcare and addressing the digital divide.)

The initial closure of Santa Clara County schools caused chaos and disruption, and left parents and teachers concerned about the impact on learning. Teachers had to quickly ramp up to provide meaningful class interactions. Many students missed the social-emotional supports and friendships that schools provided. And now that schools are getting ready to reopen, many students are excited to go back and many are not.

SCHOOL LINKED SERVICES (SLS)

The COVID-19 pandemic increased the needs of families for basic resources and served as a crisis trigger for many of those at risk with an urgency that tested the capacity of the SLS programs. A greater proportion of SLS referrals were made for family support services because many families were in need of basic materials and common household items.

SLS coordinators played an important case management role, helping families access a variety of services available through the school and community-based organizations. Needs cited by SLS coordinators included rental and housing assistance, subsidized childcare, food, personal hygiene supplies, gasoline, technology, and study materials. COVID-19 provided an opportunity for SLS coordinators to establish a relationship with families that may never have received SLS services before.

REUNITE, RENEW, THRIVE: SOCIAL AND EMOTIONAL LEARNING (SEL) ROADMAP FOR REOPENING SCHOOL

The pandemic, the economic crisis, the ongoing mobilization against police violence and other forms of racism, and distance learning has taken a toll on students, families, educators and community partners. Students returning to school have had to deal with missing important milestones with family and friends, the loss of a feeling of safety, and perhaps the loss of loved ones. Some students may be excited to return to school, others are not and some may feel mixed about it.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) developed Reunite, Renew and Thrive to aid in the transition of reopening schools. Reunite, Renew and Thrive provides information on how to open schools that are able to meet the needs of students, families and educators, focused on social-emotional learning, in order to support healing and re-engagement. Read this roadmap at: <https://casel.org/reopening-with-sel>.



Photo courtesy of Family Engagement Institute

SANTA CLARA COUNTY OF EDUCATION RESPONDS

In response to the challenges placed on schools and learning, the Santa Clara County Office of Education played a coordinating role for schools in the county and provided resources available to parents, teachers and school administrators. Two of those resources are described below:

COVID-19 LEARNING RESOURCE PORTAL

The Learning Resource Portal features distance learning options available for students, parents, teachers, and school administration and staff in Santa Clara County. This site also provides news and information based on guidance from the Santa Clara County Public Health Department, in response to COVID-19. Go to: www.sccoe.org/covid-19.

STRONGER TOGETHER - RECOVERY AND REOPENING GUIDE

The Stronger Together - Recovery and Reopening Guide represents planning considerations from the Santa Clara County Office of Education to be used in conjunction with the COVID-19 Prepared: Reopening Santa Clara County K-12 Schools for the 2020-21 School Year from the Santa Clara County Public Health Department. Together, these documents are provided to inform local decision-making processes. These documents will be updated as new information emerges and can be found at: www.sccoe.org/reopening-schools.

EVERY CHILD SUCCESSFUL IN LIFE

YOUTH make a successful transition to adulthood when they graduate from high school prepared for employment and post-secondary education. If all children and youth are to be successful in life, we need to have effective services and supports to aid those with the greatest challenges and barriers so they graduate on time with experiences and training that will bridge them to employment and self-sufficiency.

MEASURE

HAVE WE
IMPROVED? HOW DO WE
COMPARE? RACIAL/
ETHNIC GAP

WHAT THE DATA TELL US

Students Graduating on Time and Entering College				Overall graduation rate dropped 5 percentage points between SY 2019 and 2020. In 2020, only 73% of Latinx students, and 78% of Black Students graduated on time. 86% of white and 88% of Asian did. In 2018, 76% of high school completers went to college. (This figure includes 4- and 2-year colleges. It does not include other post-secondary programs.)
18 -24 year olds with a High School diploma				9.1% of 18-24 year olds in SCC do not have a high school diploma.
Youth have a Positive View of their Future & a Sense of Purpose.				72% of white, 70% of Black, 64% of Asian and 62% of Latinx students reported a positive view of their future.

RELEVANT BILL OF RIGHTS

- They have access to a 21st-century education that promotes success in life and in future careers and a love of life-long learning.
- They have training in life skills that will prepare them to live independently, be self-sufficient, and contribute to their community.
- They have employment opportunities with protections from unfair labor practices.
- They have a voice in matters that affect them.
- They have a sense of hope for their future.

PLEASE GO TO PAGE 6 FOR THE DESCRIPTION OF THE COLORS IN THE GRID ABOVE

BY THE NUMBERS

FIGURE 29

Percentage of Students who Graduate from High School on Time

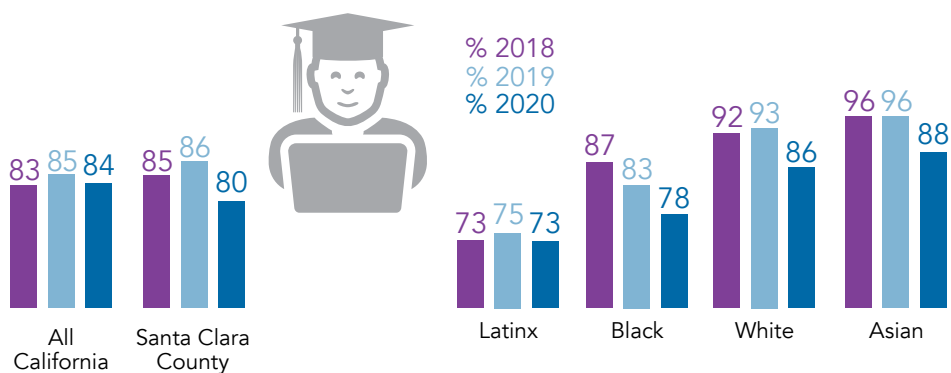


FIGURE 30

18- to 24-year-olds with Less than a High School Diploma

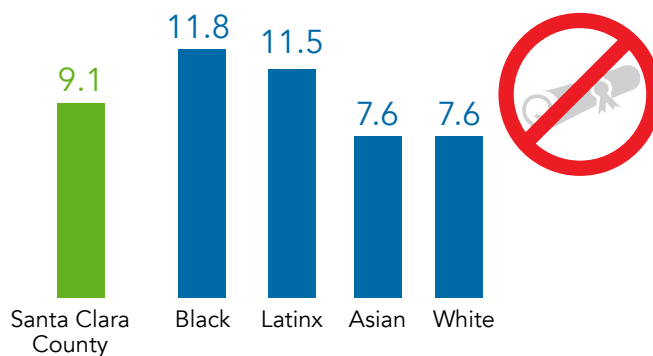
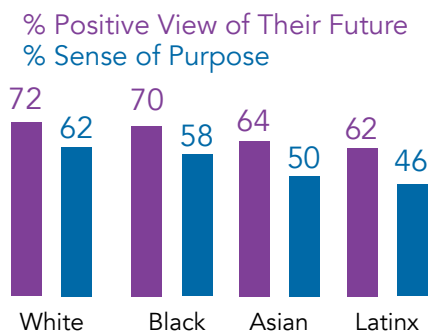


