

2023 Santa Clara County CHILDREN'S DATA BOOK



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WE ARE BETTER TOGETHER

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Front cover photos courtesy of Healthier Kids Foundation and San José Public Library

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

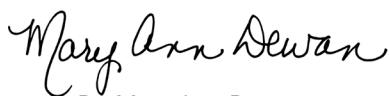
The Santa Clara County Office of Education, the County of Santa Clara, and Kids in Common, are pleased to present the 2023 Santa Clara County Children's Data Book. The data book describes how children and families across Santa Clara County are faring and is grounded in achieving the vision of Santa Clara County's Bill of Rights for Children and Youth.


This annual data book provides data and dashboards reflecting child safety, health, success in learning, and thriving in life. 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 ongoing impact of the global COVID-19 pandemic continues to threaten the well-being of our community. The mental health of our children and youth has suffered. Disruptions to learning impacted low income and communities of color at alarming rates. Childcare providers serving infants and toddlers have closed operations, leaving families without infant, toddler and preschool care. As a county, an education agency, and a child advocacy organization, we commit to championing resources and systems that meet the needs of our children, youth and families and meet them where they are at school and in community. We affirm our commitment to advancing racial justice and the intersectional issues of gender identity, attraction, sexual orientation, disability, and economic, health, and education justice. We do this by examining the root causes of these inequities, and how our systems can work together in reversing these injustices for current and future generations.

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.

In community partnership,


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


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


Dana Bunnett
Executive Director
Kids in Common



Photo courtesy of San José Public Library.



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 thriving 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, and if there is a racial/ethnic disparity. Many of the indicators in this data book have not been updated because the COVID-19 pandemic suspended much of the regular data collection.

A note about terminology: Many terms are used in Santa Clara County to describe identity such as Latino, Hispanic, Latina, Latino/a/x, and Latine. After consulting our community partners and others, we have chosen to use the term Latino/a/x in this data book. We respect the importance and ability of people and communities to self-identify. We acknowledge that this is not perfect, that language evolves, and that this may change in the future.

TAKING A STAND FOR CHILDREN AND YOUNG ADULTS

In February 2010, a Bill of Rights for Children & Youth was adopted by the Santa Clara Board of Supervisors. These rights keep the needs of children and youth at the forefront of decisions about budgets and government policies.

While these rights have served as an important guidepost during times of financial upheaval and political change, they were designed by adults. In the spirit of “nothing about us without us,” members of the Youth Liberation Movement set out in Summer 2022 to create a new Bill of Rights grounded on the ideas and wisdom of young people. The rights below are the result of conversations with hundreds of youth and young adults from throughout Santa Clara County.

BILL OF RIGHTS FOR CHILDREN AND YOUNG ADULTS

Every young person must get what they need when they need it, no matter their actual or perceived race, ethnicity, gender identity, sexual orientation, religion, mental or physical ability, nationality, immigration status, criminal history, first language, skin color, education status, or wealth. We value the diversity of our children and young adults in Santa Clara County and believe we must treat each of them with respect and dignity.

ALL CHILDREN AND YOUNG ADULTS HAVE THE RIGHT TO:

- ✓ **HEALTHCARE**
Affordable, timely, and quality mental and physical healthcare that they can access at any time.
- ✓ **MENTAL HEALTH**
Mental and emotional health and well-being and support systems in and outside of the home that promotes emotional and social safety.
- ✓ **LOVE AND EMOTIONAL CONNECTIONS**
Meaningful connections with consistent, caring adults and peers who love and appreciate the young person for who they are and want to see them grow.
- ✓ **SUPPORT AND GUIDANCE**
Receive support and guidance from role models who are dedicated to helping them achieve their dreams and goals.
- ✓ **LIFE SKILLS**
Training to develop life skills and knowledge as well as opportunities to apply them for their growth.
- ✓ **EDUCATION**
A relevant and engaging education that exposes them to other cultures and promotes lifelong learning.
- ✓ **JOB OPPORTUNITIES**
Job opportunities that provide safe and reasonable working conditions, and a living wage, and allow them to grow their careers.
- ✓ **PERSONAL DEVELOPMENT**
Time, space, and resources to pursue any interest or opt for rest.
- ✓ **EXTERNAL SUPPORT FOR FAMILY**
Support that will allow their families to be taken care of so they can pursue their dreams.
- ✓ **MODERN NEEDS**
Reliable transportation and wi-fi, computers that meet their needs, and phones when applicable.
- ✓ **BASIC NEEDS**
Enough quality food and water, showers, clean clothes, and hygiene products to keep their bodies healthy.
- ✓ **HOUSING**
Affordable, stable, safe, and comfortable housing that meets their needs as individuals.
- ✓ **GREEN SPACES**
Easily accessible and clean green spaces that will be preserved for future generations.
- ✓ **SAFETY**
Feel and be safe in all environments they are in, such as their schools, homes, neighborhoods, and online.
- ✓ **VOICE**
Be treated as equal partners in identifying problems, developing solutions, and making the decisions that they are impacted by.
- ✓ **CHOICE**
Make important decisions for their lives and set boundaries that are respected.



The rights have not been fulfilled for all youth. Many are limited by the inflexible and overly restrained structure of the environments designed for them. Change to these environments will not happen without mass commitment and action. By combining our personal power and expertise through continuous collaboration, we have the ability to create lasting change for Santa Clara County youth.

2023 DATA SNAPSHOT

MEASURE	HAVE WE IMPROVED?	RACIAL/ETHNIC GAP*	
REAL COST MEASURE (RCM)		About 1 in 4 SCC households earn less than the Real Cost Measure. This rate has remained relatively stable since 2016.	
HOUSING STABILITY		In 2022, 13% of students experienced housing instability, up from 10% in 2021.	
FOOD SECURITY		Demand for food has nearly doubled between 2020 and 2022. In 2021, 13% of children lived in families between 185% and 300% of the FPL and were likely at risk for food insecurity yet ineligible for Federal Food Programs such as CalFresh. 11% of children fell in this gap in 2019 & 2021.	
FEWER CHILDREN IN FOSTER CARE		The rate of entry into foster care for SCC has decreased from a rate of 1.4 to 1.1 per thousand between 2018 and 2021.	
EARLY AND REGULAR PRENATAL CARE		In SCC, the percentage of mothers receiving early and regular prenatal care decreased from 78% in 2019 to 75% in 2020.	
ROUTINE HEALTH CHECK-UPS		The number of children enrolled in Medi-Cal who had a routine health check-up in the previous 12 months decreased from 40% in 2019 to 35% in 2020.	
ROUTINE DENTAL CHECK-UPS		Between 2018-19 and 2020-21 the percentage of SCC children with Medi-Cal who had a routine dental check-up decreased from 50% to 41%.	
SOCIAL-EMOTIONAL WELL-BEING		Data on the social-emotional well-being of our children is not available at this time. We will be working this year to identify an ongoing and relevant measure for this topic.	
ACCESS TO HIGH QUALITY EARLY CARE AND EDUCATION		The number of high quality subsidized preschool slots decreased from 5,605 in 2018 to 5,165 in 2021. During the COVID-19 pandemic, many childcare providers closed their doors.	
STUDENTS ATTENDING SCHOOL (NO CHRONIC ABSENTEEISM)		Chronic Absenteeism increased from 9% in SY 2017-18 to 19% in SY 2021-22.	
3RD GRADERS MEETING ENGLISH LANGUAGE ART (ELA) STANDARDS		SCC 3rd grade students meeting or exceeding the ELA standard decreased from 60% in SY 2018-19 to 57% in SY 2021-22.	
8TH GRADERS MEETING MATH STANDARDS		SCC 8th grade students meeting or exceeding the Math standard decreased from 56% in SY 2018-19 to 48% in SY 2021-22.	
STUDENTS GRADUATING ON TIME		The percentage of high school students who graduated on time increased from 86% in SY 2017-18 to 89% in SY 2021-22.	
18- TO 24-YEAR-OLDS WITH A HIGH SCHOOL CREDENTIAL		9% of SCC young adults did not have a high school credential in 2017. This decreased to 8.2% in 2021.	
OPPORTUNITY YOUTH (YOUTH AGES 16-24, DISCONNECTED FROM EMPLOYMENT & EDUCATION)		Youth ages 16-24, disconnected from employment and education, remained fairly stable, increasing from 6.5% in 2017 to 6.9% in 2021.	

SAFE AND STABLE

HEALTHY

SUCCESSFUL IN LEARNING

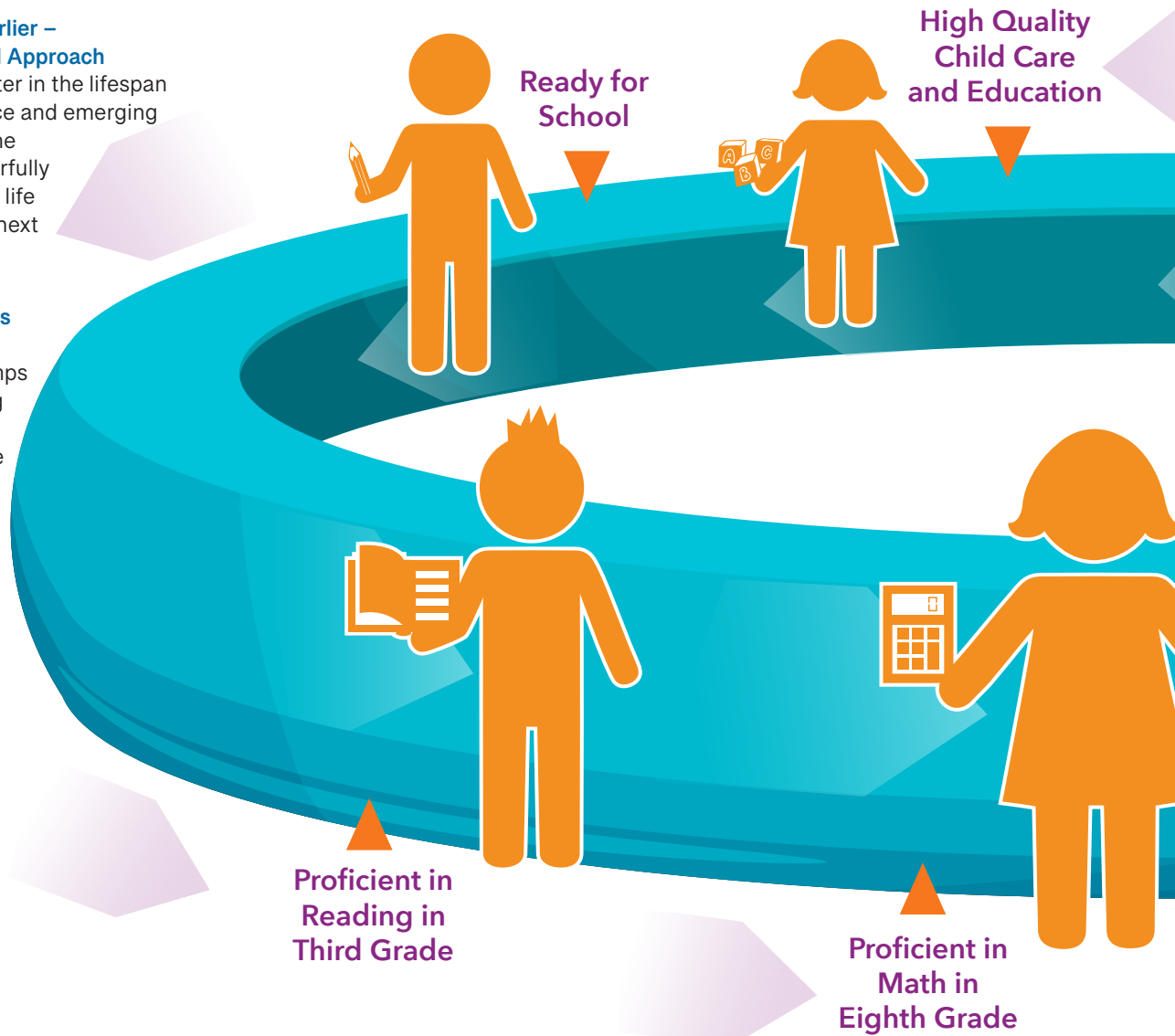
THRIVING IN LIFE

* The racial/ethnic gap (usually between Asian or White children and Black or Latino/a/x children) is large if it is greater than 15 percentage points or 3 times the rate per 1,000. It is medium if it is between 8 and 15 percentage points and the smallest disparity is less than 8 percentage points or double the rate per 1,000.

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. Refocus 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.

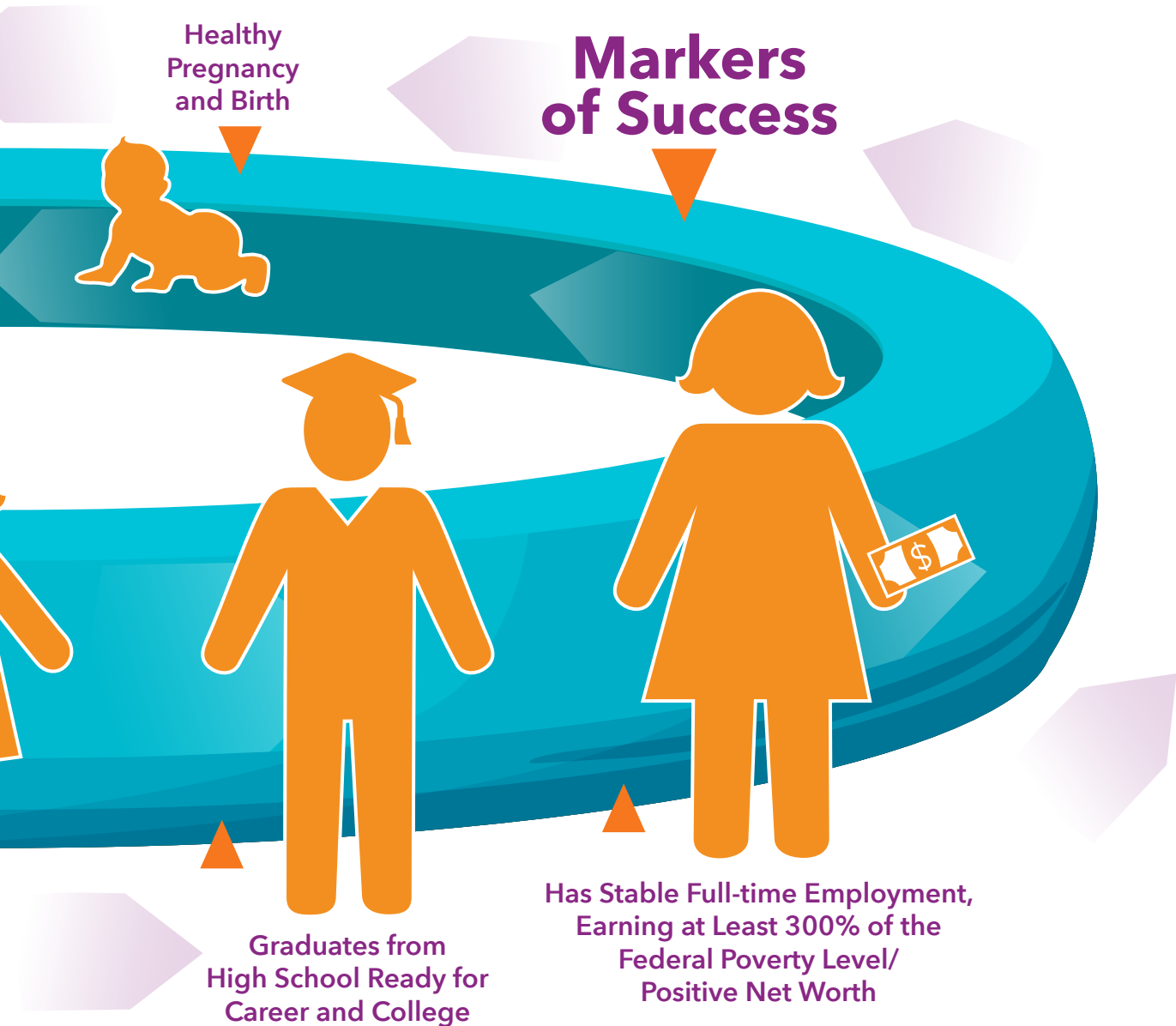


This model, and the language above, is based on the work of Tia Martinez and Arnold Chandler of Forward Change Consulting. Please go to <http://forwardchangeconsulting.com> for more information.



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

- > Housing and Food Security
- > Safe Families, Schools and Neighborhoods
- > Positive Family Support and Communication
- > Meaningful Adult Connections
- > Feels Valued by the Community
- > Has a Sense of Agency and a Positive View of the Future



SOCIAL JUSTICE AND BARRIERS TO OPPORTUNITY

Every young person must get what they need when they need it, no matter their actual or perceived race, ethnicity, gender identity, sexual orientation, religion, mental or physical ability, nationality, immigration status, criminal history, first language, skin color, education status, or wealth. We value the diversity of our children and young adults in Santa Clara County and believe we must treat each of them with respect and dignity.

-Preamble, Santa Clara County Bill of Rights for Children and Young Adults 2023

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

Systemic racism 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 Latino/a/x 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. Some examples of this intersectionality 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

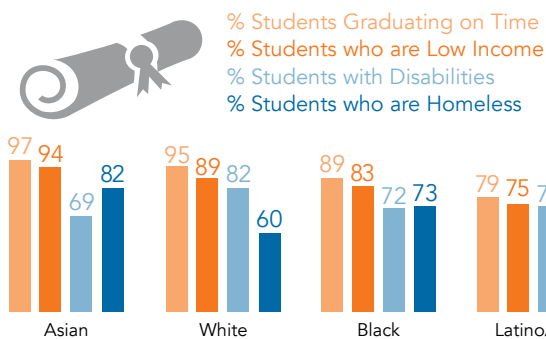
by treating those who are situated differently as if they were the same." He asserts, "...A policy that is neutral in design is not necessarily neutral in effect...Equality of effort can produce very different overall outcomes, depending not only on the beneficiaries' individual needs, but also on their environments."¹

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.²

We achieve equity and justice for children, youth, and families when we acknowledge the legacy and impact of racist policies and practices, work towards addressing the underlying root causes of inequitable outcomes, and by holding ourselves accountable to work in partnership to transform systems to create full access to opportunities and supports so all children, and families can thrive.