FIGURE 31

Percentage of Youth with a Positive View of Their Future or Sense of Purpose, by Race (2016)



THE IMPORTANCE OF COLLEGE AND CAREER READINESS

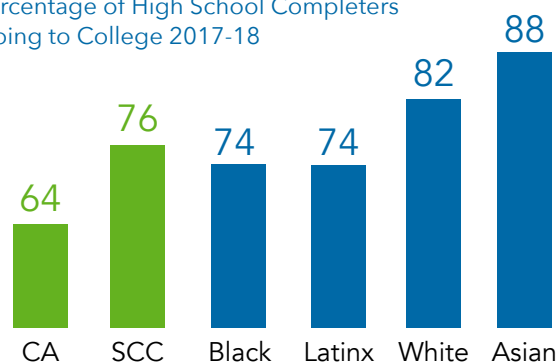
YOUTH MAKE a successful transition to adulthood when they are prepared for employment and higher education with technical and learning skills that prepare them for the global workplace and when they have substantial prospects for work that lead to self-sufficiency. If all children and youth are to be successful in life, we need to have effective services and supports to aid those with the greatest challenges and barriers. While investment in early childhood makes it easier to succeed at subsequent stages, we must also provide children with extended learning opportunities through elementary, middle, and high school, and make investments to help adolescents stay on track for graduation and employment.

The importance of college or post-secondary education is clear:

- Students who do not graduate from high school can earn \$400,000 - \$500,000 on average less over a working lifetime than those who graduate or earn a secondary credential (HS diploma or GED).¹
- A single adult in Santa Clara County needs an annual income of at least \$46,840 to be self-sufficient. An adult without a high school certificate earns only \$24,632 working full-time. With a high school certificate, their average earnings are \$32,306. With some college or an associate's degree, average earnings rise to \$43,945.²
- Ninety-nine percent of the jobs created since the 2008 recession went to those with at least some college or career technical education;
- College-educated adults tend to have greater productivity and, on average, earn nearly \$1 million more over a lifetime than those with only a high school diploma;³ and
- Latinx and Black students, students with disabilities, students who are low-income, English Learners, and/or have experienced homelessness or foster care are less likely to graduate from high school and enroll in college. A focus on college and career aspirations for these subpopulations of students is needed in order to address this disparity.

FIGURE 32

Percentage of High School Completers Going to College 2017-18



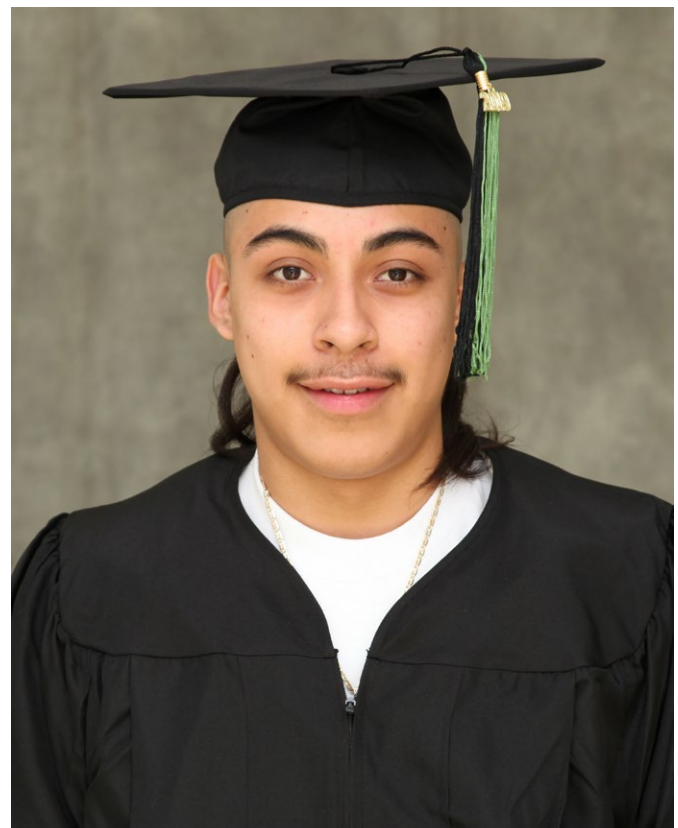
KEEPING STUDENTS ON TRACK TO GRADUATION

Focus should be placed on decreasing the number of youth who are not succeeding in school and do not graduate. In 2017, 59 middle school students, and from high school 852 frosh, 280 sophomores and juniors, and 1,132 seniors left school without graduating.³ This data shows that disengaging from school is a slow process for most students which may be missed by parents and teachers. However, research shows we can predict with 66% accuracy whether a student in elementary school will later get off-track for graduation. Early warning signs include:

- Absent more than 10% of the time;
- Not reading at grade-level in third grade; and/or
- A suspension or an "F" in middle school.⁴

When these and other early warning signs occur, it should be a call to action to help that student get back on track by:

- Having an adult at the school form a meaningful connection with the student at risk;
- Addressing social service and out-of-school needs of the student; and
- Taking steps to see that the student receives additional academic supports, such as tutoring, summer programming, or afterschool learning opportunities.⁵



Opportunity Youth Academy Graduate

THE IMPORTANCE OF HAVING A POSITIVE VIEW OF THE FUTURE AND A SENSE OF PURPOSE

AGENCY, purpose, and hope all play a role in a young person's success in life. They can be resilient – even while facing hardship – if they have meaningful relationships with adults who see their needs, strengths, and goals. Caring for them, and being responsive to what is going on in their lives and supportive when they are confronted with challenges, can help them stay on track and achieve their goals and dreams.⁶

In the book “What Kids Need to Succeed” the authors describe ways to build these two assets. These include:

- Helping young people think and write about their dreams and passions;
- Drawing connections between learning and opportunities, and needs and issues in the world;
- Involving youth in volunteering in the community;
- Recognizing their skills and accomplishments;
- Exposing students to positive role models whose backgrounds are similar to their own; and
- Creating a climate of optimism. Expect them to succeed.⁷

In *Foundations for Young Adult Success: A Developmental Framework*, the University of Chicago Consortium on Chicago School Research details key factors and foundational components for young adult success. Key factors include “having the Agency to make active choices about one's life path, possessing the Competencies to adapt to the demands of different contexts, and incorporating different aspects of one's self into an Integrated Identity.”⁸

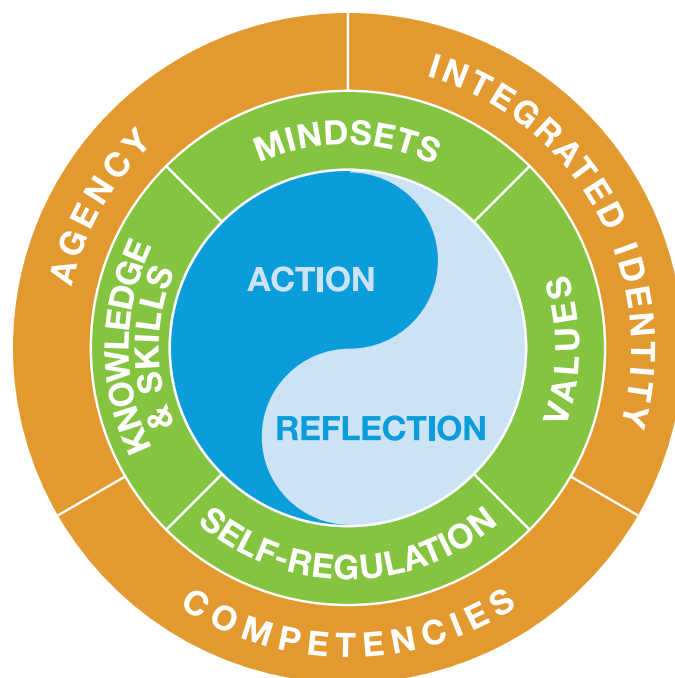
Through developmental experiences, children and youth build over time the following foundational components that underlie the key factors of success:

- Knowledge and skills provide understanding of the world and one's self and the ability to carry out tasks with intended results or goals;
- Mindset constitutes one's beliefs and attitudes about one's self and the world, and provide the lenses used to process everyday experiences; and
- Values provide the guidelines for life and provide the orientation for one's desired future, and are the enduring beliefs – often culturally-defined – about what is good or bad and important in life.

Poverty, racism, and other structural barriers can create disparities in opportunities and outcomes. “Children are shaped by their interactions with the world, the adults around them, and how they make meaning of their experiences, no matter where they are.”⁹

Adults play a pivotal role in the development of these foundational components and key factors. Young people are always developing – at home, in school, in programs, and in their community. Because of this, preparing young adults for success in life requires strong, supportive, and sustained relationships with caring adults.

In these relationships, young people can experiment with roles and behaviors and receive the feedback they need to develop agency and an integrated identity. The intentions of adults are far less important than their actual enactment of practices that support young people. How young people experience their interactions with adults and whether they are able to make meaning out of those interactions is also important. Training and professional development for those who work with youth – at all stages of their life – should be focused on understanding the importance of this perspective.¹⁰



From *Foundations for Young Adult Success: A Developmental Framework*, by the University of Chicago Consortium on Chicago School Research, 2015

MOVING THE NEEDLE CREATING A COLLEGE-GOING CULTURE

PROFESSOR Patricia McDonough of UCLA's Graduate School of Education and Information Studies, identified nine elements schools can focus on to build and strengthen a college-going culture from kindergarten through 12th grade. These include:

- Being intentional about college talk;
- Having clear expectations;
- Providing information and resources;
- Comprehensive counseling, testing, and curriculum;
- Faculty involvement;
- Family involvement;
- College partnerships;
- Articulation between elementary, middle, and high school; and
- Tracking college attendance data.¹¹

For students who will be the first in their family to go to college, applying to college can be overwhelming. Counseling and planning support should begin in middle school and continue as students transition to high school to ensure students are completing the coursework that will help them successfully apply.

For more information goto: CEP.Berkeley.edu.

COLLEGE DAY

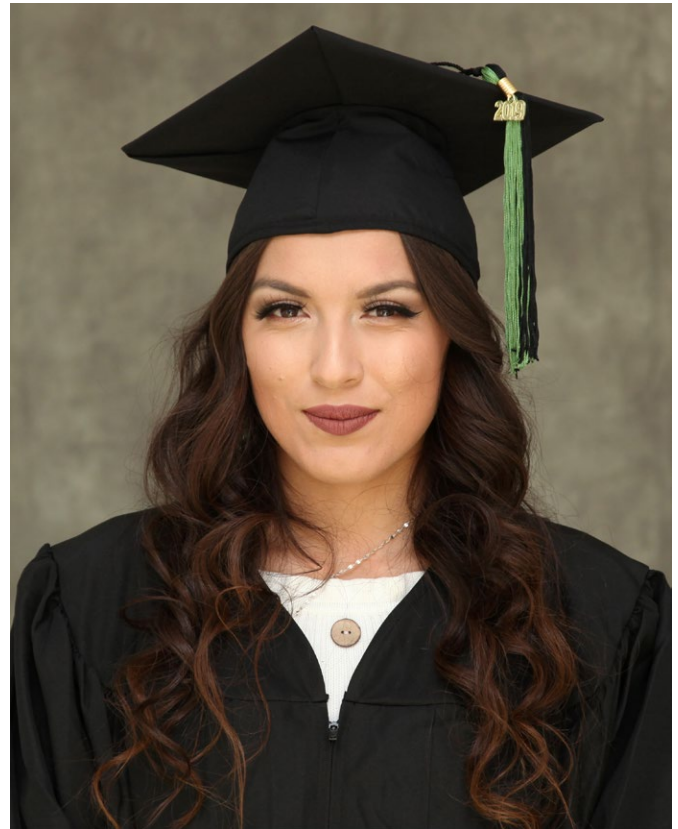
College Day is a community-driven, county-wide celebration that shows students that going to college is possible.