Figure 1
Percentage of Students Graduating on Time, Class of 2022, Showing Intersectionality



Source: California Dept. of Education, Data Quest, 2021-22 Four-year Adjusted Cohort Graduation Rate.

1. Powell, John A. "Racing to Justice." Indiana University Press. 2012.

2. Powell, John A., Menendian, Stephen, Ake, Wendy. "Targeted Universalism Policy & Practice." Haas Institute for a Fair and Inclusive Society. May 2019.

RACIAL JUSTICE

When we consider differences in outcomes for children, youth and families of color, we must be careful that we do not subconsciously “blame the victim.” These disparities reflect the systems, policies, practices, attitudes, and cultural biases that historically have disadvantaged these communities and still exist today. As you consider the data you should also consider what conditions exist that perpetuate these differences in outcomes.

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, economic, legal, and other policies that we must address to achieve equity.³

This can be seen in the data. Black, Indigenous, Latino/a/x, 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 the past few years – the global COVID-19 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 lead to the disparate and poor outcomes for Black, Indigenous, Latino/a/x, Asian, and other communities of color in Santa Clara County.



RACIALIZED POLICIES AND PRACTICES IN CALIFORNIA AND THE NATION

The 1998 Passage of Proposition 227 in California

Regarded by many as anti-Latino/a/x 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.⁴

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 Latino/a/x 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 2022, 75% of the suspensions were given to Black, Indigenous or Latino/a/x students who make up only 42% of the student population. In 2021, 74% of the youth arrested were Black or Latino/a/x. (See figure on page 39.)

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.⁵

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>.

Discrimination in 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 Latino/a/x veterans, and did not end in California until 1965.⁶

3. Race Matters Institute, a project of JustPartners, Inc. Resources page.

4. Genesee, Fred, Lindholm-Leary, Kathryn, Saunders, William, and Christian, Donna. “Educating English Language Learners.” Cambridge University Press. 2006.

5. Ramey, D. M. (2015). The Social Structure of Criminalized and Medicalized School Discipline. *Sociology of Education*, 88(3).

6. Blakemore, Erin. How the GI Bill’s Promise was Denied to a Million Black WWII Veterans.

THE ECONOMICS OF LIVING IN SANTA CLARA COUNTY

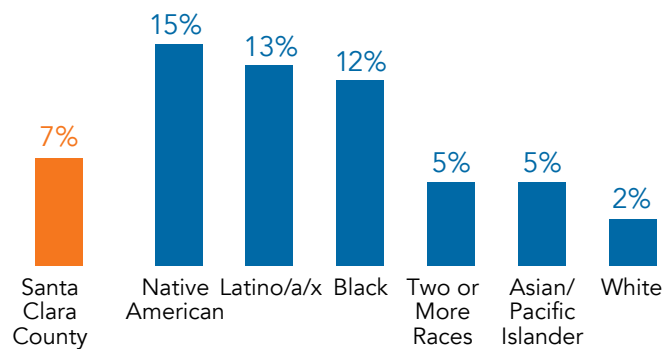
“The opposite of poverty isn’t wealth. The opposite of poverty is justice.”

- 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 2020 estimates that 7% of Santa Clara County children live in poverty. The breakdowns of children living in poverty by race/ethnicity are shown in Figure 2.

Figure 2 Percentage of Children Living in Poverty, by Race/Ethnicity (2020)



Source: U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates; Data.census.gov.

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 2023 FPL for a family of four is \$30,000. 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. At least 29% of children in 2020 lived below 300% of the FPL or \$90,000 for a family of four.

Because of the inadequacy of the FPL to describe whether families are barely surviving or thriving, United Ways of California developed the Real Cost Measure (RCM) which describes the actual cost of living in Santa Clara County. You can read more about the RCM on page 22.

In response to the rising cost of living, California’s minimum wage increased to \$15.50 per hour on January 1, 2023.

Even at the increased state minimum wage of \$15.50 per hour, a family of four with one wage earner working 40 hours a week earns \$32,240, only a little above the FPL at \$30,000. In Mountain View, where the minimum wage is \$18.15 per hour, a family of four with one wage-earner will earn \$37,752 annually.

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.⁷

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.⁸

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 summer learning loss – lack of access to summer learning opportunities – is cumulative and significantly contributes to the academic achievement gap experienced by low-income children.⁹

Figure 3 Minimum Wage by Community (2023)

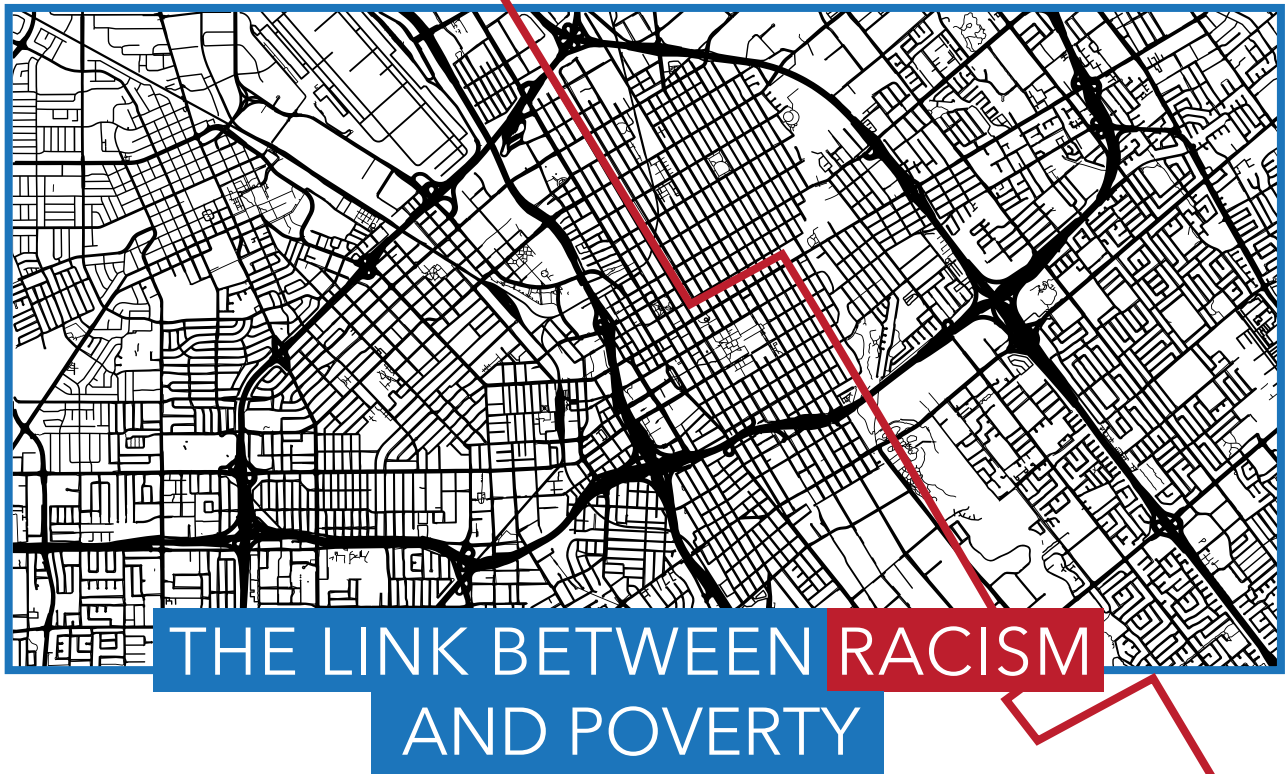


Source: California Minimum Wage Increases for 2023. National Law Review, Volume XIII, Number 63, March 3, 2023.

7. Raissian, Kerri M., Bullinger, Lindsey Rose. “Money matters: Does the Minimum Wage Affect Child Maltreatment Rates?” <https://ideas.repec.org/>.

8. Akee, Randall, Simeonova, Emilia, Costello, E. Jane, Copeland, William. “How Does Household Income Affect Child Personality Traits and Behaviors?” National Bureau of Economic Research. September 2015.

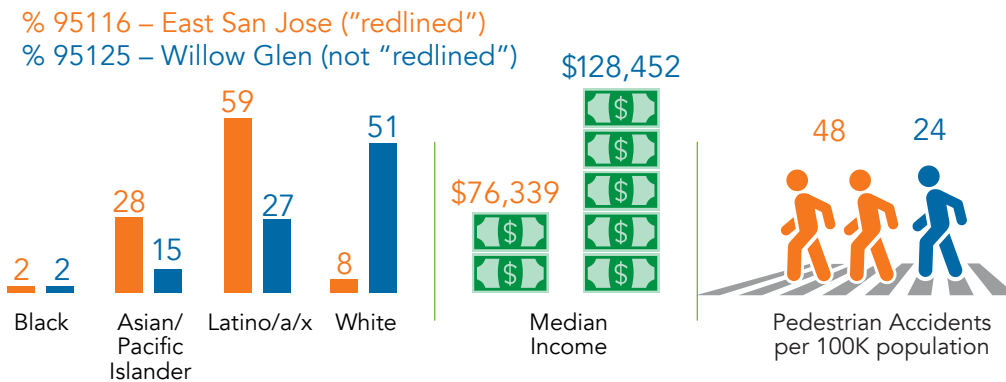
9. McCombs, Jennifer Sloan, et al. Making Summer Count, How Summer Programs Can Boost Children’s Learning. Rand Corporation. 2011.



Redlining was the practice – beginning in the late 1960’s – of marking a “red line” on a map to delineate areas where banks were warned not to invest. These were usually non-White or integrated neighborhoods and were labeled as “hazardous” in terms of investing. Because owning a home over time generates wealth for families, redlining and other discriminatory housing practices prevented Black, Latino/a/x, and other people of color from being able to buy a home and denied them generational wealth accumulation. Figure 4 below demonstrates how neighborhoods that were redlined in the 1960’s, remain segregated, and have income disparities and increased safety concerns today.

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.”**¹⁰

Figure 4
Legacy of “Redlining” in two San José Neighborhoods



Source: American Community Survey 2017-2021 5-year estimates, 2010-2021 California Statewide Integrated Traffic Records System (SWITRS).

10. Santa Clara County Children’s Health Assessment, Vol 2. Released 2017.



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.¹⁴

Poll conducted in October 2019 by EMC Research

Santa Clara County is a community of immigrants with 39% of the population being foreign born and 53% speaking a language other than English at home; more than 150 languages. 63% of Santa Clara County children live with one or more parent born in another country.¹¹

Immigrant and refugee communities make a positive impact every day on our economy, cultural richness, and social fabric. Immigrants in Santa Clara County contributed close to \$48 billion to the economy with their local, state, and federal tax contributions and spending power. However, immigrant communities continue to be disproportionately affected by social inequities further exacerbated by the ongoing pandemic. Accordingly, the County remains committed to advocating for pro-immigrant policies and to funding services to support immigrant communities.

Reasons for Migration

According to the Migration Policy Institute (MPI) estimates, “there were 280.6 million global migrants in 2020 – representing close to 4 percent of the world’s 7.8 billion people.”

In the last decade alone, nearly 60 million more people became international migrants.¹² Most international migrants choose to immigrate to high-income countries like the U.S. and Europe as they are in search of economic, political, and social stability. The historic drivers of international migration were further exacerbated by the COVID-19 pandemic. According to Justice for Immigrants, the following are root causes of migration:

- Safety factors such as risk of persecution, war, and violence
- Economic factors such as higher wages, more jobs
- Environmental factors such as natural disasters, pollution of natural resources
- Social factors such as better opportunities, services, better quality of life

These factors continue to create the push-pull dynamic that motivates individuals and families to leave their countries of origin as international migrants, even despite the anti-immigrant policies and rhetoric enacted by the Trump administration.¹³



11. FY 2022 Annual Report. County of Santa Clara, Office of Immigrant Relations Division of Equity & Social Justice.

12. Batalova, Jeanne. “Top Statistics on Global Migration and Migrants.” Migration Policy Institute. July 2022.

13. Justice for Immigrants. “Root Causes of Migration.” Justice for Immigrants. February 2017.

14. Bay Area Leads, San Francisco Foundation. Poll conducted by EMC Research. (Poll conducted in 2019.)



Office of Immigrant Relations (OIR)

The Office of Immigrant Relations (OIR) was established by the Board of Supervisors to focus on community engagement, services and advocacy for immigrants and refugees in Santa Clara County.

The OIR has identified the following emerging trends for Santa Clara County immigrants and refugees:

- Immigrants have been disproportionately impacted by the COVID-19 pandemic and are struggling to recover financially.
- There are continuing backlogs in processing immigration requests creating significant challenges to immigrants receiving relief and support, such as work authorizations.
- The Indo-American community has surpassed the Vietnamese speaking community as the 2nd largest immigrant population in Santa Clara County meaning strategies must be identified to better partner with and support the Indo-American and Southeast Asian communities.

The OIR committed to creating a stronger sense of belonging in Santa Clara County where all community members – including immigrants and refugees – are safe, trusted, respected, and recognized for their contributions. This will be accomplished by:

- Collaboratively establishing a county-wide Welcoming Plan through a partnership and certification with the national organization, Welcoming America, which has published welcoming indicators.
- Strengthening housing stability and increasing economic mobility opportunities among immigrant families.
- Engaging and partnering with diverse immigrant communities, organizations, and County agencies.
- Investing in immigration legal services to ensure they are available for free or at low-costs.



Figure 5
Immigration and English Learner Status of Children

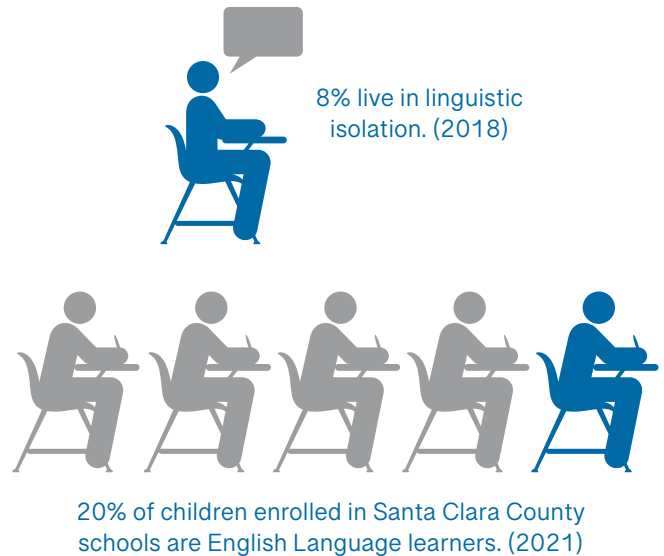


Photo courtesy of the Office of Immigrant Relations.



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 students.

In 2022:

- 26% of third grade students with disabilities meet the standard for English Language Arts;
- 16% of eighth grade students with disabilities meet the standard for Math;
- Only 70% of low-income students with disabilities graduated on time; and
- Students in special education – 15% of the population – received 35% 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.

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.¹⁵



Figure 6

Students with Disabilities and Overlap with Other Socio-Economic Factors (2022)



Source: California Department of Education, DataQuest, Enrollment Data.

15. Santa Clara County Continuum of Services for Students with Disabilities Study, October 2019.



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 national survey found that the estimate of LGBTQ population had risen to 4.5% in 2020.¹⁶ LGBTQ individuals make up about 5.3% of the adult population in California. In Santa Clara County, 4.6% of adults identify as lesbian or gay, 3.8% identify as bisexual, and 1.1% identify as transgender.¹⁷

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.”¹⁸

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

- 13% of youth surveyed during the homeless point in time count in January 2022, identified as LGBTQ+. (Data on gender identity and sexual orientation when surveying unsheltered young people should be considered with caution.)¹⁹

- A national survey of youth at school found 76% of LGBTQ youth were verbally harassed because of their sexual orientation, 13% of youth were physically harassed and 13% were physically assaulted.²⁰ While these percentages are high, they do represent a five to seven percentage point improvement over previous surveys;
- 45% of LGBTQ youth seriously considered attempting suicide in the last year. Nearly 1 in 5 transgender and nonbinary youth attempted suicide and LGBTQ youth of color reported higher rates than their White peers;²¹ and
- LGBTQ people collectively have a poverty rate of 21.6% which is higher than the rate for cisgender straight people of 15.7%. Among LGBTQ people, transgender have especially high rates of poverty at 29.4%.²²

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.

16. UCLA School of Law, Williams Institute. Adult LGBT Population in the United States, July 2020.

17. The California Health Interview Survey (CHIS). <https://ask.chis.ucla.edu/>.

18. Santa Clara County 2013 Status of LGBTQ Health. Santa Clara County Dept. of Public Health.

19. 2022 County of Santa Clara, Point-in-Time Report on Homelessness Census & Survey Results.

20. GLSEN, The 2021 National School Climate Survey, The Experiences of LGBTQ+ Youth in Our Nation’s Schools.

21. The Trevor Project: 2022 National Survey on LGBTQ Youth Mental Health.

22. Badgett, M. V. Lee, Choi, Soon Kyu, Wilson, Bianca D.M. LGBT Poverty in the United States, A study of differences between sexual orientation and gender identity groups. October, 2019. UCLA School of Law, Williams Institute.

KEEPING FAMILIES AT THE CENTER OF OUR WORK

Photo courtesy of San José Public Library.