One big difference between students who go to college and those who don't is whether or not their families, schools, and communities communicate college-going expectations from an early age.

College Day is a community-driven, county-wide celebration that shows students that going to college is possible. Held in October and led by the Silicon Valley Education Foundation and the Santa Clara County Office of Education, College Day helps create a community where every child believes, from a very early age, that he or she can go to college. It is celebrated at elementary, middle, and high schools with students learning about the benefits of going to college, how to get there, and how to pay for it. Some schools have college rallies and celebrations. At others, teachers decorate their doors with college-going messages or create a "college corner." Often schools use College Day to launch a year-long conversation about going to college.

Visit www.svefoundation.org/college-day for ideas, lesson plans, workshop videos, and other resources that will build a college-going culture in your school or youth program.



Opportunity Youth Academy Graduate



Opportunity Youth Academy Graduate

CHILDREN'S SAVINGS ACCOUNTS - STEP UP SAVING PROGRAM

Research shows that children who have as little as \$500 in a college savings account are five times more likely to go to college than those who don't. When we help families understand the value of saving for college and provide them with a simple way to do so, we support college aspirations. Across the country, matched savings programs have been shown to provide additional encouragement to save.¹²

Excite Credit Union, the Silicon Valley Education Foundation (SVEF), and the East Side Alliance have come together to establish the Step Up Saving Program. Excite will make \$50 opening deposits, match up to \$25 per year and pay a higher interest rate up to \$2,500 for children residing in the East Side Alliance footprint and who open a savings account for post-secondary education or training. Since its launch in 2019, 1,300 savings accounts were opened and new relationships have been formed with Somos Mayfair and Sunday Friends with the goal of reaching more families.

SAN JOSÉ PROMISE

In early 2017, Mayor Sam Liccardo, in partnership with San José Evergreen Community College District and West Valley College, launched San José Promise as a city-wide campaign to ensure that community college is affordable and accessible for all San José high school students. San José Promise has three core elements: College Readiness Programs, College Promise Scholarships, and College Pathways Partnerships. Since its launch, over 1,500 low-income and underrepresented San José high school graduates have received two years of free community college, along with the academic and social supports to successfully complete a two-year degree, a career technical certificate, or transfer to a four-year university.

SJ ASPIRES

In 2019, the San José Public Library launched SJ Aspires, a free program for high-school students that supplements the support provided by school counselors. This online platform offers students a tailored curriculum, peer and professional resources, and financial awards to encourage preparation for college and career success. SJ Aspires seeks to guide and motivate students who may not have considered post-secondary education so they can secure well-paying jobs and remain in Silicon Valley. The pilot phase enrolled 260 students, nearly 25% of whom have already enrolled in technical schools, colleges, or universities. In fall 2020, SJ Aspires expanded to over 700 students in Title 1 high-schools. For more information go to: www.sjpl.org/sj-aspires.

THE SPARTAN EAST SIDE PROMISE (SESP)

The Spartan East Side Promise guarantees SJSU enrollment for East Side Union High School graduates meeting California State University requirements and supports students on their path to a college degree with orientations, counseling, mentoring, and scholarship opportunities. Sponsored by the East Side Education Foundation, the East Side Alliance, San José State University, and the Silicon Valley Education Foundation, the Promise has helped to increase SJSU enrollment of East Side grads by 10%. More importantly, 83% of SESP students have returned for their sophomore years, compared to 79% for the entire student body. For more information go to: www.eastside-fund.org/sesp.



Opportunity Youth Academy Graduate

MOVING THE NEEDLE

OPPORTUNITY YOUTH PARTNERSHIP

OYP, the Santa Clara County Opportunity Youth Partnership, is a collaborative initiative with more than 30 community partners, all committed to creating and implementing education-to-career pathways for our county's Opportunity Youth – youth ages 16–24 who are disconnected from, or insufficiently connected to, work and education. OYP is led by the Santa Clara County Office of Education, United Way Bay Area, and Kids in Common, a program of Planned Parenthood Mar Monte.

WHAT WE KNOW ABOUT OPPORTUNITY YOUTH:

- Santa Clara County Opportunity Youth (OY) are forced to choose between work and school while navigating unaddressed challenges such as the need for housing, childcare, healthcare, transportation.¹³
- OY will return to education, but will continue to face setbacks and disruptions.
- OY value and want education, but do not understand how to navigate the education system.¹⁴

MAKE IT EASY TO RETURN, EASY TO PERSIST, AND EASY TO CONTINUE INTO POST-SECONDARY EDUCATION

Our goal is to make it easy for OY to return to education, persist, and continue to the next educational stage (e.g., transition from secondary to post-secondary). We seek a seamlessly connected ecosystem that eliminates the need to choose between work and school, by coupling removing barriers with access to education-supporting employment. We can do this by:

- Creating a single point of entry that connects young people to best-fit education options and makes a warm and supported hand-off to ensure a “sticky” landing;
- Providing support and ensuring stabilization services are tightly coupled with education in order to ensure persistence;
- Eliminating the need for OY to choose between school and work. Make sure jobs are connected to school and that these jobs are better than those available on the open market and are designed to support education persistence; and
- Having an array of education options that support students finding the option that is right for them, with embedded career pathways to accelerate earning meaningful credentials.



OPPORTUNITY YOUTH PARTNERSHIP

JULY 2019 - JUNE 2021 GOALS:

1. Facilitate and support youth- and young adult-led change.
2. Develop meaningful engagement with the private sector and other “unusual suspects” (trade unions, business associations, etc.), including the identification of three anchor employers.
3. Build the capacity of the re-engagement education system:
 - a. Develop a framework for integration of community based organizations and re-engagement schools.
 - b. Create and pilot a common “front door” for re-engagement – the Opportunity Center;
 - c. Support differentiation among re-engagement education providers, and clearly map the ecosystem;
 - d. Build the dual enrollment and career technical education infrastructure between re-engagement education and post-secondary institutions;
 - e. Align Workforce Innovation and Opportunity Act resources to re-engagement education; and
4. Support development of shared measurement and frameworks for action for youth engaged in the foster and justice systems and increase coordination across systems, schools, and CBOs.



WWW.SCCOYP.ORG

The Opportunity Youth Partnership website has many resources to support young people returning to education including self-assessment tools, the Community College Guide Book, and information on secondary and post-secondary education programs, including non-college post-secondary options.