Parents and caregivers are a child's first teachers.

The Life Course Framework shows us 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.

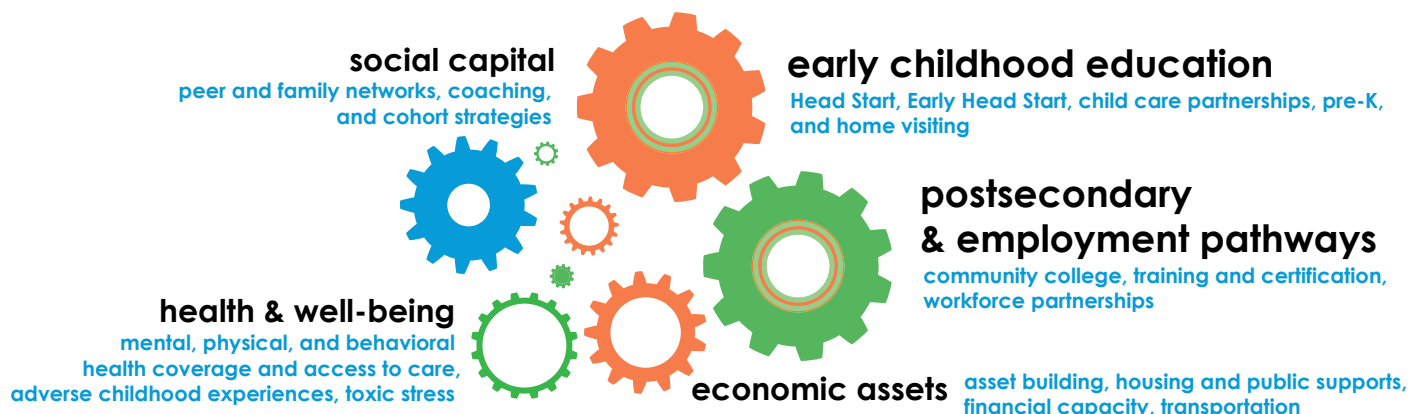
The Power of Cross-Generation Approaches

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."²³

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.²⁴



AREAS OF FOCUS FOR CROSS-GENERATION APPROACHES



23. Making Tomorrow Better Together, Report of the Two-Generation Outcomes Working Group. Ascend at the Aspen Institute.

24. Two-Generation Playbook. Ascend at The Aspen Institute.

PARTNERSHIP WITH YOUTH, FAMILIES, AND COMMUNITY

Photo courtesy of San José Public Library.

When families, agencies and community partners work together, there is a greater likelihood of developing policies, systems and decisions that lead to equitable and positive outcomes.

Too often policymakers, program implementers and direct service staff develop policy or bring services to the community that they think will work. However, policies and programs developed without community input – no matter how well intentioned – often repeatedly disadvantage the same groups, leading to harmful unintended consequences or compounding generational trauma. When the community is included from the beginning in the design and delivery, these consequences can be avoided.

The Spectrum of Community Engagement to Ownership, developed by Rosa González of Facilitating Power, provides a model for creating thriving, diverse equitable communities through deep participation, particularly by communities commonly excluded from democratic voice and power.

NOTHING ABOUT US WITHOUT US

It provides a model for a new wave of community-driven civic leadership. The spectrum below shows the steps along the way essential for building community collaboration and governance.

Many efforts in Santa Clara County are working towards collaboration and community ownership including the

Probation Department's Neighborhood Safety/Services Unit (NSU), San José Conservation Corps and Charter School's Youth Liberation Movement, Fresh Lifelines for Youth's Youth Advisory Council and the SCCOE Wellness Center Initiative Youth Advisory Group.

To read more and access the tools of the Spectrum of Community Engagement to Ownership go to: <https://movementstrategy.org/resources/the-spectrum-of-community-engagement-to-ownership/>.

THE SPECTRUM OF COMMUNITY ENGAGEMENT TO OWNERSHIP

Increased Efficiency in Decision-Making and Solutions Implementation Equity

Stance Towards the Community	0	1	2	3	4	5
Impact	Marginalization	Preparation or Placation	Limited Voice or Tokenization	Voice	Delegated Power	Community Ownership
Community Engagement Goals	Deny access to decision-making processes	Provide the community with relevant information	Gather input from the community	Ensure community needs and assets are integrated into process and inform planning	Ensure community capacity to play a leadership role in decision-making and the implementation of decisions.	Foster democratic participation and equity through community-driven decision-making; Bridge divide between community & governance
Message to the Community	Your voice, needs & interests do not matter	We will keep you informed	We care what you think	You are making us think (and therefore act) differently about the issue	Your leadership and expertise are critical to how we address the issue	It's time to unlock collective power and capacity for transformative solutions.
Activities	Closed door meeting Misinformation Systematic	Fact sheets Open Houses Presentations Billboards Videos	Public Comment Focus Groups Community Forums Surveys	Community organizing & advocacy House meetings Interactive workshops Polling Community forums	MOU's with Community-based organizations Community organizing Citizen advisory committee Open Planning Forums with Citizen Polling	Community-driven planning Consensus building Participatory action research Participatory budgeting Cooperatives
Resource Allocation Ratios	100% Systems Admin	70-90% Systems Admin 10-30% Dramations and Publicity	60-80% Systems Admin 20-40% Consultation Activities	50-60% Systems Admin 40-50% Community Involvement	20-50% Systems Admin 50-70% Community Partners	80-100% Community partners and community-driven processes ideally generate new value and resources that can be invested in solutions

DATA BASICS

SANTA CLARA COUNTY CHILDREN

1,936,259

people live in Santa Clara County

406,542

are children,
ages 0–17 (21%)

251,220

children are enrolled
in public schools
(62% of all children)

161,684

are young adults,
ages 18–24 (8%)



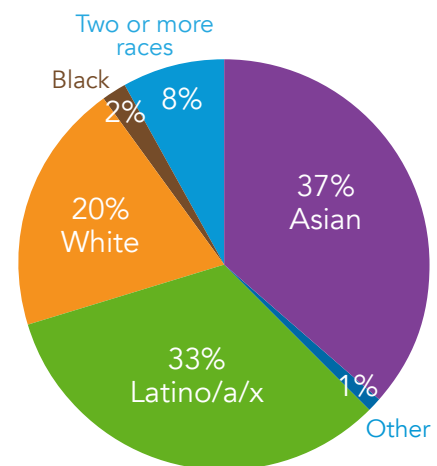
Photo courtesy of San José Public Library.

27,642

Students in public schools have
special education needs



Race/Ethnicity of Children in Santa Clara County











Other includes Native Americans (0.3%), Native Hawaiian/
Other Pacific Islander (0.3%) and Other (0.7%).
Note: Percentages do not add to 100% because of rounding.

Source: U.S. Census Bureau, 2020 Decennial, PL94-171

EVERY CHILD

SAFE AND STABLE

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 thriving 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.

INDICATOR	HAVE WE IMPROVED?	RACIAL/ETHNIC GAP*
REAL COST MEASURE (RCM)	 About 1 in 4 SCC households earn less than the Real Cost Measure. This rate has remained relatively stable since 2016.	 47% of Black households and 52% of Latino/a/x households are struggling to meet the RCM. 15% of White and 21% of Asian/Pacific Islanders are below the RCM.
HOUSING STABILITY	 In 2022, 13% of students experienced housing instability, up from 10% in 2021.	 26% of Latino/a/x and 16% of Black students experienced housing instability compared to 3% of White and Asian/Pacific Islander students in 2022.
FOOD SECURITY	 Demand for food has nearly doubled between 2020 and 2022. In 2021, 13% of children lived in families between 185% and 300% of the FPL and were likely at risk for food insecurity, yet ineligible for Federal Food Programs such as CalFresh. 11% of children fell in this gap in 2019 & 2021.	 21% of Black children and 24% of Latino/a/x children live in families between 185% and 300% of the FPL and are likely at risk for food insecurity, yet ineligible for Federal Food Programs such as CalFresh. 7% of White and 8% of Asian families are in this gap.
FEWER CHILDREN IN FOSTER CARE	 The rate of entry into foster care for SCC has decreased from a rate of 1.4 to 1.1 per thousand between 2018 and 2021.	 The rate of children entering foster care decreased between 2018 and 2021 from 6.2 to 2.8 per thousand for Black children and 2.7 to 1.2 per thousand for Latino/a/x children. This improvement still exceeds the rate of 0.1 for Asian and 0.2 for White children in 2021.

* The racial/ethnic gap (usually between Asian or White children and Black or Latino/a/x children) is large if it is greater than 15 percentage points or 3 times the rate per 1,000. It is medium if it is between 8 and 15 percentage points and the smallest disparity is less than 8 percentage points or double the rate per 1,000.

RELEVANT BILL OF RIGHTS FOR CHILDREN AND YOUNG ADULTS

- ✓ **SAFETY** - Feel and be safe in all environments they are in, such as their schools, homes, neighborhoods, and online.
- ✓ **HOUSING** - Affordable, stable, safe, and comfortable housing that meets their needs as individuals.
- ✓ **EXTERNAL SUPPORT FOR FAMILY** - Support that will allow their families to be taken care of so they can pursue their dreams.
- ✓ **LOVE AND EMOTIONAL CONNECTIONS** - Meaningful connections with consistent, caring adults and peers who love and appreciate the young person for who they are and want to see them grow.

RECOMMENDATIONS

- Continue to expand strategies to improve economic stability and mobility.
- Continue policies and expand programs to ensure no families with children, no teens, and no young adults are unhoused or living in an unsafe situation.
- Fund a system of food and nutrition support that ensures every child and family has healthy, nutritious, food to support their growth and development.
- Provide financial support and early intervention services to avert children’s entry into foster care, and ensure when children enter foster care, they are placed in stable, loving families, preferably with relatives or kin.
- Provide trauma- and healing-informed training to all individuals working with children and families.

BY THE NUMBERS

Total: \$120,028

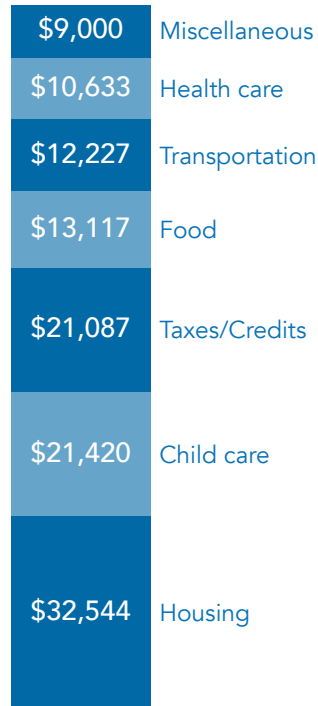
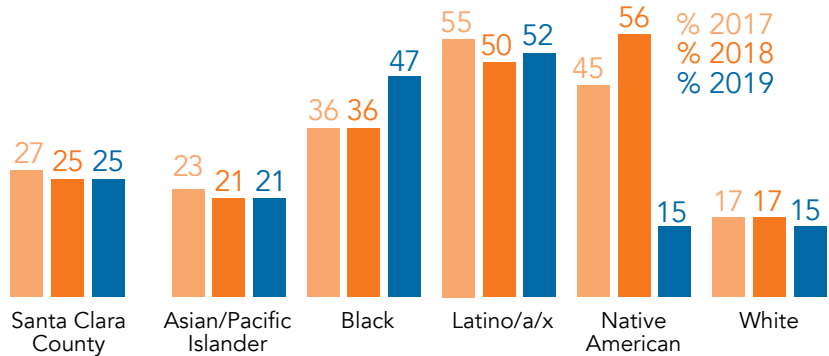


Figure 7

Left: Real Cost Measure for a family of four in Santa Clara County (Two adults, one preschooler, one school-age child.)

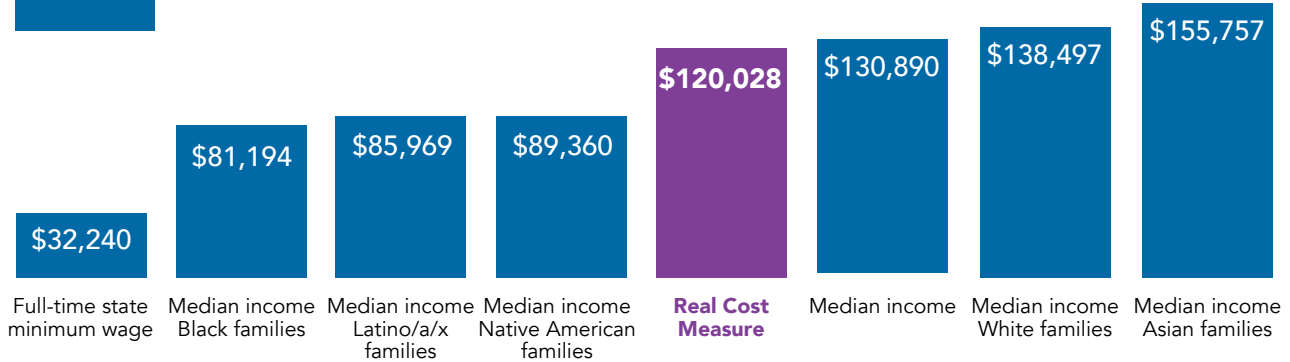
Below: Percent Households living Below the Real Cost Measure



Source: Struggling to Move Up: The Real Cost Measure in California 2021. United Ways of California. July 2021.

Figure 8

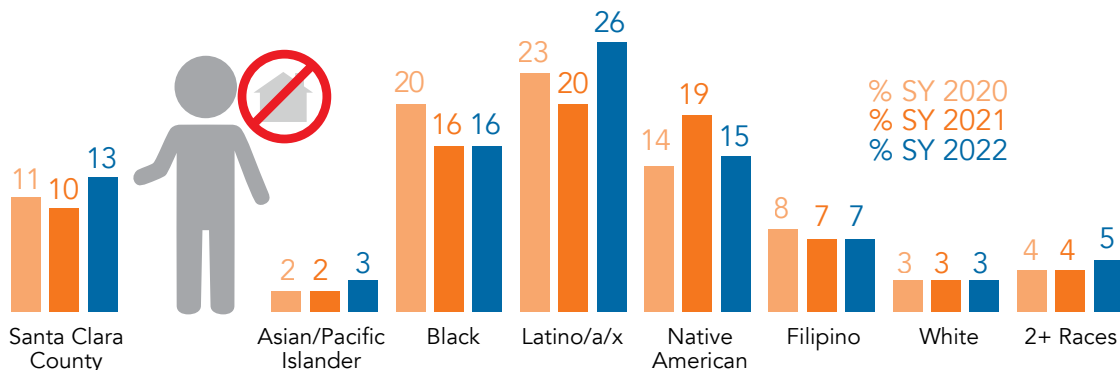
Santa Clara County Incomes and the Real Cost Measure 2020



Source: U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates.

Figure 9

Percentage of Children in Santa Clara County Schools Experiencing Housing Instability or Homelessness



Source: California Dept. of Education, DataQuest. Annual Enrollment Data, Subgroup Filter: Homeless.

Figure 10
Children at-risk for Food Insecurity

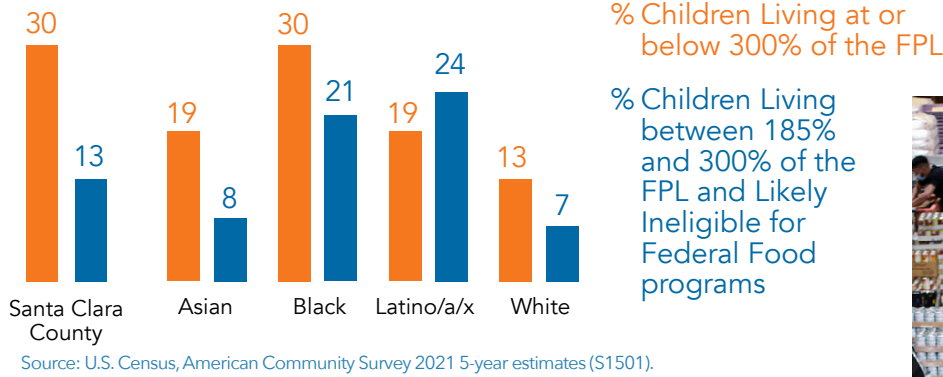


Figure 11
Food Security

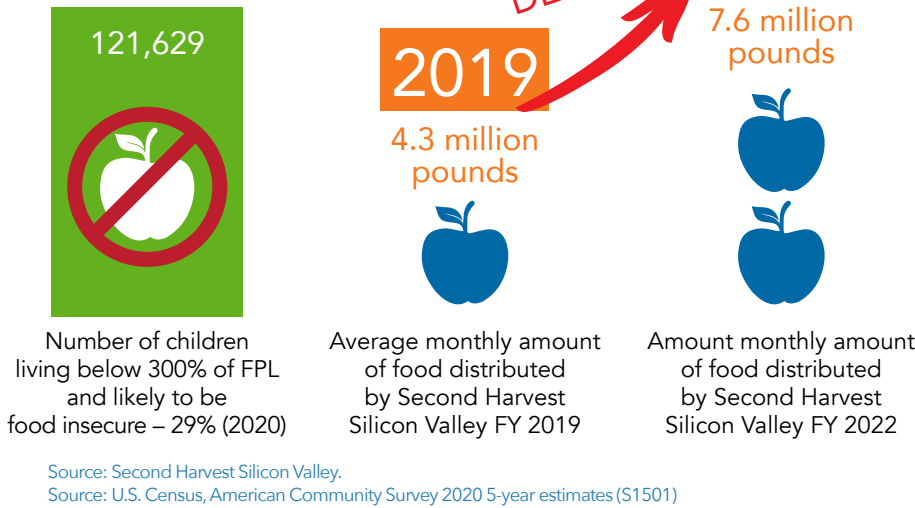
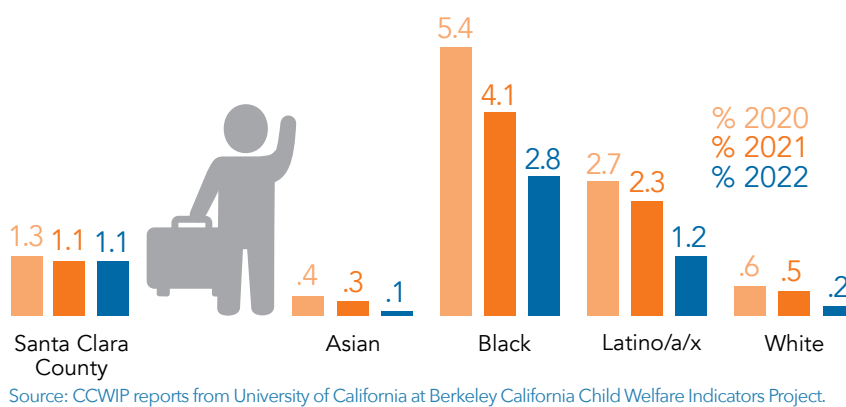


Figure 12
Entries into Foster Care Rate per Thousand Children



DIG INTO THE DATA!

Go to www.kidsincommon.org/dashboard for the latest data, trends, and geographic breakdowns of the data.

THE STORY BEHIND THE DATA THE REAL COST MEASURE

The Economics of Living in Santa Clara County

Struggling to Move Up: The Real Cost Measure in California,” a 2021 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.

In Santa Clara County 138,781 households fall below the Real Cost Measure. For a household with two adults, one infant and one school-age child, the RCM is \$120,028.

- A family with two adults, one infant and one school-age child would need to work nearly four full-time minimum wage jobs at \$15.50 per hour to meet the RCM standard;
- Latino/a/x families are disproportionately affected. 52,535 (52%) of households below the RCM standard are Latino/a/x;
- 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. 82% 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.
- 67% (25,774) of households with less than a high school credential or equivalent fall below the RCM. 51% (25,440) of households with a high school credential or equivalent fall below the RCM. ¹

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.²

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.³

In 2022, Baby’s First Years, a new study, evaluated the impact of \$333 of monthly cash supports to low-income families. The study established a causal relationship with receiving this cash support and one-year-olds in these families exhibiting increased brain activity patterns associated with thinking and learning. This additional income was comparable to the Child Tax Credit that was issued during the COVID-19 pandemic and has been recently discontinued. A record low percentage of children living in poverty was attributed to this tax credit.⁴

What Having Extra Money Does

Studies show that summer learning loss – lack of access to summer learning opportunities – is cumulative and significantly contributes to the academic achievement gap experienced by low-income children.⁵ When families have the financial resources, they can:

- Pay for tutoring that supports their children’s learning.
- Afford enrichment activities and out of school programs such as music and art lessons, sports programs, and camps.
- Send their children to summer education programs.

This last bullet is important because studies show that summer learning loss – lack of access to summer learning opportunities – is cumulative and significantly contributes to the academic achievement gap experienced by low-income children.⁵

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

1. Block, Betsy Baum, Gascon, Henry, Manzo, Peter, Parker, Adam D. Parker. “Struggling to Stay Afloat: The Real Cost Measure in California 2018.” www.unitedwaysca.org.
2. Raissian, Kerri M., Bullinger, Lindsey Rose. “Money matters: Does the Minimum Wage Affect Child Maltreatment Rates?” <https://ideas.repec.org>.
3. Akee, Randall, Simeonova, Emilia, Costello, E. Jane, Copeland, William. “How Does Household Income Affect Child Personality Traits and Behaviors?” National Bureau of Economic Research. September 2015.
4. Troller-Renfrea, Sonya V., et al. The Impact of a Poverty Reduction Intervention on Infant Brain Activity. *Baby’s First Years*. Jan. 24, 2022
5. McCombs, Jennifer Sloan, et al., Making Summer Count, How Summer Programs Can Boost Children’s Learning. Rand Corporation. 2011.

THE STORY BEHIND THE DATA

HOUSING SECURITY AND HOMELESSNESS



Experiencing housing instability and homelessness as a child or young adult can have lifelong health and well-being consequences.

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. In McKinney-Vento, the definition of homeless 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.

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.

Point-in-Time Count (PIT)

Another measure of homelessness is the Point-in-Time (PIT) count, conducted biannually and 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. In the 2022 PIT count, 276 families with children and 1,166 unaccompanied youth and young adults were identified. During the PIT survey (n=959) 12% of adults reported their first experience of homelessness occurred when they were 0-17 years old. 27% reported their first experience of homelessness occurred when they were 18-24 years old. 11% of those interviewed were 18-24 years old and 88% were 25 years or older.⁶

Along the Life Course Framework

- Research has found that 68% of adults who had experienced homelessness as a child, experienced four or more ACEs. Only 16% of adults who reported no homelessness in childhood experienced four or more ACEs. (For more on ACEs, please go to page 24.)
- 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.⁷

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.
- Youth exiting the juvenile justice system.
- Pregnant or parenting youth.⁸

Racial and Social Justice

- 26% of Latino/a/x children and 16% of Black children experienced homelessness in 2022, an increase over 2021. 3% of Asian and White children experienced homelessness.
- In 2022, 84% of the 3,068 students experiencing homelessness were Latino/a/x, Black or Native American, while only being 41% of the overall student population.

6. County of Santa Clara 2022 Point-in-Time Report on Homelessness Census and Survey Results. Applied Survey Research.

7. McCoy-Roth, Marcy, Mackintosh, Bonnie B, Murphey, David. "Child Trends Early Childhood Highlights". Volume 3, Issue 1. February 2012.

8. "Improving Outcomes for Homeless Youth Social Issue Report." Root Cause. September 2012.

THE STORY BEHIND THE DATA

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. (300% of the FPL is close to the Real Cost Measure in Santa Clara County.) Additionally, we look at the gap between 185% of the FPL, the threshold for qualifying for federal food programs such as CalFresh. This gap represents those who may be struggling to have enough food and do not have access to federal food programs.

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) and the utilization of programs designed to address hunger such as Second Harvest Silicon Valley, which nearly doubled its food distribution during and since the COVID-19 pandemic. Government reporting greatly lags our current point in time, so building accurate models to understand food security, especially those that take into account housing costs, is extremely difficult.

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 students.
- 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.
- 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.⁹



Photos courtesy of Second Harvest Silicon Valley.



One bit of good news:
In Fall 2022, California became the first state in the nation to guarantee that every K-12 public and charter school student could eat breakfast and lunch at school, at no cost to them. Adoption of universal school meals creates more opportunity for equity by ensuring every child has the nutrition they need to learn and thrive.

9. Benefits of School Lunch. Food Research Action Center website topic. Retrieved 2/28/2019 at frac.org/programs/national-school-lunch-program/benefits-school-lunch.
10. Knitzer, Jane. Promoting Resilience: Helping Young Children and Parents Affected by Substance Abuse, Domestic Violence and Depression in the context of Welfare Reform. National Center for Children in Poverty. February 2000.
11. Edwards, Leonard. Relative Placement in Child Protection Cases: A Judicial Perspective, *Juvenile and Family Court Journal*. NCJFCJ. 2010. "

THE STORY BEHIND THE DATA

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.¹⁰

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.¹¹ In addition to placement with relatives, ensuring stable placements – staying in the same home – is also important to a child's sense of safety and stability. SCC has made this a priority and has decreased placement changes from 5.1 changes per 1,000 days in foster care to 3.0 changes per 1,000 days in foster care.¹²

Racial and Social Justice

- 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.¹³
- 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.¹⁴
- Poverty may play a role in increased rates of actual maltreatment or may be itself mistaken for neglect (or perhaps a combination of both), resulting in higher rates of children entering the foster care system.

12. CCWIP reports from University of California at Berkeley California Child Welfare Indicators Project

13. Dale, Maren K. Addressing the Underlying Issue of Poverty in Child- Neglect Cases. American Bar Association. April 10, 2014.

14. Raissian, Kerri M., Bullinger, Lindsey Rose. "Money matters: Does the Minimum Wage Affect Child Maltreatment Rates?"

15. Kidsdata.org: Children with Two or More Adverse Experiences (Parent Reported).

16. Stevens, Jane. "Trauma-Informed Groups Serve Clients Better." Youth Today. November/December 2015.

17. Dhaliwal, Kanwarpal. "Racing Aces Gathering and Reflection: If it's not racially just, it's not trauma-informed." ACES Too High News. 10/19/2016.

The Impact of Trauma

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.¹⁵

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.¹⁶

Racing ACEs

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.¹⁷

RECOMMENDATIONS

EVERY CHILD SAFE AND STABLE

Continue to grow strategies to improve economic stability and mobility. Whenever possible, preserve and expand subsidized programs that provide health care, housing, food access, health coverage and child care for struggling families. By supplementing a major expense such as child care, these programs essentially act to increase a family's income. Maximize current income supports such as the earned income tax credit (EITC). Continue to explore and test programs that provide a "Guaranteed Basic Income", supplementing young adults' and families' incomes with cash. These supplemental cash programs have been shown to improve outcomes including decreasing engagement in the child welfare system and success in postsecondary education. Provide easy and accessible education pathways to learn skills and knowledge that lead to higher paying jobs.

Continue policies and expand programs to ensure no families with children, no teens, and no young adults are unhoused or living in an unsafe situation.

Being safely housed is fundamental to a family's ability to succeed. Lack of stable and safe housing for children, youth and young adults is correlated with poor health outcomes, poor education outcomes, high ACEs scores, and experiencing homelessness later as an adult. While it may take a large financial investment to ensure every family, child and young person is housed, it is an investment that will prevent poor life outcomes that become intergenerational barriers to success.

Fund a system of food and nutrition support that ensures every child and family has healthy, nutritious, food to support their growth and development.

Healthy, nutritional food is critical to a child's well-being. Investing in a system of food and nutrition support includes:

- Continuation of the Universal School Meal program implemented in California to meet the nutritional needs of students. This program reimburses qualified public districts and charter schools for all non-reimbursed expenses accrued in providing federally reimbursable breakfast and lunch to all children. Besides ensuring students have nutritious meals to fuel their learning, Universal School Meals reduce stigma and build community. In addition to state funding for meals, local funds may be needed to increase staff benefits so that school nutrition departments have an adequate workforce. Additionally, local efforts should support students having enough time to eat their meals.
- Make federal food programs such as Summer Meals, Summer EBT, CalFresh and WIC (Women, Infants & Children) accessible and easy to utilize, resulting in full enrollment.
- Ensure meal providers and grocery distribution partners have the funding, locations and labor they need to continue to provide food to the community.

Provide financial support and early intervention services to avert children's entry into foster care, and ensure that, if children enter foster care, they live in stable, loving families, preferably with relatives or kin.

Children belong in families. Funding for programs that provide early intervention services, financial and other tangible supports, opportunities to enhance parenting skills with the goal of keeping children and youth safe in families should be prioritized.

Research has shown that children placed with a relative 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. Some counties such as Los Angeles County have had success with increasing placement with relatives by targeting some of the legal, bureaucratic and financial hurdles associated with relative placement.

Provide trauma- and healing-informed training to all individuals working with children and families.







Children who have experienced trauma need support to heal and thrive. When individuals have the tools, skills, and resources to support these children, there is a much greater chance that these children are not re-traumatized by the professional's actions and that they will be able to get on a path to healing.



Photos courtesy of Second Harvest Silicon Valley.

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.

INDICATOR	HAVE WE IMPROVED?	RACIAL/ETHNIC GAP*
EARLY AND REGULAR PRENATAL CARE		In SCC, the percentage of mothers receiving early and regular prenatal care decreased from 78% in 2019 to 75% in 2020.  While 80% of Asian and 79% of White mothers received early and regular prenatal care, only 75% of Black, 72% of Latina, 64% of Native American, and 62% of Pacific Islander mothers did in 2020.
ROUTINE HEALTH CHECK-UPS		The number of children enrolled in Medi-Cal who had a routine health check-up in the previous 12 months decreased from 40% in 2019 to 35% in 2020.  34% of Asian and Black children, 33% of Latino/a/x and 30% of White children on Medi-Cal had a routine check-up. 22% of Native American children did.
ROUTINE DENTAL CHECK-UP		Between 2018-19 and 2020-21 the percentage of SCC children with Medi-Cal who had a routine dental check-up decreased from 50% to 41%.  In 2020-21, 37% of Black children, 32% of White children and 44% of Latino/a/x children on Medi-Cal had a routine dental check-up. The Asian/Pacific Islander populations ranged from 25% (Samoan) to 49% (Vietnamese) with a regular check-up.
SOCIAL-EMOTIONAL WELL-BEING	Data on the social-emotional well-being of our children is not available at this time. We will be working this year to identify an ongoing and relevant measure for this topic.	

* The racial/ethnic gap (usually between Asian or White children and Black or Latino/a/x children) is large if it is greater than 15 percentage points or 3 times the rate per 1,000. It is medium if it is between 8 and 15 percentage points and the smallest disparity is less than 8 percentage points or double the rate per 1,000.

RELEVANT BILL OF RIGHTS FOR CHILDREN AND YOUNG ADULTS

- ✓ **HEALTHCARE** - Affordable, timely, and quality mental and physical healthcare that they can access at any time.
- ✓ **MENTAL HEALTH** - Mental and emotional health and well-being and support systems in and outside of the home that promotes emotional and social safety.
- ✓ **BASIC NEEDS** - Enough quality food and water, showers, clean clothes, and hygiene products to keep their bodies healthy.
- ✓ **GREEN SPACES** - Easily accessible and clean green spaces that will be preserved for future generations.

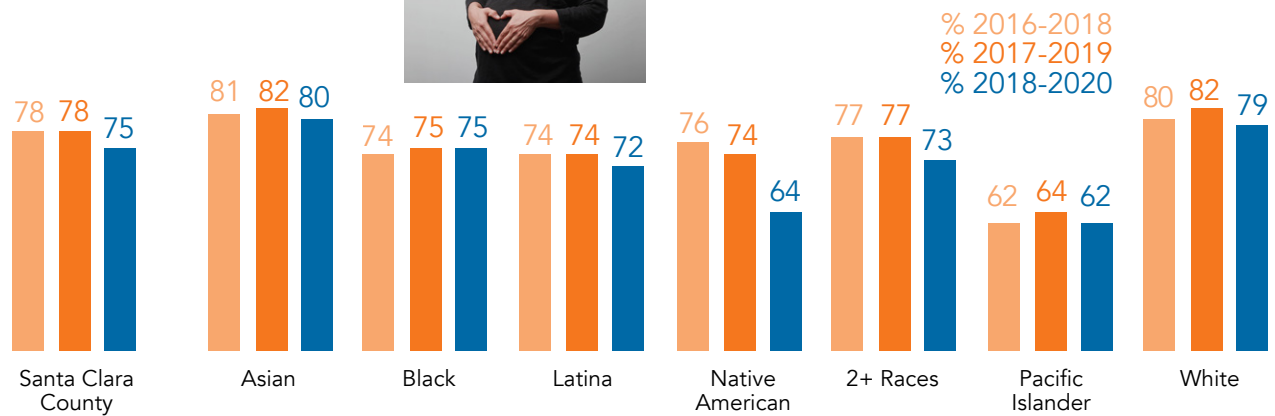
RECOMMENDATIONS

- Ensure pregnant people have health insurance and early, regular, culturally relevant, screenings and supports.
- Ensure every child has health insurance, has access to culturally appropriate health care professionals, and receives required routine developmental, behavioral, dental, vision, hearing, mental health and other preventive screenings
- Implement policies and programs that work across sectors to prevent, identify, and promptly and effectively treat behavioral health challenges.

EVERY CHILD
HEALTHY

BY THE NUMBERS

Figure 13
Percentage of Mothers Receiving
Early & Regular Prenatal Care

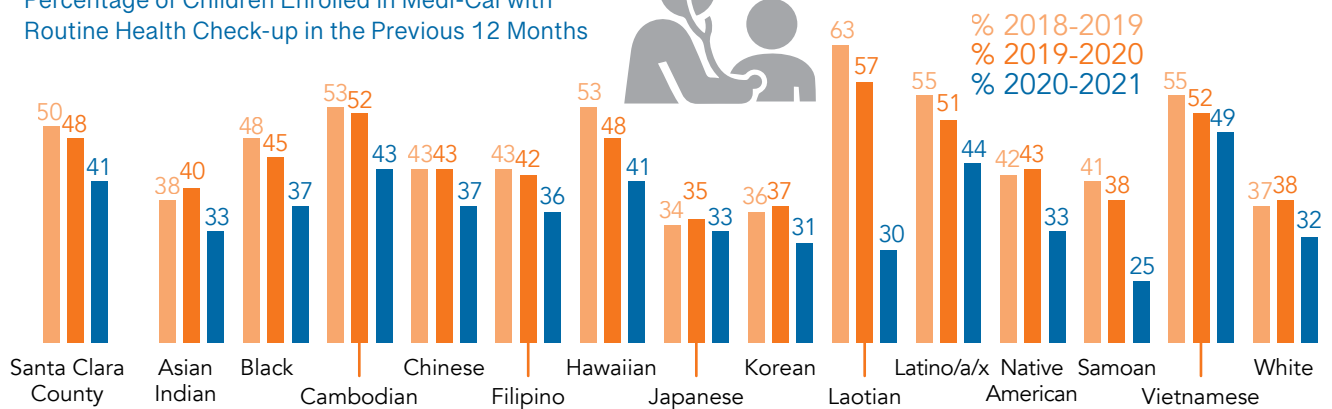


Source: California Department of Public Health, Maternal, Child and Adolescent Health Division Prenatal Care Dashboard



Photos courtesy of Healthier Kids Foundation.