Opportunity Youth Academy
Graduate

SPOTLIGHT:

RE-ENGAGING IN EDUCATION

BRAIN DEVELOPMENT

science tells us that the adolescent brain develops at a rapid rate, providing a window of opportunity similar to that in early childhood. What the young person experiences during this period plays a critical role in shaping their future as an adult. We can help young people by ensuring they have meaningful adult connections, a chance to practice and build resiliency, and to develop the academic and work-related skills that will serve them well as they enter adulthood.

In the 2015 report, “Don’t Quit on Me,” the America’s Promise Alliance firmly identified relationships as a key driver of education outcomes and dropout prevention and recovery. Through survey and interviews, the report found that relationships buffer the effects of adversity and that young people are more likely to graduate with a strong “anchor and web of support.” Programs whose primary focus is to work with youth to stabilize their lives should recognize that they can play a role in supporting a young person’s reconnection with education and employment and eventual self-sufficiency.¹⁵

These stabilization programs – often built on a case-manager or youth worker developing a trusting relationship with the youth – have a unique opportunity to help the young person to see education and employment as a pathway to having a positive life. Youth are future-focused, and when they see a pathway to success for themselves, illuminated by the adults in their lives, that vision can become a supportive factor in their stabilization and success.

RESPONDING TO COVID-19: BRIDGE TO RECOVERY PROJECT (B2R)

Sometimes a crisis opens the door to opportunity. The pandemic and the resulting economic collapse, showed us how disconnected and inequitable our education-to-employment system is and how economically vulnerable, Black, Indigenous, Latinx and other students of color are not well-served by it.

There are many relatively successful safety net and job programs in Santa Clara County, however the region has not been able to create a structurally integrated, connected, education-to-employment system. The B2R seeks to develop an end-to-end, personalized workforce development program through a structured coalition of workforce programs, public support services, private employers, labor unions, community colleges, adult schools, financial institutions, and entire economic sectors. If successful, B2R will help all community members – including our youth and young adults – have a more secure and stable financial future.

If you are interested in joining this work, please contact Steve Hicken at Catholic Charities at SHicken@CatholicCharitiesSCC.org.

SANTA CLARA COUNTY RE-ENGAGEMENT PROGRAMS (FOR A HIGH SCHOOL/ SECONDARY CERTIFICATE)

Go to www.SCCOYP.org/secondary-education-resources for information about these programs, including eligibility, cost, etc.:

OPPORTUNITY YOUTH ACADEMY (OYA)

Part of SCCOE, OYA serves students ages 16–24 and offers students a blended learning program with teacher directed instruction and online credit accrual.

SAN JOSÉ CONSERVATION CORPS AND CHARTER SCHOOL

For students ages 18–27. This program provides the opportunity to earn a free high school diploma and gain job skills and work experience.

SIATECH AT JOB CORPS Free High School Diploma Program for 16- to 24-year-olds. Daily flexible schedules allow students to choose from morning or afternoon class sessions. Also provides job training.

ESCUELA POPULAR Provides intensive English Language Development so that students are able to meet their goal of graduating bilingual and biliterate.

5 KEYS Through the use of social and restorative justice principles, Five Keys provides traditionally underserved communities the opportunity to improve their lives through a focus on the Five Keys: Education, Employment, Recovery, Family, Community.

ADULT EDUCATION/GED STUDENTS can earn a high school diploma or study for the GED at most adult education sites. Many sites also provide vocational education. Sites are located in Gilroy, Morgan Hill, Mountain View, San José, Santa Clara, and Sunnyvale.



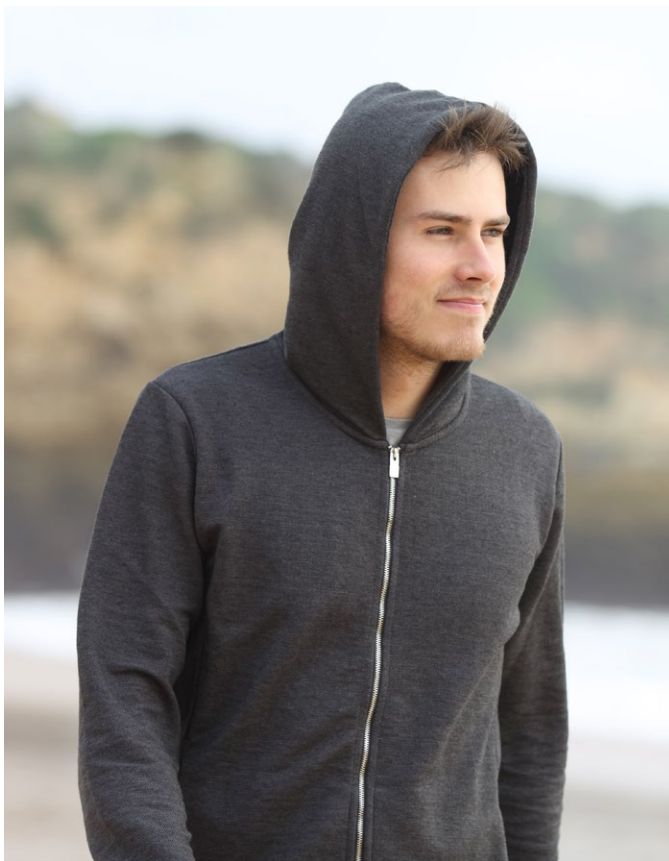
Opportunity Youth Academy Graduate

YOUTH ENGAGED IN THE JUVENILE JUSTICE SYSTEM

TOO OFTEN, youth confronted with structural barriers, systemic racism, and lack of resources find themselves engaged in the juvenile justice system. Engagement in the juvenile justice system is associated with poor education and health outcomes, recidivism, and eventual entry into the adult justice system.

- Youth living in low-income areas with sub-standard housing that lack quality education and access to meaningful employment are more likely to have contact with the juvenile justice system.¹⁶
- In one study, researchers reported that youth engaged in the justice system were seven times more likely to have adult criminal records than youth with self-reported delinquency and similar backgrounds, but no system engagement. The study states that “the more restrictive and more intense the justice system intervention was, the greater was its negative impact.”¹⁷

Engagement with the juvenile justice system can be a signal that a young person has lost hope. He or she may have found themselves confronted with lack of opportunity, structural barriers, systemic racism, and lack of resources. Adults have a responsibility to address these challenges and create pathways to success.