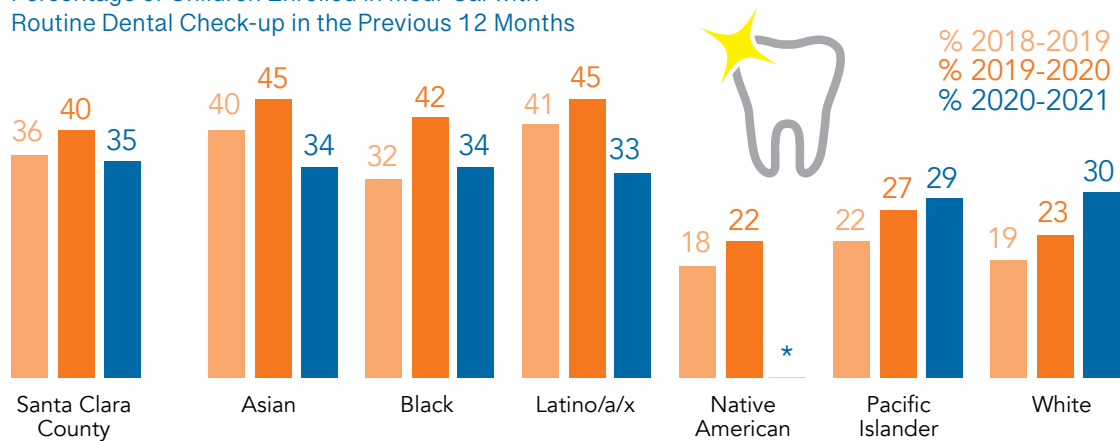
Figure 14
Percentage of Children Enrolled in Medi-Cal with
Routine Health Check-up in the Previous 12 Months



Source: California State Auditor Audit Report for the Dept. of Health Care Services.



Figure 15
Percentage of Children Enrolled in Medi-Cal with Routine Dental Check-up in the Previous 12 Months



*The number of residents in Santa Clara County who identify themselves as Native American are relatively low and therefore the statistics tend to be unstable from year to year.

Source: California Health and Human Services. Dental Utilization Measures and Sealant Data by County, Ethnicity and Age.



Go to
www.kidsincommon.org/dashboard

for the latest data, trends, and geographic breakdowns of the data.

THE STORY BEHIND THE DATA

PRENATAL CARE AND HEALTH CHECK-UPS



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

The COVID-19 pandemic highlighted inequities in accessing care, compounding the above barriers making it more challenging for residents to see their health care providers. However, with growing use of telehealth, mobile and placed-based services (i.e., mobile vaccine services and COVID-19 testing in communities), it makes it easier for residents to have a visit with their health care provider or receive preventive services.

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 2030 goal is that 80.5% of mothers receive adequate prenatal care.

Routine Health and Dental Check-ups

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

1. "Early Prenatal Care." Santa Clara County Department of Public Health website. Web-accessed 12/9/2017 at www.sccgov.org.

2. "2016 Status of Children's Health Volume 2." Santa Clara County Public Health Department.

THE STORY BEHIND THE DATA

CHILDREN WITH FEELINGS OF SADNESS

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.

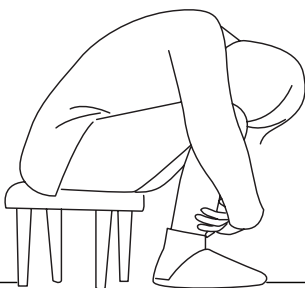
Along the Life Course Framework

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



Racial and Social Justice

- 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, 193 youth 10-24 years of age died by suicide in Santa Clara County. 65 of them were ages 15-19.

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

3. "Helping Young Children Succeed Strategies to Promote Early Childhood Social and Emotional Development, Research and Policy Report," National Conference of State Legislatures. September 2005.

4. Boyd, Judi S., Barnett, W. Steven, Bodrova, Elena, Leong, Deborah J., Gomby, Deanna, Robin, Kenneth B., Hustedt, Jason T. "Promoting Children's Social and Emotional Development Through Preschool." NIEER Policy Report. 2005.

5. Ramey, D. M. (2015). The Social Structure of Criminalized and Medicalized School Discipline. *Sociology of Education*, 88(3).

6. "Epi-Aid on Youth Suicide in Santa Clara County." A PowerPoint presentation created by the Santa Clara County Public Health Department. 2/2/2016. Updated data provided by Santa Clara County Public Health Department, February 2020.

7. Kidsdata.org. "Learn More about Youth Suicide and Self-inflicted Injury." Retrieved 3/1/2020 at <https://www.kidsdata.org/topic/1828/suicidal-ideation-race>.

RECOMMENDATIONS

EVERY CHILD HEALTHY

Ensure pregnant people have health insurance and early, regular, culturally relevant, screenings and supports.

Prenatal care is most effective when it starts early and continues throughout pregnancy. A parent's health and well-being during pregnancy can impact the infant's health. Early and regular health care visits also provides opportunities to discuss healthy behaviors that support healthy infants. These visits are key to understanding the importance of avoiding risky behaviors such as drinking or smoking and also can allow for screenings for other health issues such as risk for postpartum depression.

Ensure every child has health insurance, has access to culturally appropriate health care professionals, and receives required routine developmental, behavioral, dental, vision, hearing, and other preventive screenings.

Insurance and access to care are critical to a child's health and well-being. Developmental and other health screenings for vision, hearing, dental and mental health allows for early identification and provision of support to children who may be getting off-track because of a developmental or other health issue. When screenings are conducted at school or in other community settings, it is important that referrals be followed up to ensure the child was connected to a health care provider who will address the identified need. Screenings are a cost effective way to identify issues that may affect a child's well-being and connect families to a regular care provider or specialist. It is also important to provide parents with resources, education and training to support them caring for their children.

Implement policies and programs that work across sectors to prevent, identify, and promptly and effectively treat behavioral health challenges.

Services and programs designed to identify and help families facing mental health challenges are difficult to find and when families do persevere and receive these services it is largely because of privilege or luck. Too often, children with behavioral health issues wind up leaving school or entering the justice system. We have a children's mental health crisis that has been made worse by the COVID-19 pandemic. It is critical we establish a system that provides prevention, early detection and intervention and treatment services for both mental health and substance use disorders.











Photo courtesy of Healthier Kids Foundation.

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

INDICATOR	HAVE WE IMPROVED?	RACIAL/ETHNIC GAP*
ACCESS TO HIGH QUALITY EARLY CARE AND EDUCATION	 The number of high quality subsidized preschool slots has decreased from 5,605 in 2018 to 5,165 in 2021. During the COVID-19 pandemic, many childcare providers closed their doors.	 We do not have data on the race or ethnicity of children enrolled in childcare. One study showed that in Silicon Valley, 26% of low-income three-year-olds are enrolled in preschool programs compared to 52% of higher-income children. A similar disparity based on race/ethnicity likely exists.
STUDENTS ATTENDING SCHOOL (NO CHRONIC ABSENTEEISM)	 Chronic Absenteeism increased from 9% in SY 2017-18 to 19% in SY 2021-22.	 In SY 2021-22, 6% of Asian and 13% of White students were chronically absent. 35% of Pacific Islander, 31% of Latino/a/x, 26% of Native American, and 25% of Black students were.
3RD GRADERS MEETING ENGLISH LANGUAGE ARTS (ELA) STANDARD	 SCC 3rd grade students meeting or exceeding the ELA standard decreased from 60% in SY 2018-19 to 57% in SY 2021-22.	 79% of Asian and 69% of White 3rd grade students met or exceeded the ELA standard. Only 41% of Pacific Islander, 38% of Black, and 29% of Latino/a/x students did in SY 2021-22.
8TH GRADERS MEETING MATH STANDARD	 SCC 8th grade students meeting or exceeding the Math standard decreased from 56% in SY 2018-19 to 48% in SY 2021-22.	 80% of Asian and 67% of White students met or exceeded the ELA standard. Only 17% of Latino/a/x, 20% of Black, and 21% of Pacific Islander students did in SY 2021-22.

* The racial/ethnic gap (usually between Asian or White children and Black or Latino/a/x children) is large if it is greater than 15 percentage points or 3 times the rate per 1,000. It is medium if it is between 8 and 15 percentage points and the smallest disparity is less than 8 percentage points or double the rate per 1,000.

RELEVANT BILL OF RIGHTS FOR CHILDREN AND YOUNG ADULTS

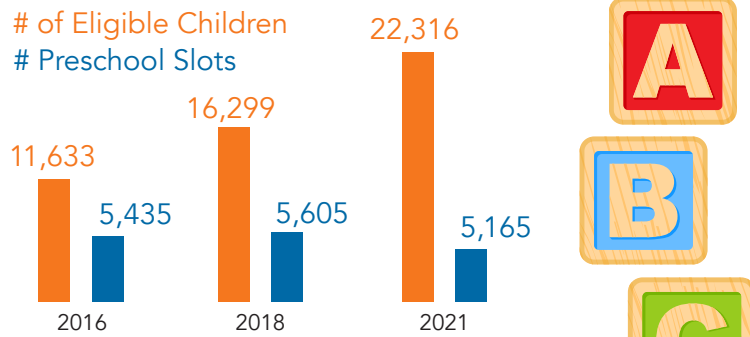
- ✓ **EDUCATION** - A relevant and engaging education that exposes them to other cultures and promotes lifelong learning.
- ✓ **MODERN NEEDS** - Reliable transportation and wi-fi, computers that meet their needs, and phones when applicable.
- ✓ **LIFE SKILLS** - Training to develop life skills and knowledge as well as opportunities to apply them for their growth.

RECOMMENDATIONS

- Ensure all families with young children have access to affordable, high quality, childcare options that meet their needs and supports the development of the whole child.
- Support every child's participation in high quality out-of-school-time learning opportunities such as afterschool and summer programs, and tutoring.
- Partner with schools to support positive school climate, children's behavioral and physical health, advance children's social and emotional learning, and meet the human service needs of students and their families.

BY THE NUMBERS

Figure 16
Children Eligible for Subsidized High Quality
Preschool vs. Slots Available

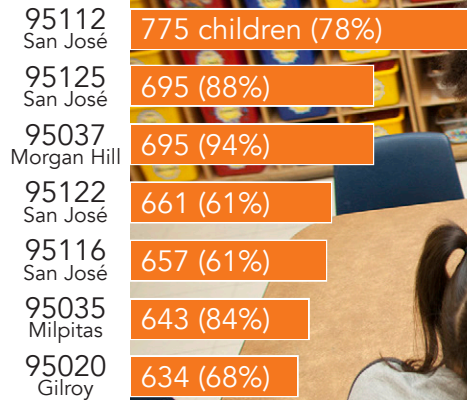


Note: Over the years, the income eligibility threshold for subsidized preschool has increased from 85% of the State Median Income to 100%. This is the reason behind the increase in children eligible for this program.

Source: Santa Clara County Office of Education 2021 Local Planning Council (LPC) ZIP Code Priorities for SCC, CA State Preschool Program (CSPP)

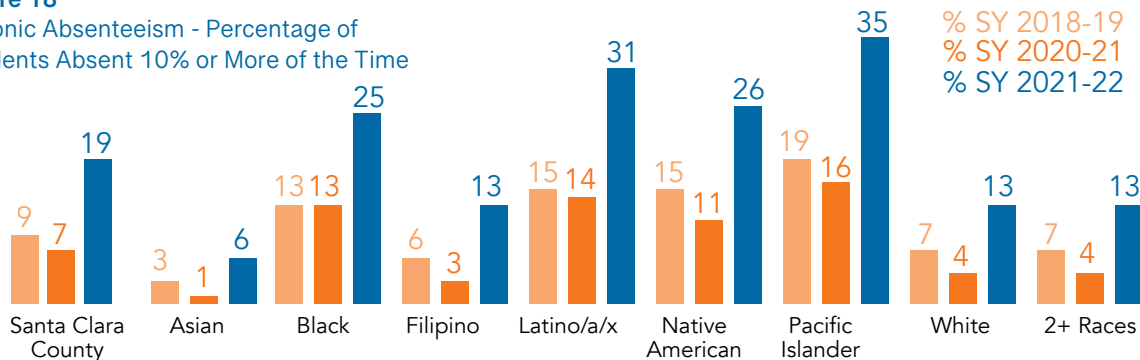


Figure 17
Seven Zip Codes
with Greatest Need
for High Quality
Child Care Slots
with Number and
Percentage of
Eligible Children
Unserved



Santa Clara County Office of Education 2021 Local Planning Council (LPC) ZIP Code Priorities for SCC, CA State Preschool Program (CSPP)

Figure 18
Chronic Absenteeism - Percentage of
Students Absent 10% or More of the Time



Note: As a result of statewide school closures that occurred in Feb/Mar 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019-20 absentee data are not reliable for that year and the data are unavailable for public release.

Source: California Department of Education, DataQuest. Absenteeism Data.

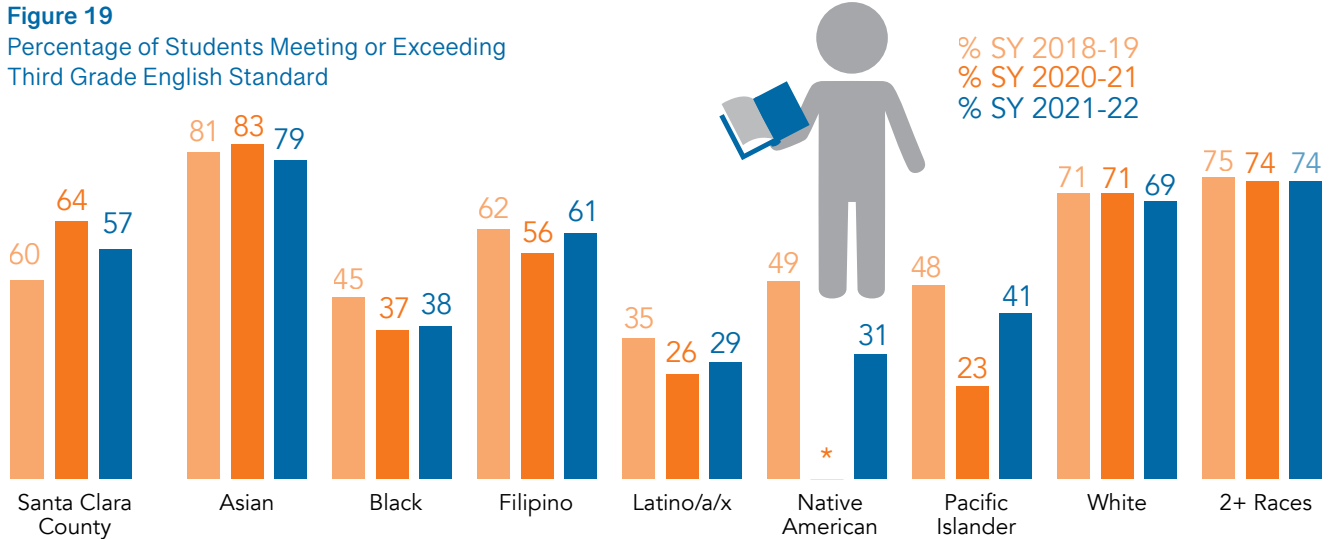
DIG INTO THE DATA!



Go to www.kidsincommon.org/dashboard

for the latest data, trends, and geographic breakdowns of the data.

Figure 19
Percentage of Students Meeting or Exceeding Third Grade English Standard

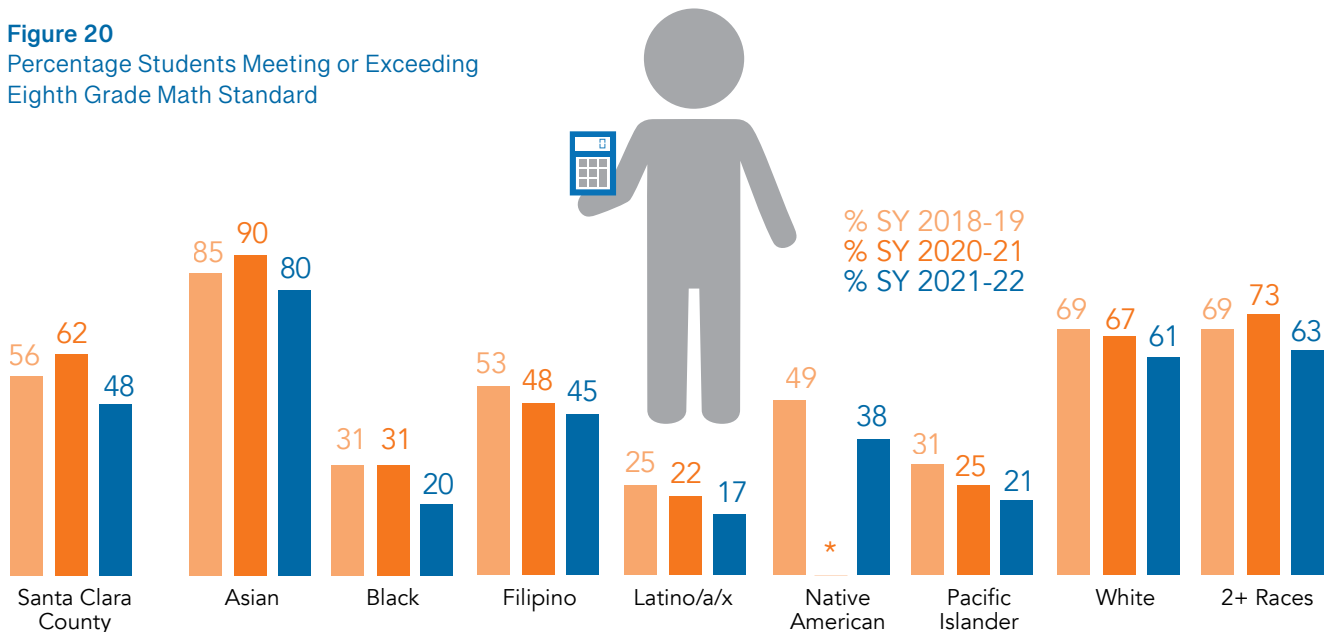


* The number of residents in Santa Clara County who identify themselves as Native American are relatively low and therefore the statistics tend to be unstable from year to year
Source: California Department of Education, California Assessment of Student Performance and Progress (CAASPP)

IMPORTANT NOTES ABOUT THE CAASPP ASSESSMENT:

- > The 2019–20 CAASPP results are not available due to the suspension of testing as a result of the novel coronavirus disease 2019 (COVID-19).
- > In SY 2018-19 and 2021-22 at least 97% of eligible students participated in the assessment. In SY 2020-21 only 26% and 30% of those eligible participated in the third grade ELA and eighth grade Math assessment, respectively.

Figure 20
Percentage Students Meeting or Exceeding Eighth Grade Math Standard



* The number of residents in Santa Clara County who identify themselves as Native American are relatively low and therefore the statistics tend to be unstable from year to year
Source: California Department of Education, California Assessment of Student Performance and Progress (CAASPP)

THE STORY BEHIND THE DATA

HIGH QUALITY EARLY CARE AND EDUCATION

California has a mixed-delivery system for early care and education that includes a variety of funding streams, type of care, and reporting requirements. This system includes childcare centers (subsidized and unsubsidized), Family Child Care Homes (subsidized and unsubsidized). We are moving to a system of Universal Transitional Kindergarten (TK) and as it rolls out, the proportion of eligible 4-year-olds served in TK programs will increase. Programs such as San José Public Library's Family, Friend and Neighbor also provide support and education to informal caregivers with the goal of providing families with more options for care.

Along the Life Course Framework

- Years of research demonstrate that children's early experiences impact long-term outcomes in life.
- Attending early learning programs allows a child to develop academic, emotional, physical, and social skills that are necessary for successful transitions into the K-12 system.
- Enrollment in early care and education programs can also lend consistency and stability to children's lives, advancing their social competence, behavioral and cognitive outcomes, language development, school adjustment, and overall child well-being.
- When children attend early learning programs, they have a much better chance of entering the K-12 system fully ready for kindergarten. Children who enter the K-12 system ready for school have an 82% chance of mastering basic skills by age 11, compared with a 45% chance for children who are not school ready.
- One of the greatest positive impacts of entering school with sufficient readiness skills is the ability to master grade-level literacy goals – their likelihood of reading proficiently by the end of third grade increases. Children who are not reading proficiently at the end of the third grade are four times more likely not to graduate.
- Research has demonstrated that “the emotional, social, and behavioral competence of young children is a strong predictor of academic performance in elementary school and beyond, even affecting employment and income in adulthood.”¹

Racial and Social Justice

- High quality early learning programs can serve as a vehicle through which we increase opportunities and access to ensure that all students are successful.
- In Silicon Valley, 26% of low-income three-year-olds are enrolled in preschool programs compared to 52% for higher-income children of the same age group.
- In Silicon Valley, 61% of low-income four-year-olds are enrolled in preschool while 74% of higher-income four-year-olds participate in early learning programming.
- Research has demonstrated that when children from lower socioeconomic backgrounds attend early learning programs, they are more likely to have higher rates of education, health, and incomes when compared to children from similar circumstances who do not attend these programs.²
- “Implementation of a universal preschool program covering full-day/year-round care would lead to an estimated 7,000 households and 31,000 people lifted to household income adequacy.” (Household income adequacy is a measure similar to the Real Cost Measure discussed on page 22.)
- Early childhood educators, often parents themselves, are among the lowest-paid occupations nationwide. This workforce is composed largely of women, especially women of color. In California, 17% of early childhood educators are at the Federal Poverty Level.³



Photo courtesy of San José Public Library.

1. Early Care and Education Advocacy Toolkit. Santa Clara County Office of Education.

2. Eliminating the Burden of Preschool Costs. Joint Venture. September 2022.

3. Early Childhood Workforce Index 2020. Center for the Study of Child Care Employment.

THE STORY BEHIND THE DATA

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. Chronic absenteeism, beginning as early as kindergarten and first grade can lead a child to no read at grade level in third grade, lower achievement in middle school and more likely to drop out of high school.

The COVID-19 pandemic has created a shift, with students being absent more often because of COVID-19 symptoms or exposure to COVID-19, long COVID, being medically fragile, or because they are experiencing mental health and wellness issues. We need to build systems to support students who miss school because of these reasons.

The reason for the absence doesn't matter. Being absent – whether it is an excused absence, an unexcused absence, or as a result of a suspension – impacts a student's learning. There is a need to build structures that remove barriers to school attendance and to support students when they are absent for reasons related to health.

Strategies to Improve Attendance for School Sites:

- Engage students and parents.
- Recognize good and improved attendance.
- Provide personalized, early outreach.
- Monitor attendance data and practice.
- Develop programmatic responses to barriers.

Taking a Data-Driven Systemic Approach to Improving School Attendance Systems

- Capacity Building: Including professional development
- Actionable Data: Collect and report actionable data
- Positive Engagement: Create a culture of attendance
- Strategic Partnerships: With district, school, and community
- Adequate, Equitable Resources: To support student engagement
- Shared Accountability: Focus on problem-solving.⁴

FACTORS CONTRIBUTING TO CHRONIC ABSENTEEISM:

BARRIERS

- Chronic and acute illness
- Family responsibilities or home situation
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to technology

AVERSION

- Struggling academically or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative education experiences

DISENGAGEMENT

- Lack of challenging culturally responsive instruction
- Bored
- No meaningful adult connections at school
- Lack of enrichment opportunities
- Lack of academic & behavioral support
- Failure to earn credits
- Drawn to low-wage job instead of being in high school

MISCONCEPTIONS

- Absences are only a problem if they are unexcused
- Missing two days per month doesn't affect learning
- Losing track of and underestimating
- Total number of absences is not important
- Sporadic absences aren't a problem
- Attending only matters in the older grades
- Suspensions don't count as an absence

4. Attendance Works website. www.attendanceworks.org

THE STORY BEHIND THE DATA

ELA AND MATH STANDARDS

Third Grade English Language Arts

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.⁵

Along the Life Course Framework

- 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.
- 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.⁶

Racial and Social Justice 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.

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.⁷

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.

Along the Life Course Framework

- 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.⁸
- 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.⁹

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.

Children's daily routines help develop early math, language, 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 Candyland, teaches counting, shapes and colors, patience, cooperation, and language skills.¹⁰



Photo courtesy of San José Public Library.

5. A Child's Ability to Communicate Starts at Birth. First 5 California.

6. School Readiness and Student Achievement, A Longitudinal Analysis of Santa Clara and San Mateo County Students." Applied Survey Research and the Partnership for School Readiness. 2010.

7. "Why is Mathematics Important?" School of Mathematics, Math.umn.edu

8. Algebra Policy in California - Great Expectations and Serious Challenges. EdSource. May 2009.

9. Schoenfeld, Alan H, Stipek, Debra. Math Matters: Children's Mathematical Journeys Start Early Executive Summary. Heising-Simons Foundation. Nov. 2011.

10. Genesee, Fred, Lindholm-Leary, Kathryn, Saunders, William, and Christian, Donna. Educating English Language Learners. Cambridge University Press. 2006.

SPOTLIGHT ON 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.¹¹

Suspensions in Santa Clara County decreased 51% from 17,591 in 2012 to 8,636 in 2022.

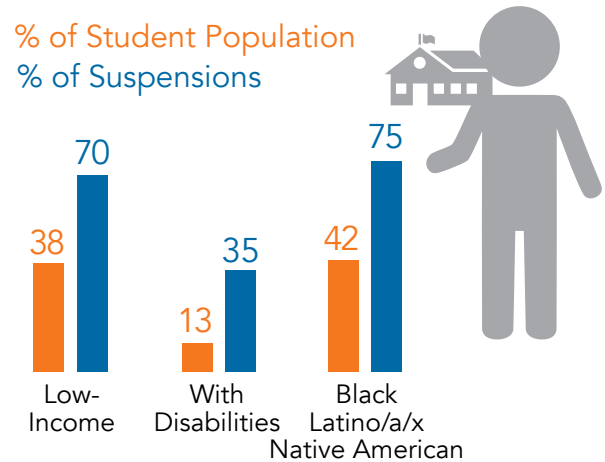
Racial and Social Justice

- In 2022, 75% of all suspensions were given to Latino/a/x, Black, and Native American students, who make up only 42% of the student population;
- Socio-economically disadvantaged students, who comprise 38% 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 2022, students in special education – 13% of the population – received 35% 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 21
School Suspensions 2022: 8,636 Suspensions



Source: California Dept. of Education, DataQuest, 2021-22 Suspension and Expulsion Data.

EVERY CHILD
SUCCESSFUL IN LEARNING

11. Hoag, Christina. "Defiance Seen as Cause of California Suspensions." cnsnews.com. April 7, 2012.

RECOMMENDATIONS

EVERY CHILD SUCCESSFUL IN LEARNING

Ensure all families with young children have access to affordable, high quality, childcare options that meet their needs and supports the development of the whole child.

High quality early learning opportunities support children's brain development, strengthen our schools, and more than pay for themselves through economic benefits to children, families, and our community. High quality early learning opportunities create nurturing spaces where children can develop the social and cognitive skills they need to become successful adults. When we make high quality learning opportunities available and affordable to more families, their children are more likely to enter kindergarten ready to learn, are more successful in school, and more likely to go to college.

Santa Clara County's childcare shortage was made significantly worse by the COVID-19 pandemic. Creating a system that serves all families with affordable, accessible and high-quality childcare will require an investment by and partnership among all levels of government, philanthropy and the private sector. The state should increase provider rates for subsidized childcare. Locally we need a focus on identifying locations for childcare in high need communities, and supporting providers in adding spaces to serve additional children. And it is imperative to continue investing in a system for professional development and salary support for the childcare workforce.

Expand awareness of chronic absenteeism and grow multi-tiered strategies that emphasize prevention and early intervention to support children and families.

School attendance is important to learning. Many challenges, including health challenges, may prevent some children from attending school regularly. It is important that systems be built to identify chronic absenteeism early and develop strategies to support students facing challenges to regular attendance. Additional support is also needed for children who return to school after being absent to help them get back on track with their learning.



Support every child's participation in high quality out-of-school-time learning opportunities such as afterschool and summer programs, and tutoring.

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. The impact of poverty on learning outcomes is well-established. This impact is compounded by learning loss during summer months. While there is no difference in learning rates between low-income and higher-income students during the school year, lack of access to summer learning opportunities is cumulative, and significantly contributes to the academic achievement gap experienced by low-income children.¹²

Evidence also points to "high-dosage" tutoring – 45 minutes, four or five times a week – as a way to produce big academic gains. This intensive tutoring has the potential to address learning loss during the COVID-19 pandemic and is best when it takes place during the school day.¹³

Partner with schools to support positive school climate, children's behavioral and physical health, advance children's social and emotional learning, and meet the human service needs of students and their families.

Students do better when schools pay attention to fostering safety, encouraging respectful, trusting and caring relationships, and are able to provide academic, health and wellness supports. Decreased use of suspensions and expulsions can be achieved when these supports are in place and teachers have a set of tools and individualized behavioral supports to deal with challenging student behavior. Having these supports in place is also important when working with students and families struggling with attendance.

Through partnership with governmental agencies and community-based organizations, schools can become a resource hub for the community, building on the community's strengths and supporting the human service, health and behavioral health needs of its families, promoting equity and success in learning for every child.

It is important to understand that the COVID-19 pandemic has impacted an entire generation of young people. Their social-emotional, academic, and overall wellness has been affected. It will take many years of consistent support to help their recovery and long-term mental, physical and academic well-being.







12. McCombs, Jennifer Sloan, et al., *Making Summer Count, How Summer Programs Can Boost Children's Learning*. Rand Corporation. 2011

13. Barshay, Jill. *Proof Points: Research Evidence Increases for Intensive Tutoring*. The Hechinger Report, March 15, 2021.

EVERY CHILD

THRIVING 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.

INDICATOR	HAVE WE IMPROVED?	RACIAL/ETHNIC GAP*
STUDENTS GRADUATING ON TIME	 The percentage of high school students who graduated on time increased from 86% in SY 2017-18 to 89% in SY 2021-22	 In SY 2022, 97% of Asian students graduated on time. 95% of White, 89% of Black, 79% of Latino/a/x and 72% of Native American students did.
18- TO 24-YEAR-OLDS WITH A HIGH SCHOOL CREDENTIAL	 9% of SCC young adults did not have a high school credential in 2017. This decreased to 8.2% in 2021.	 In 2020, 5.4% of white and 5.6% of Asian/Pacific Islander young adults did not have a high school credential. 13.6% of Latino/a/x and 3.7% of Black young adults did not.
OPPORTUNITY YOUTH (YOUTH AGES 16-24, DISCONNECTED FROM EMPLOYMENT & EDUCATION)	 Youth ages 16-24 disconnected from employment and education remained fairly stable, increasing from 6.5% in 2017 to 6.9% in 2021.	 In 2021, 6.1% of Asian youth were disconnected from employment and education. 6.8% of Black, 9.2% of Latino/a/x, and 9.5% of White youth were.

* The racial/ethnic gap (usually between Asian or White children and Black or Latino/a/x children) is large if it is greater than 15 percentage points or 3 times the rate per 1,000. It is medium if it is between 8 and 15 percentage points and the smallest disparity is less than 8 percentage points or double the rate per 1,000.

RELEVANT BILL OF RIGHTS FOR CHILDREN AND YOUNG ADULTS

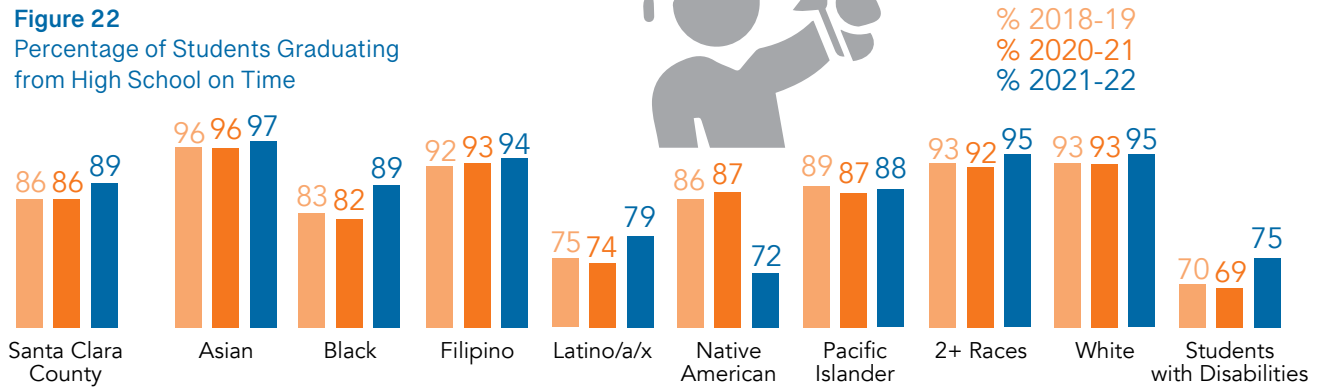
- ✓ **SUPPORT AND GUIDANCE** - Receive support and guidance from role models who are dedicated to helping them achieve their dreams and goals.
- ✓ **PERSONAL DEVELOPMENT** - Time, space, and resources to pursue any interest or opt for rest.
- ✓ **VOICE** - Be treated as equal partners in identifying problems, developing solutions, and making the decisions that they are impacted by.
- ✓ **CHOICE** - Make important decisions for their lives and set boundaries that are respected.
- ✓ **JOB OPPORTUNITIES** - Job opportunities that provide safe and reasonable working conditions, and a living wage, and allow them to grow their careers.

RECOMMENDATIONS

- Prepare children for post-secondary academic success through college, career, and technical education activities starting at an early age and by supporting college savings accounts.
- Provide timely and targeted academic, behavioral, and human services supports for students facing challenges in school.
- Support educators and other professionals working with teens and young adults to develop meaningful caring relationships with the people they serve.
- Facilitate reengagement and completion of secondary education, and continuation into post-secondary education, for teens and young adults.

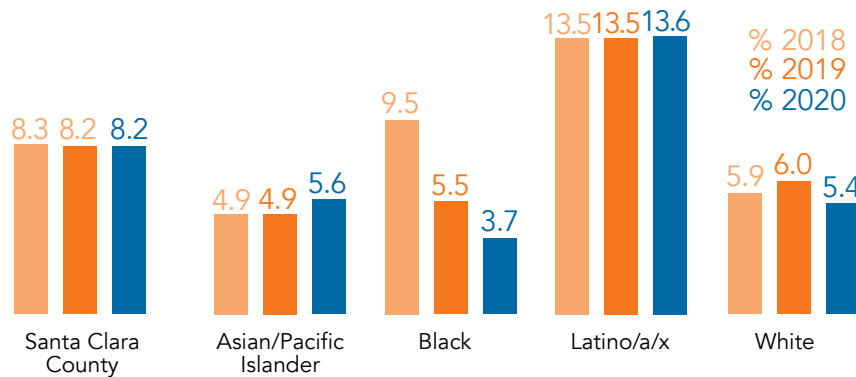
BY THE NUMBERS

Figure 22
Percentage of Students Graduating from High School on Time

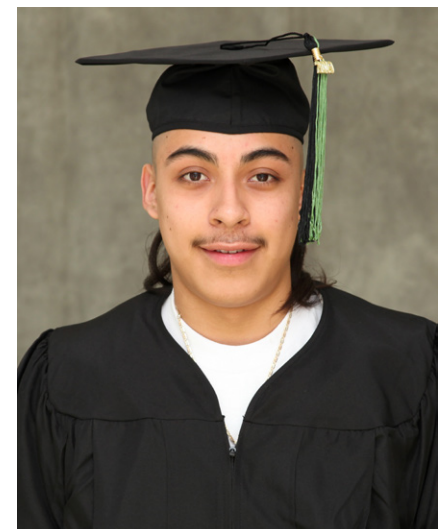


Source: California Department of Education. Data Quest. 4-year Cohort Graduation Rates.