YOUTH IN THE JUVENILE JUSTICE SYSTEM



Sex and Age of Youth Arrested

- 78% of youth arrested were male.
- 45% of youth arrested were 15 and 16 years old.
- 33% were 17 years or older.
- 3% were 12 years old and younger.



Home Life

- The zip codes where most youth in the justice system reside include 95116, 95122, 95127, and 95020.
- 63% of girls had family history problems, compared to 39% of boys.



Child Abuse and Neglect

- 48% of youth had at least one referral as an alleged victim.
- 42% of girls reported abuse/neglect, compared to 21% of boys.



Education

- 37% of boys and 34% of girls reported school inadequacy (no additional supports available to address learning needs).
- Issues due to lack of intellectual capacity (boys 22%, girls 16%) and due to achievement problems (boys 38%, girls 41%).



Criminogenic Needs

- For boys, Criminal Orientation was higher (26%) compared to girls (19%).
- Just over 40% of boys and girls had anti-social peers.



Behavioral Health

- 33% of girls attempted or thought about committing suicide, versus 10% of boys.
- 81% of girls and 63% of boys had significant issues with depression, anxiety, and other emotional factors.¹⁸

MOVING THE NEEDLE JUVENILE JUSTICE

AS A COMMUNITY

interested in the well-being of youth, we have an important mission: instill, restore, and sustain hope.

It is incumbent upon every adult to deliver a message of hope to young people, and provide the real resources needed to overcome barriers to success. When we make this our purpose, young people start to realize they have the ability to solve the difficulties that come their way, and the capacity to create a life of happiness and meaning.

In Santa Clara County, community partners have worked together to decrease the number of youth entering the juvenile justice system, while providing evidence-based services and supports to the youth who enter it. These are catalogued in “2019 Annual Report: Juvenile Justice Santa Clara County.”

FOCUSING ON THE EDUCATION NEEDS OF YOUTH IN THE JUSTICE SYSTEM

In a recent study of youth who had spent time in Juvenile Hall or at the James Ranch, only 43% of the class of 2018 graduated from high school on time. Two initiatives are focused on changing this statistic:

JUVENILE COURT ALIGNED ACTION NETWORK (JCAAN)

JCAAN's purpose is to ensure the juvenile justice system and its partners prioritize education for all youth. It strives to ensure those who enter the system leave on a trajectory that includes graduation from high school and engagement in post-secondary education. School districts, juvenile court, the probation department, and community-based service providers work together to use data to inform planning, drive results, and implement evidence-based strategies to reconnect youth engaged in the justice system to school and learning opportunities.

For more information contact: DBunnett@kidsincommon.org

JusticeEd, AN INITIATIVE OF THE NATIONAL CENTER FOR YOUTH LAW (NCLY)

Since 2015, NYCL has worked in Santa Clara County to improve education outcomes for justice-involved youth. This work began with the “Education Champion Project,” a small pilot project conducted in partnership with a specialized court focused on the needs of youth with behavioral health and substance-use issues. The project worked with Fresh Lifelines for Youth (FLY) and Legal Advocates for Children and Youth (LACY) to match young people with a volunteer “Education Champion” to mentor, guide, and advocate for them as they navigate the education system.

Now called JusticeEd, the project has expanded as a demonstration site, with the goal of creating a future where each and every young person achieves graduation with the widest array of possibilities for their future. Students supported through this project receive the support of an Education Liaison who focuses on the following areas to ensure youth have the support and skills they need to succeed:

- Educating caregivers and youth around navigating the education system to increase education engagement and build capacity for advocacy;
- Community and network building between youth and cross-system supportive adults to encourage a team approach in supporting the youth; and
- Developing youth relational-capacity and social-emotional skills to empower them to leverage and utilize their own agency.

CITY OF SAN JOSÉ MAYOR'S GANG PREVENTION TASK FORCE (MGPTF)

For the past 26 years, the MGPTF has worked strategically to address the needs of youth and young adults in an effort to reduce violence associated with gangs. Composed of a broad



coalition of residents, school officials, and community and faith-based organizations, local law enforcement, and government leaders, the MGPTF leverages each of its members as part of a

coordinated and data-driven effort that seeks a balance between compassion and appropriate accountability. There is no single approach or program that can address the complexity of youth violence, so MGPTF delivers services through:

- Community-based organizations funded by BEST (Bringing Everyone's Strengths Together);
- Youth Intervention Services that deliver services to high-risk, gang-impacted youth and young adults; and
- The Neighborhood Services Unit that works in marginalized communities to address issues of blight (graffiti/litter) and violence.

For more information go to: www.SanJoseCA.gov.



FIGURE SOURCES AND METHODOLOGY

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1. Ethnicity of Children in Santa Clara County 2020. Source: kidsdata.org.
2. Percent of Children Living in Poverty by Race/Ethnicity. Source: U.S. Census Bureau; 2019 American Community Survey 1-Year Estimates. Data generated by Applied Survey Research accessed 12/17/20.
3. 2018-19 4-yr Adjusted Cohort Graduation Rate. California Dept. of Education, Data Quest. Web-accessed 2/10/21.
4. The Legacy of "Redlining" in San José Neighborhoods. "Structural Racism Training PowerPoint Deck." Presented at the March 16, 2018 Racial Equity through Prevention Meeting. Santa Clara County Juvenile Justice Collaborative.
5. Immigration and English Learner Status of Children in Santa Clara County. Source: kidsdata.org. Percent children enrolled in Santa Clara County Schools from California Dept. of Education, Data Quest. Web-accessed 2/10/21.
6. Percent of Children Living in Poverty by Race/Ethnicity. Source: U.S. Census Bureau; 2019 American Community Survey 1-Year Estimates. Data generated by Applied Survey Research accessed 12/17/20.
7. Minimum Wage by Community (2020). Publicly available information.
8. Real Cost Measure for a Family of Four in Santa Clara County. Source: United Ways of California, County Profile. Methodology can be found in "Struggling to Stay Afloat: The Real Cost Measure in California 2018."
9. Santa Clara County Median Incomes and the Real Cost Measure (2019). Source: U.S. Census Bureau; American Community Survey -Year Estimates. Data generated by Applied Survey Research 12/17/2020. FPL and minimum wage data generated by Kids in Common. 12/2020.
10. Students with a Disability and the Overlap with Other Socio-Economic Factors 2019. From Santa Clara County Continuum of Services for Students with Disabilities Study. Santa Clara County Office of Education. October 2019.

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11. Number of Homeless Children, Youth and Families. Source: Santa Clara County Point-in-Time Census & Survey 2019 Comprehensive Report.
12. Food Security. Santa Clara County Children eligible for FRPM. CA Dept. of Education Data Quest. Children at 300% of Poverty Level from Source: U.S. Census Bureau; American Community Survey -Year Estimates. Data generated by Applied Survey Research 5/3/2020. Second Harvest Food Bank generated the food data on 2/2020.
13. Entries into Foster Care, Rate per 1,000 Children. Source: California Dept. of Social Services Child Welfare Dynamic Report System. Black Children Entering Foster Care is for years 2017 & 2018. Data set in 2019 was too small and may disclose children's identity.
14. Students who Feel Safe or Very Safe in their Neighborhood. California Healthy Kids Survey 2015-2106. Data generated by the Santa Clara County Public Health Department.
15. McKinney-Vento, Students Experiencing Homelessness 2020. California Dept. of Education, Data Quest.

EVERY CHILD HEALTHY PAGES 40-47

16. % Mothers Receiving Early and Regular Prenatal Care. U.S. Census Bureau; 2013-2017 American Community Survey 5-year Estimates, generated by Sidhu, M., 12/6/19.
17. Children with a Routine Health Check-up in the Previous 12 Months. Source: California Healthy Kids Survey 2015 - 2016. Data generated by the Santa Clara County Public Health Department.
18. Children with a Routine Dental Check-up in the Previous 12 Months. Source: California Healthy Kids Survey 2015 - 2016. Data generated by the Santa Clara County Public Health Department.
19. Children with Feelings of Sadness. California Healthy Kids Survey 2015-2016. Percent middle and high school students who felt so sad or hopeless almost every day for 2 weeks or more that they stopped doing some usual activities during the past 12 months. Data generated by the Santa Clara County Public Health Department.

EVERY CHILD SUCCESSFUL IN LEARNING PAGES 48-57

20. Access to Subsidized High-Quality Preschool for Low-Income and Eligible 3- and 4-year old Children. Source: 2020 Recommended Subsidy Priority ZIP Codes for the CA State Preschool.
21. Children Ready for Kindergarten Fall 2018. Source: 2018 School Readiness Assessment Data Summary, Applied Survey Research.
22. Third Grade Students At or Above Standard for English Language Arts 2019. Source: California Department of Education, California Assessment of Student Performance and Progress (CASSP). Note: Asian includes Filipino and Pacific Islander students.
23. Eighth Grade Students At or Above Standard for Math 2019. Source: California Department of Education, California Assessment of Student Performance and Progress (CASSP). Note: Asian includes Filipino and Pacific Islander students
24. Percentage of Students At or Above Standard for English Language Arts and Math 2019. Source: California Department of Education, California Assessment of Student Performance and Progress (CASSP).
25. Children Ready for Kindergarten Fall 2018 by Early Childhood Experience (ECE). Source: 2018 School Readiness Assessment Data Summary, Applied Survey Research.
26. % of Santa Clara County Students who were Chronically Absent (School Year 2018-19). California Department of Education, Data Quest. Chronically absent is defined as absent 10% or more during the school year.
27. The Impact of Summer Learning Loss. Source: SummerMatters.org
28. School Suspensions 2018-19. Source: California Department of Education, Data Quest.

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29. 2019-20 4-yr Adjusted Cohort Graduation Rate. California Dept. of Education, Data Quest. Web-accessed 2/10/21. The 2020 graduation data may reflect reporting irregularities (partly due to COVID-19).
30. 18- to 24-year olds with Less than a High School Diploma. Source: U.S. Census Bureau, American FactFinder, 2013-2017 American Community Survey 5-Year Estimates. Data Generated by the Santa Clara County Public Health Dept. December, 2018.
31. Youth Who Have a Positive View of Their Future and a Sense of Purpose. Source: Project Cornerstone Developmental Assets Survey.
32. Percentage of High School Completers who go to College 2017-18. California Dept. of Education, Data Quest. Web-accessed 2/10/21.



Photo courtesy of YMCA of Silicon Valley

COMMUNITY LEVEL INDICATORS

Community level indicators are measures of child and youth health and wellness in Santa Clara County. Kids in Common and the Santa Clara County Office of Education worked closely with the Santa Clara County Public Health Department (PHD) to select indicators that aligned with the SCC Children's Health Improvement plan and the Bill of Rights for Children and Youth.

Some sources of indicators in this data book are:

AMERICAN COMMUNITY SURVEY

The American Community Survey (ACS) is a nationwide survey designed to provide communities with reliable and timely social, economic, housing, and demographic data every year. The Census Bureau uses data collected in the ACS to provide estimates on a broad range of population, housing unit, and household characteristics for states, counties, cities, school districts, congressional districts, census tracts, block groups, and many other geographic areas. The ACS has an annual sample size of about 3.5 million addresses, with survey information collected nearly every day of the year. Data are pooled across a calendar year to produce estimates for that year. As a result, ACS estimates reflect data that have been collected over a period of time rather than for a single point in time as in the decennial census. www.census.gov/programs-surveys/acs.

CALIFORNIA HEALTHY KIDS SURVEY

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency administered to students in grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements. This data book features CHKS data from school years 2015 and 2016. <https://calschls.org>.

PROJECT CORNERSTONE DEVELOPMENTAL ASSET SURVEY

In Fall 2016, YMCA Project Cornerstone facilitated an online survey to over 43,000 students in more than 180 schools and 25 districts throughout Santa Clara County. The survey measures 40 developmental assets—the positive values, relationships, and experiences that youth need to thrive. It also measures risk behaviors and thriving indicators, and correlates them with the presence or absence of developmental assets. Research proves that the more assets youth activities, succeed in school, and avoid risky behaviors. YMCA Project Cornerstone previously administered the developmental assets survey in 1999, 2004, and 2010. www.ymcasv.org/ymca-project-cornerstone

LOVE DATA? TWO IMPORTANT SOURCES OF DATA YOU CAN USE ARE:



SANTA CLARA COUNTY PUBLIC HEALTH PROFILES

contain data on demographics, socioeconomic status, the built environment, safety and violence, and health status for cities, zip codes and small areas/neighborhoods in Santa Clara County. This data can help us understand how where we live, work, and play impacts health and well-being. The profiles provide a snapshot of conditions that influence health as well as indicators of health status in Santa Clara County. www.sccphd.org/healthdata



Kidsdata.org provides access to data on children's health and well-being. Topics include information on why each indicator is important and key policy implications.