Figure 23
Percentage of 18-24 year-olds without a High School Credential

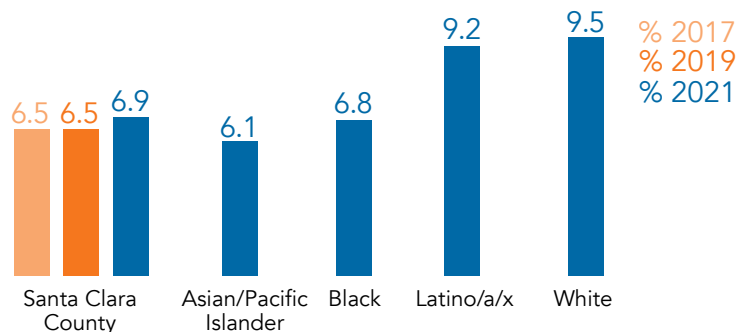


Source: IPUMS USA, University of Minnesota. 5-year estimates.



Opportunity Youth Academy Graduate

Figure 24
Percentage of Opportunity Youth, Ages 16 -24 , Disconnected from Employment & Education



Source: IPUMS USA, University of Minnesota. 5-year estimates

DIG INTO THE DATA!

Go to www.kidsincommon.org/dashboard for the latest data, trends, and geographic breakdowns of the data.

THE STORY BEHIND THE DATA

SUPPORTING STUDENTS TO GRADUATE ON TIME OR EARN THEIR HIGH SCHOOL CREDENTIAL

Having a secondary credential, such as a high school credential is important to a young adult's success in life.

Along the Life Course Framework

- > 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 in getting a secondary credential and moving on to certificate programs, community college or a 4-year university.
- > 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.

Racial and Social Justice

Latino/a/x 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.

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 in Santa Clara County, (the last year this data was available) 59 middle school students, and from high school 852 frosh, 280 sophomores and juniors, and 1,132 seniors left school without graduating. 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.

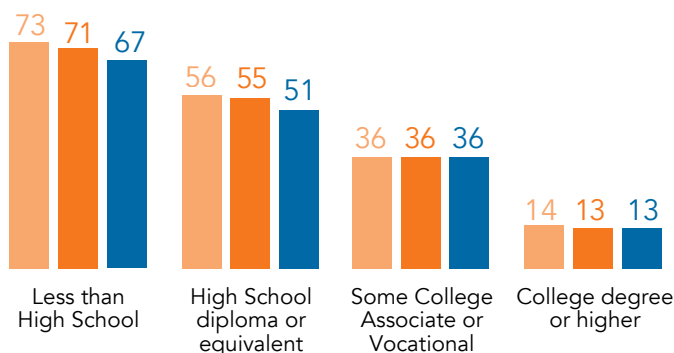
Early warning signs include:

- > 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.¹

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.²

Figure 24
Percentage of Adults Living Below the Real Cost Measure by Education Status



Source: Struggling to Move Up: The Real Cost Measure in California 2021. United Ways of California. July 2021



Opportunity Youth Academy Graduate

EVERY CHILD THRIVING IN LIFE

1. 10-Point Plan for Graduation Success. America's Promise Alliance. <http://www.americaspromise.org>.

2. Don't Quit on Me. What Young People Who Left School Say About the Power of Relationships. Center for Promise, America's Promise Alliance. September 2016.

THE STORY BEHIND THE DATA

FOUNDATIONS FOR YOUNG ADULT SUCCESS

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.³ In the book “What Kids Need to Succeed” the authors describe ways to build these two assets. These include:

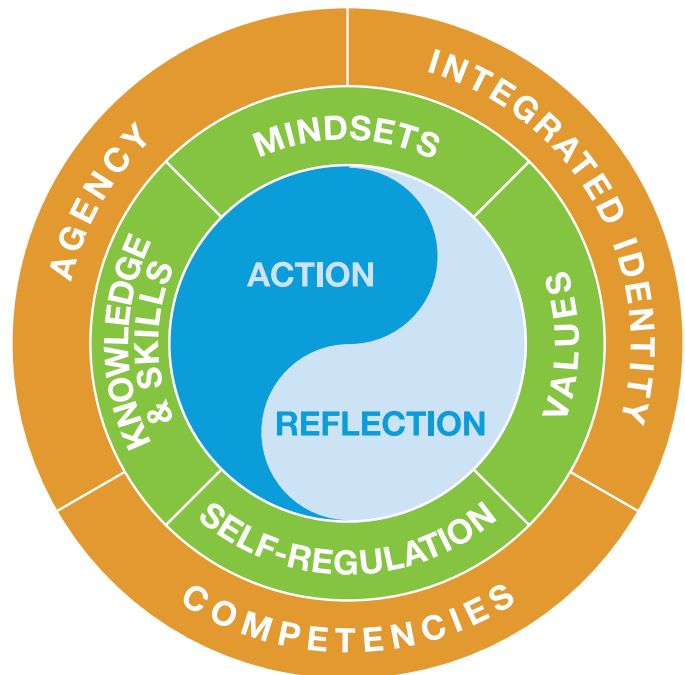
- Helping young people think and write about their dreams and passions;
- Drawing connections between learning and opportunities, and needs and issues in the world;
- Involving youth in volunteering in the community;
- Recognizing their skills and accomplishments;
- Exposing students to positive role models whose backgrounds are similar to their own; and
- Creating a climate of optimism and expecting them to succeed.⁴

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.”

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.

“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.” Poverty, racism, and other structural barriers can create disparities in opportunities and outcomes.



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

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.⁵

3. Nagaoka, Jenny, Farrington, Camille A., Ehrlich, Stacy B., Health, Ryan D., with Johnson, David W., Dickson, Sarah, Turner, Ashley Cureton, Mayo, Ashley, Hayes, Kathleen. “Foundations of Young Adult Success a Developmental Framework.” University Chicago Consortium on School Research. June 2015.

4. Benson, Peter, Galbraith, Judy, Espeland, Pamela. “What Kids Need to Succeed.” Search Institute and Free Spirit Publishing, Inc. 1994.

5. Nagaoka, Jenny, Farrington, Camille A., Ehrlich, Stacy B., Health, Ryan D., with Johnson, David W., Dickson, Sarah, Turner, Ashley Cureton, Mayo, Ashley, Hayes, Kathleen. “Foundations of Young Adult Success a Developmental Framework.” University Chicago Consortium on School Research. June 2015.

YOUTH ENGAGED IN THE JUVENILE JUSTICE SYSTEM

Too often, youth confronted with lack of opportunity, 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.⁶
- > 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.”⁷

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

Citations to juveniles decreased from 2,246 in 2020 to 1,480 in 2021. Admissions to Juvenile Hall decreased from 560 in 2020 to 383 in 2021.



Sex and Age of Youth Arrested

- > 78% of youth arrested were male. 22% were female.
- > 8% of youth arrested were 13 and younger.
- > 26% were 14-15 years.
- > 57% were 16-17.



Home Life

- > The zip codes where most youth in the justice system reside include 95116, 95020, 95127, 95112, and 95128.
- > 61% of females and 41% of males had family history problems.



Child Abuse and Neglect

- > 58% of youth had at least one referral as an alleged victim.



Education

- > 36% of males and 37% of females needed assistance and support to succeed in school.
- > 62% of students reported difficulty in school because of intellectual capacity or other achievement problems.



Criminogenic Needs

- > For males, criminal orientation was higher (31%) than females (23%).
- > 81% of females and 71% of males had anti-social friends (gangs, legal troubles, or both).



Behavioral Health

- > 31% of females and 12% of males thought about committing suicide.
- > 85% of females and 67% of males had significant issues with depression, anxiety, and other emotional factors.⁸

6. Balancing the Scales of Justice. Burns Institute.

7. Gatti, Umberto, Tremblay, Richard E., Vitaro, Frank. Iatrogenic effect of Juvenile Justice. *Journal of Child Psychology and Psychiatry* 50:8 (2009) pp 991-998.

8. Annual Juvenile Justice Arrest and Probation Data, 2021. Santa Clara County Probation Research and Development Unit. 2022.

RECOMMENDATIONS

EVERY CHILD THRIVING IN LIFE

Prepare children for post-secondary academic success through college, career, and technical education activities starting at an early age and by supporting college savings accounts.

For students who will be the first in their family to go to college, applying to college can be overwhelming. Elementary schools can promote college dreams when adults intentionally talk about and demystify the college process. Linking potential careers to postsecondary education and having high expectations for every child to go to college create a college-going culture. Providing opportunities to save for postsecondary education through Children's Savings Accounts also support students to and through postsecondary education, be it certification programs, community college or a 4-year school. 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 and succeed in the postsecondary pathway they choose.⁹

Support educators and other professionals working with teens and young adults to develop meaningful caring relationships with the people they serve.

Relationships with caring adults have been identified as a key driver of connecting with school and positive education outcomes. Relationships can buffer the effects of adversity and young people are more likely to graduate and move into postsecondary with a strong anchor and web of support. Programs and schools should focus on these developmental relationships and be intentional about having adults play a role in supporting a young person's sense of purpose and ability to make active choices about their life path and to have a sense of hope for the future.

Provide timely and targeted academic, behavioral, and human services supports for students facing challenges in school.

Early warning systems identify when students start to disconnect from school, even as early as kindergarten or first grade. Throughout elementary, middle and high school, with the right academic and social supports, most students can get on track for school success, high school graduation and transition to postsecondary education. Schools need the resources to identify students with learning challenges and to provide the necessary supports for their success.

Facilitate reengagement and completion of secondary education, and continuation into post-secondary education, for teens and young adults.

It is important to make it easy for youth without a high school credential, who are unemployed or underemployed, to return to education, persist in that education, and continue to their next educational stage (e.g., to community college, certification program, or a 4-year college or university.) Santa Clara County needs a seamlessly connected education-to-career ecosystem. Steps to make this happen include:

- 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.
- Creating a single point of entry that provides a warm and supported hand-off to ensure a "sticky" landing for the young person returning to education.
- Providing support and ensuring stabilization services are tightly coupled with education in order to ensure persistence.
- Providing jobs that are connected to school and are designed to support education persistence.
- Continue to grow dual enrollment programs that allow high school students to take college courses and earn college credits. These programs have been shown to have a positive impact on later college access and enrollment and general academic achievement in high school.¹⁰



9. The Nine Elements of College-Going Culture. Center for Educational Partnerships, University of California Berkeley.

10. Dual Enrollment Programs. What works Clearinghouse, Institute of Education Sciences. February 2017.

WE ARE BETTER TOGETHER

We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make, which over time, add up to big differences that we often cannot foresee.

– Marian Wright Edelman

Santa Clara County is a community committed to its children, youth, and families. This can be seen in the variety of programs, services, and initiatives offered with the goal of improving results for our youngest community members and their families. This work is led, funded, or delivered by the County of Santa Clara governmental organizations and agencies (e.g., the Department of Children and Family Services, the Behavioral Health Services Department, or the Department of Probation), the Santa Clara County Office of Education, and other local education agencies, cities, community-based organizations, grass-roots and community leaders, and foundation or corporate funders.

Each of these organizations are made up by people who care and want to do their best work for our children, youth, and families. They are focused on getting results and recognize the value of collaborating with others in order to leverage their work. Together we do so much. Our many small actions make big differences for our community.

The next twenty-two pages of this data book highlight some of the work taking place in Santa Clara County to improve the lives of our children, youth, and families. You will find sections on Social Justice and Equity, Every Child Safe and Stable, Every Child Healthy, Every Child Successful in Learning, and Every Child Thriving in Life.



Photo courtesy of San José Public Library.

There are many services, programs and initiatives in Santa Clara County and we could not list them all here. For information on health, education and wellness service providers connect with 2-1-1.



Dial 2-1-1 to get connected to a specialist for personalized assistance.

Free, Confidential, 24/7.
Available in multiple languages.

Or go to www.211BayArea.org

STRIVING FOR SOCIAL JUSTICE AND EQUITY

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 8) helps us identify these goals and strategies that focus on specific needs and act strategically to achieve racial equity.

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, 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.



Division of Equity and Social Justice of Santa Clara County

Santa Clara County created the Division of Equity and Social Justice (DESJ) 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. DESJ consists of several offices focused on advancing equity in government. These offices impact children, women, girls, workers, immigrants, LGBTQ+ communities, individuals with Limited English Proficiency (LEP),

individuals with disabilities, Black, Indigenous, Latino/a/x, Asian and other people of color., and those who are targets of hate and violence. DESJ sits within the Office of the County Executive, giving it the highest organizational level and influence within the County structure.

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. For more information go to <https://desj.sccgov.org>.



STRIVING FOR SOCIAL JUSTICE AND EQUITY

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. The office has several programs supporting LGBTQ+ youth. Here are two of those programs:

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.

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.

STRIVING FOR SOCIAL JUSTICE AND EQUITY

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.

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 marginalized student populations in California schools, with a focus on Black students, English Language 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.



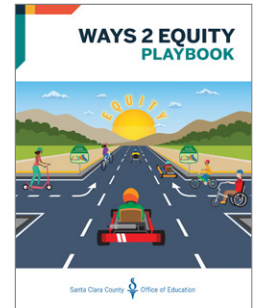
Santa Clara County
Office of Education

Ways 2 Equity Playbook

The Ways 2 Equity Playbook is a navigation tool used to identify equity needs throughout organizations, utilizing 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 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 www.inclusioncollaborative.org/cepip.aspx.

Santa Clara County Continuum of Services for Students with Disabilities Study

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.



STRIVING FOR SOCIAL JUSTICE AND EQUITY

Inclusion Collaborative

While overall public school enrollment decreased from 276,175 in the 2014 school year to 251,220 in 2022, enrollment in special education remained fairly stable at 27,799 in 2014 to 27,642 in 2022. 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, Spanish, and Vietnamese 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
- Promotion of “Person First” terminology that respectfully refers to a person with a disability by placing them ahead of their label or disability.



Universal Design for Learning (UDL)

UDL is a way of thinking about teaching and learning that provides all students opportunities to succeed. Based on neuroscience and evidence-based practices, UDL is a framework that guides educators in designing learning experiences that meet the needs of all students. It is based on the principles of universal design (UD) that are used in architecture, space planning, and product design and emphasizes the importance of creating flexible and accessible learning environments. Barriers to learning are assumed to be in the design of learning environments and not in the student. UDL encourages educators to design learning environments that provide students with multiple means of engaging, comprehending, and expressing their learning. All learners may access and participate in meaningful, challenging learning experiences.

For information on SCCOE resources and support for UDL, go to: www.inclusioncollaborative.org/training.aspx.

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.



Santa Clara County
Office of Education



EVERY CHILD SAFE SAFE AND STABLE

ADDRESSING HOUSING SECURITY

2020-2025 Community Plan to End Homelessness

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 **and the July 2022 results are:**

- Achieve a 30% reduction in the annual inflow of people becoming homeless;
Result: The annual inflow of people becoming homeless decreased to 3,118 surpassing the goal of 3,345.
- Expand the Homelessness Prevention System and other early interventions to serve 2,500 people per year;
Result: The system has expanded to serve 2,161 people per year. (86% to goal.)
- House 20,000 people through the supportive housing system;
Result: 7,853 people were housed through the supportive housing system. (39% to goal.)
- Double temporary housing and shelter capacity to reduce the number of people sleeping outside;
Result: Capacity has increased to 2,193. This is 58% of the goal of 3,764.
- Address the racial inequities present among unhoused people and families and track progress toward reducing disparities.
Result: Data not available.

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.

Heading Home Campaign

Currently, there are approximately 600 families in Santa Clara County without housing, and another 600 new families become homeless for the first time every year. 75% of these families have a female head of household and 62% self-reported having children enrolled in school in Santa Clara County.

In October 2021, the SCC Board of Supervisors approved the Heading Home Campaign, a collective effort by the County, various cities, and community partners to house all homeless families in Santa Clara County.

In this campaign, the County and its partners will expand the capacity to house 1,200 unhoused families by October 2022. Then each year, 600 more families will be housed. The goal of this campaign is to achieve “functional zero” by 2025 for family homelessness. This will be achieved through four strategies:

- Leveraging approximately 1,000 Emergency Housing Vouchers which will provide rental support to homeless households for up to ten years.
- Expanding Rapid Rehousing which provides a time-limited rental subsidy along with case management and supportive services. The goal will be to serve another 200 homeless families annually.
- Expanding homelessness prevention strategies so that fewer families fall into homelessness. This includes plans to expand the Homelessness Prevention System to serve 2,500 households by 2025.
- Creating more affordable and supportive housing with approximately 1,000 new family apartments in development in the Measure A pipeline to be completed in the next five years.

Results: Between Oct. 1, 2021 and Sept. 30, 2022, 478 families with children (1,605 people) were placed in permanent housing. Homelessness prevention strategies served 1,176 families with children.

NEED HOUSING?

HERE4YOU CALL CENTER

(408) 385-2400

9:00 A.M. - 7:00 P.M.

Run by the Bill Wilson Center, this hotline centralizes referrals to temporary housing programs and can:

- Match people to emergency shelters, including transportation.
- Provide assistance to sustain current housing situation.
- Make referrals and linkages to community resources.
- Help those seeking rental assistance by directing them to additional Homeless Prevention Services.