It also allows the user to:

- **IDENTIFY DISPARITIES:** Compare race/ethnic, gender, age, and other demographic groups in California, Santa Clara County, cities, and school districts.
- **TAKE ACTION:** Use the data to advocate for policies and legislation, strengthen grant proposals, or assess community needs.

For more information go to: www.kidsdata.org.

ENDNOTES

We have included a compilation of statistics, information and descriptions that are publicly available or were provided by representatives of the community-based organizations and public agencies that are cited throughout this data book. Special thanks to all of them for the diligent and remarkable work they do on behalf of youth and families in Santa Clara County.

INTRODUCTORY SECTION PAGES 2 -27

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VALUING OUR CHILDREN, YOUTH, AND FAMILIES

IN THE PAST few years, several efforts in Santa Clara County have emerged that bring a racial and health-equity lens to work on behalf of children, youth and families. In order to achieve equitable and good outcomes for our children we must target our efforts to address the underlying structures that perpetuate inequity and develop strategies to meet the needs of specific communities.

These are described throughout this data book. Here are some additional approaches to understanding and achieving better results for our children youth and families.

CHILD IMPACT STATEMENTS: HOW COUNTY DECISION-MAKING AFFECTS OUR CHILDREN

If you are a parent about to make a major decision, one of your first questions will be: “Is it good for our children?” What if our public officials asked the same question before making decisions about our community?

Since 2011, the Santa Clara County Board of Supervisors has named children’s welfare a top consideration in making budget and policy determinations through “Child Impact Statements,” a systematic approach to evaluating and understanding how government decisions will affect children and families. Utilizing the Bill of Rights for Children and Youth and the goals of the Children’s Agenda, Child Impact Statements help the board by making the needs of children a primary concern early in the decision-making process.

SANTA CLARA COUNTY CHILDREN’S BUDGET

Budgets can be a statement of values; representing the investments a community is making and its priorities. In November 2019, Santa Clara County released its inaugural edition of a children’s budget. We now have a 2020–21 budget, presenting the financial data for all child- and youth-oriented services in the county. It shows the vast array of services the county offers to support our children and youth, many in collaboration with community partners.

In FY 2020–21 Santa Clara County will spend approximately \$986.3 million on programs serving children and youth. Most of this funding comes from state, federal, and other sources, with the county spending \$261.6 million of local tax dollars. This represents about 12% of the county’s overall spending. It should be noted that the Children’s Budget only includes programs funded by the County of Santa Clara and does not include programs funded by school districts, cities, or FIRST 5.

For more information go to: www.sccgov.org.

SANTA CLARA COUNTY CHILDREN’S AGENDA

The Children’s Agenda is a data-driven, collective impact effort aimed at improving results for our community’s children and eliminating disparities across the life course framework.

It is led by the Children’s Agenda Network (CAN) a cross-sector network of agency directors, elected officials, policy makers, community activists, and grass-roots leaders who support mutually reinforcing activities, systems-change, and use of data to drive results. The guiding values of the Children’s Agenda are: Equity, Results, Families at the Center, Strategic Action, Continuous Improvement, Generosity, and Stakeholder Engagement. Convening support for the Children’s Agenda is provided by Kids in Common, a program of Planned Parenthood Mar Monte. For more information go to: www.KidsinCommon.org.



JOIN THE CHILDREN’S MOVEMENT

The Children’s Movement of California® is a network of direct service, business, parent, student, civil rights, faith, and community groups who care about kids and want to see public policies that support their best interests. By becoming a member of The Children’s Movement you are adding your



voice to improve the lives of all kids in California. You’ll gain access to valuable information regarding the well-being and status of our state’s children. You’ll also have opportunities to demonstrate your support of kids by signing onto support statements that push lawmakers to make children’s health, education, and well-being their priority.

For more information go to: www.childrennow.org/thechildrensmovement.



DATA BOOK SPONSORS



WWW.SCCOE.ORG

The Santa Clara County Office of Education (SCCOE) is a champion of public education, serving as an exemplary regional resource to students, parents, school districts, community agencies and businesses. It exists to meet the emerging needs of the community and to provide leadership, advocacy, and support programs and services for children, schools, and the greater community. Rich partnerships with elected officials, non-profits, community-based organizations, and other educational agencies strengthen the quality of educational programs and support within the region. Working collaboratively with school and community partners, SCCOE is a public service agency that provides instructional, administrative, business, and technology services to the

31 school districts of Santa Clara County, representing over 275,000 students from transitional kindergarten through 12th grade. It provides academic and fiscal oversight and monitoring to districts. SCCOE monitors the 22 Santa Clara County Board of Education authorized charter schools. It directly serves students through special education programs, alternative schools, Head Start and State Preschool programs, migrant education, and Opportunity Youth Academy. SCCOE also provides curriculum support, staff development, technology support, and training directly to educators and staff in schools county-wide.



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 www.twitter.com/sccoe



WWW.SCCGOV.ORG

The County of Santa Clara government serves a diverse, multi-cultural population of 1.9 million residents in Santa Clara County, the sixth largest county in California. With an \$8.17 billion budget, more than 70 agencies/departments, and nearly 22,000 employees, the County of Santa Clara plans for the needs of a dynamic community, offers quality services, and promotes a healthy, safe, and prosperous community for all. The County provides essential services, including public health and environmental protection; behavioral health and medical services through the County of Santa Clara Health System (which includes

Santa Clara Valley Medical Center Hospital and Clinics, O'Connor Hospital and Saint Louise Regional Hospital); child and adult protection services; homelessness prevention and solutions; roads, parks, and libraries; emergency response to disasters; protection of minority communities and those under threat; access to a fair criminal justice system; and scores of other services, particularly for those members of our community in the greatest need.

 www.Facebook.com/County.of.Santa.Clara
 www.twitter.com/sccgov



WWW.KIDSINCOMMON.ORG

Kids in Common, a program of Planned Parenthood Mar Monte, advocates for policies, partnerships and investments that improve children's lives in Santa Clara County. Children need a strong public voice that promotes and protects their best interests. Kids in Common is that voice and challenges leaders in our community to act on behalf of children. It also provides backbone support to the Santa Clara County Children's Agenda.

Our Vision: Every child safe, healthy, successful in learning, successful in life.