EVERY CHILD SAFE SAFE AND STABLE ADDRESSING FOOD SECURITY

Photo courtesy of Second Harvest Silicon Valley.

Second Harvest of Silicon Valley is the hub of the charitable food system in Santa Clara and San Mateo Counties. Prior to the COVID-19 pandemic, Second Harvest provided an average of 4.3 million pounds of food to 192,000 people in Santa Clara County every month. In 2021, as a result of the need created by the pandemic, Second Harvest almost doubled its food distribution in Santa Clara County. In 2022, as our community continues to recover from the economic impact of the pandemic, Second Harvest of Silicon Valley provides an average of 7.6 million pounds of food to 342,000 individuals each month. With inflation affecting food and gas prices, the numbers of people served by Second Harvest is near pandemic highs. Pandemic safety net benefits like the Child Tax Credit advance payments ended in December 2021 and Emergency Allotments for CalFresh will end in February 2023, forcing families to stretch their household budgets even further. Second Harvest anticipates that community need will increase in early 2023.

Most organizations providing groceries to our community receive that food from Second Harvest at no cost. In partnership with over 400 organizations, Second Harvest created 130 new low-contact, high efficiency drive-thru sites where each family is provided with a nutritious mix of 50% fresh produce, milk, eggs, protein, rice, and beans along with other foods for variety. As the community has become vaccinated and more comfortable with health measures for the COVID-19 pandemic, more and more distributions are moving back to the Farmer's Market, client-choice model.

Second Harvest's large multilingual Food Connection team also assists community members to sign up for CalFresh as well as connecting people to their nearest food distribution or scheduling home delivery if required.

Second Harvest's nutrition team provides cooking demonstrations and food safety presentations to promote healthy eating. The Nutrition Center on their website provides clients with quick, easy, culturally-relevant recipes and demonstrations so they feel comfortable using the food they receive.

Second Harvest also works to help Santa Clara County school districts take advantage of federal food programs, share best practices, and ensure that families are aware of school and summer meal options that are available to them.

NEED FOOD?

1-800-984-3663

MONDAY - FRIDAY, 8 A.M. - 5 P.M.

OR WWW.SHFB.ORG/GETFOOD



SECOND HARVEST
of **SILICON VALLEY**

Universal Free School Meals

In the school year beginning 2022, California became the first state in the nation to guarantee that every K-12 public and charter school student could eat breakfast and lunch at school, at no cost to them. Adoption of universal school meals creates more opportunity for equity by ensuring that every student has the nutrition they need to learn and thrive. Universal school meals also ensure that school is a place where communities are created, not divided. Second Harvest will continue to advocate to make these policies a nationwide priority.

Other Supports

Summer and Afterschool Meal Support

When schools are closed, students still need access to nutrition. Federal programs support summer meals, but they can only be offered in very specific areas at specific times. In addition, there is no option for other planned school closures, such as winter break. During the COVID-19 pandemic, Congress authorized Pandemic Electronic Benefits Transfer (P-EBT), which provided money on debit cards to families whose children were missing school meals.

These benefits are still available for students in 2023. Families are encouraged to complete the Free and Reduced Price Meal or Alternative Income application forms to enroll in P-EBT if income-eligible. Second Harvest and its partners will advocate to continue these nutritional supports for our community. Beginning in Summer 2024, students eligible for Free and Reduced Price Meals will also be eligible for Summer EBT.

Supplemental Nutrition Assistance Program (SNAP – Known in California as CalFresh)

SNAP is a systemic answer to food insecurity. For every meal provided by food banks, nine are provided through SNAP. In California, 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.

Women, Infants and Children – WIC

WIC is a federal program that provides benefits to buy healthy foods like organic fruits, vegetables, and whole grain foods. It also provides personalized nutrition education, breastfeeding information and support, and other services designed to support the health and nutrition of women who are pregnant, post-partum, or breastfeeding, and infants and children under the age of five. Low- to moderate-income families who have incomes at 185% or less of the Federal Poverty level and/or receive Medi-Cal, CalFresh, or Cash Aid are qualified to receive WIC.

EVERY CHILD SAFE AND STABLE

FOCUSING ON PREVENTING TRAUMA, PROMOTING HEALING

Children and Youth System of Care Continuum of Care Reform

Assembly Bill 2083 (Chapter 815, Statutes of 2018), is building upon the Continuum of Care Reform legislation. AB2083 requires each county to develop and implement a Memorandum of Understanding (MOU) outlining the roles and responsibilities of the various local entities that serve children and youth in foster care who have experienced severe trauma. The legislation is focused on the child welfare system, but counties were expected to partner and expanded to look at children and youth served by various other systems.

The development of a MOU between local partners including child welfare, regional centers, county offices of education, probation, and behavioral health was submitted to the State back in 2020. Since then the various partners have been working diligently in developing an operational manual that outlines roles and responsibilities and partner to develop a system of care that is more effective in addressing the needs of children, youth and families. The MOU is a critical step towards establishment of shared interagency responsibility, engagement and resource allocation. MOU components include:

1. Interagency Leadership Team
2. Integrated Core Practice Model (ICPM)
3. Information and Data Sharing
4. Screening, Assessment, and Entry to Care
5. Child and Family Teaming
6. Interagency Placement Committee
7. Alignment and Coordination of Services
8. Staff Recruitment, Training, and Coaching
9. Financial Resource Management
10. Dispute Resolution Process
11. Resource Families and Therapeutic Foster Care Services

For more information contact Patty Irwin, AB 2083 Project Manager at Patty.Irwin@SSA.SCCGov.org.



Families First Initiative

In 2018, the federal government passed the Family First Prevention Services Act, which initiated an unprecedented opportunity to give child welfare systems the tools they needed to make transformative changes that strengthen families so more children can remain safely with their parents and kinship caregivers. The Department of Family and Children's Services, Office of Probation, Behavioral Health, Santa Clara County Office of Education, Public Health, and other family-serving organizations are working together to develop a continuum of supportive services to maintain and improve the resilience and well-being of our county's families.

This group's goal: Children, youth and families are on a path and have equitable opportunity to achieve sustainable, positive life outcomes based on their hopes and aspirations for the future.

Families First is working to realize this goal by:

- Recognizing the critical role families play in ensuring the safety and well-being of their children.
- Increasing access to services such as addiction treatment, mental health services and parental skill-building that help children remain safely at home.
- Developing connection points to services in accessible, trusted community spaces.
- Helping more parents and their children grow up in a safe home and ensure that they have the support they need to address physical and emotional trauma.
- Offering supports to family members caring for children.
- Supporting programs that help keep families together and that prevent child abuse and neglect.

The cross-system partners are working together to align processes and share funding to:

- Increase resources that address the unique needs for all families, including concrete supports.
- Address root causes that are putting children in foster care, particularly those of Black and Latino/a/x ancestry.
- Support evidence-based Kinship Navigator programs that links relative caregivers to a broad range of services and supports to help children remain safely with them.
- Supports care in family-based settings.

Conducting a county-wide needs assessment in 2022 defined priority service areas populations for the initiative. A County Prevention Plan (CPP) with shared goals and collective work should be completed in summer of 2023 and expanded services will begin rolling out in 2024.

EVERY CHILD SAFE AND STABLE

DFCS PREVENTION BUREAU

Department of Family and Children's Services (DFCS) 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 increase protective factors for families and increased community capacity to support and promote child and family well being.



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.

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, and 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. New this year, services are now made available to students in the following districts: Gilroy, Morgan Hill, Alum Rock, Campbell and Downtown College Prep.

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), Gardner Health Network, Alum Rock Counseling Center and Culturally Coordinated Services – 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.



Photo courtesy of SCC DFCS, Prevention Bureau

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.



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), Culturally Coordinated Services, and Rebekah 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.

For more information:

Go to <https://socialservices.sccgov.org/other-services/community-based-prevention> or contact Prevention@ssa.sccgov.org.

EVERY CHILD SAFE SAFE AND STABLE NEIGHBORHOOD AND SCHOOL 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. In Santa Clara County, efforts are underway to change the perceived and actual safety of our children and youth.

South County Youth Task Force (SCYTF) THRIVE – Transformation and Hope, Resiliency, Integrity, Voice and Engagement

Formed in January 2012, SCYTF works to address the effects that violence, gangs, and other trauma have on the youth in the communities of Gilroy, Morgan Hill, and the unincorporated town of San Martin. SCYTF envisions a community that is safe and free of youth violence where young people are strong, thriving, and connected to their families, schools, and neighborhoods. They reach youth where they are and seek to increase the community's access to services, support, and activities that promote the educational, social, and physical well-being of all South County youth and their families, while empowering their voice and supporting their growth and success. 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.

In its new strategic plan, Project II THRIVE! 2023-2026, SCYTF has shifted its guiding principles to highlight supporting youth to promote their well-being, uplifting them, and encouraging them to reach their highest potential, while empowering youth, parents, and families to build trust, develop healthy relationships, and increase capacity to create a thriving community. SCYTF members strive to work collaboratively through a multi-disciplinary lens that creates, improves, and reimagines systems that support youth. While doing so, SCYTF members also improve their own interactions among one another at the community, organizational, and governmental levels. SCYTF acknowledges historical and present-day inequities, and we are working to reduce and eliminate disproportionalities in our community and its institutions that negatively affect youth of color.

Neighborhood Safety/Services Unit (NSU)

The NSU is part of the Santa Clara County Probation Department and has served high-need neighborhoods in East San José and Gilroy since 2016. The NSU utilizes a public health approach to improve neighborhood safety and provides a variety of primary prevention services that lead to improved long-term, sustainable health outcomes for our partner communities.

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 develops action plans to address those issues.

Safe Routes to School

Safe Routes to School programs encourages children and families to use active transportation and offers guidelines to



make walking and biking to school fun, healthy, safer, and accessible to all. The program succeeds by including the whole community and incorporating the “6 E’s”: Education, Encouragement, Engineering, Evaluation, Engagement, and Equity. Communities benefit through safer streets, cleaner air, and helping children build healthy habits.

In Santa Clara County, Safe Routes to School Programs are provided through a collaborative effort between the Public Health Department, Santa Clara Valley

Transportation Authority (VTA), city agencies, community-based organizations, pedestrian and bicycle advocates, school officials, teachers, parents, youth, and many more. Many cities participate in Safe Routes to School activities including Campbell, Cupertino, Gilroy, Los Altos, Los Gatos, Mountain View, Palo Alto, San José, Santa Clara, and Sunnyvale.

EVERY CHILD HEALTHY

SUPPORTING HEALTHY BIRTHS AND EARLY CHILDHOOD

There are many programs in Santa Clara County designed to support healthy births, health in early childhood, and access to important health screenings, stronger connections to health care providers and supports for healthy social-emotional development.

Maternal, Child And Adolescent Health Program (MCAH)

By overseeing a state-run, enhanced prenatal care program called the Comprehensive Perinatal Services Program (CPSP), MCAH helps ensure that pregnant people have timely access to quality prenatal care. Pregnant people 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 people and launched the Universal Prenatal Screening project, which aims to screen all pregnant people for substance use, mental health, or domestic violence issues. The program provides a brief intervention when these issues are identified.



Public Health Nursing Home Visitation Programs

The Public Health Nursing Home Visitation programs include Nurse Family Partnership, CalWorks, Regional Nursing and First 5 (a collaboration between Santa Clara County FIRST 5, the Santa Clara County Public Health Department and Department of Family and Children's Services). Public Health Nurses (PHN) in these programs provide monthly home visits for infants up to age 6 months, developmental screenings, postpartum health assessments, pregnancy education (including newborn care and parenting), and health education to parents. 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.

Oral Health Program (OHP)

OHP engages people in healthy oral health habits by linking children and families to oral health education, health coverage, and a dental home and oral health screening. In collaboration with the Healthier Kids Foundation (HKF) and the Santa Clara County Dental Society, the program offers oral health education and free dental screening to children in schools. With HKF, OHP strives to increase access to dental care for Latino/a/x and Black pregnant people. All three partners provide technical assistance to clinic and community settings to build their capacity to improve care delivery, and they champion community water fluoridation, especially in communities most at risk for poor oral health outcomes.

Black Infant Health Program (BIH)



Within a culturally supportive environment, and honoring the unique history of Black women, Black Infant Health (BIH) aims to help women have healthy babies. BIH implements an evidence-informed intervention utilizing a group-based approach, where participants get to meet, interact, and build a sisterhood with other Black women.



The educational group sessions provided are complemented with client centered life planning, goal setting, participant-centered case management, in-home visitation with a BIH Public Health Nurse, and referrals to services. This powerful combination serves to help Black women enhance life skills, gain pregnancy health-related education specific to their needs, learn proven strategies to reduce stress and build social support. BIH services are provided by a

team of family health advocates, social worker, and public health nurse. The program serves Black women who are 16 years or older, pregnant, or up to six months postpartum at the time of enrollment, regardless of income.

Perinatal Equity Initiative (PEI) addresses the causes of persistent inequality and identify best practices to eliminate disparities in Black infant mortality. While declines in infant mortality have been achieved, the statewide mortality rate for Black infants continues to be two to four times higher than rates for other groups. The goal of PEI is to improve birth outcomes and reduce mortality for Black infants through interventions implemented at the county level that are evidence-based, evidence-informed or reflect promising practices. In Santa Clara County local PEI specific interventions include Maternal Health Navigation and Inter-Conception care provided by a local community-based organization, ROOTS Community Health. Additional PEI local interventions include a five-county partnership Bay Area media campaign, DeliverBirthJustice.org, a community advisory board, and educational outreach to improve outcomes for Black mothers and their babies.

Childhood Lead Poisoning Prevention Program (CLPPP)

This state-funded program works to prevent the damaging effects of lead poisoning in children and young adults from birth to age 21. Through a coordinated, multidisciplinary team effort, CLPPP provides case management for children and youth diagnosed with or at risk for lead poisoning. It also delivers education and outreach to reduce lead poisoning and works with health care providers to ensure timely reporting of lead test results.

EVERY CHILD

SAFE AND STABLE

EVERY CHILD

HEALTHY

EVERY CHILD HEALTHY

FIRST 5 SANTA CLARA COUNTY INITIATIVES



WWW.FIRST5KIDS.ORG

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.
- **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;
- **Parenting Inside Out** Seminars for parents and caregivers who are incarcerated to reduce the cycle of recidivism;
- **Family Engagement Advisory Committees** Leadership opportunities for parents, caregivers, and community members;
- **Multi-Generational Volunteer Opportunities** for parents, caregivers, and community members of all ages to share their gifts, skills, and talents to support families; and
- **Promotora Volunteer** program for community members to build their skills around child development, community engagement, and advocacy.

Other FIRST 5 Programs that Promote Health and Well-Being: Multi Practice Dyadic Care

FIRST 5 Santa Clara County, The County of Santa Clara Valley Health Centers, UCSF, The Children's Trust, Santa Clara Family Health Plan, and Anthem are leading a collaborative effort to launch a multi practice Dyadic Care Demonstration Project in Santa Clara County. The purpose of this work is to scale access to child and caregiver mental health supports that will be sustained by the newly created Dyadic Services Benefit in Medi-Cal. Dyadic services is a new statewide benefit that provides integrated physical and behavioral health screening and services to the whole family. This model of care has been proven to improve access to preventive care for children, rates of immunization completion, coordination of care, child social-emotional health and safety, developmentally appropriate parenting, and maternal mental health. UCSF and The Children's Trust will be providing training and technical assistance to Santa Clara County Health System and community clinic partners to implement the evidence-based Healthy Steps model. The pilot will demonstrate scalable and sustainable reimbursement and clinical delivery models for dyadic models of care in pediatric and family medicine primary care settings.

Santa Clara County Home Visiting Collaborative (HVC)

HVC was established in 2020, with the goal to remove barriers to accessing resources and strengthen system-wide capacity to support children and families in Santa Clara County to fulfill their goals and dreams. The Collaborative meets monthly to focus on activities that improve cross-system service coordination. Some of these activities include: piloting a closed-loop cross-program referral system to ensure families are connected to needed resources; creating and implementing a workforce development strategy so home visitors are equipped to support families in a healing-centered and culturally-responsive way; and developing communication and sustainability strategies so messaging about home visiting is clear and family-centered. Partners, thus far, in this strategic effort include: Public Health Department, Social Services Agency, Santa Clara County Office of Education (Early Start and Early Head Start), Santa Clara County Behavioral Health Services Department, San Andreas Regional Center (Early Start), ParentChild+ and Help Me Grow/KidConnections.

EVERY CHILD HEALTHY

SCREENINGS AND ACCESS TO CARE

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.

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 the goal of increasing access to screenings 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 2019-20 = 16,902
- FY 2020-21 = 14,328
- FY 2021-22 = 12,293

The COVID-19 pandemic impacted access to developmental screening programs.



Photo courtesy of Healthier Kids Foundation.

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 170,000 vision screenings have occurred at over 300 sites.

Fifteen percent of those screened were referred to vision care, and Healthier Kids Foundation followed up to insure they received it. Over 10,000 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. Nearly 116,000 children, ages 6 months to 18 years old, have been screened and this year, in 2021-22, 40% were referred to dentists for urgent or emergency care. Hearing screenings launched in 2014 and nearly 109,000 have occurred, with 7% 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.

EVERY CHILD HEALTHY

SOCIAL-EMOTIONAL HEALTH AND 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 Wellbeing, and Alum Rock Counseling Center, opened the doors to two allcove centers. These allcove centers are a one-stop-shop with the following benefits:

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



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 SLS Initiative encompasses programs, supports, and services utilizing a Multi-Tiered System of Support (MTSS) framework while building an upstream approach to prevention. The programs in the SLS Initiative have extended and expanded to new school districts and have increased the learning community among the SLS Coordinators.



SCHOOL LINKED SERVICES

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

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.

The early intervention of specialty mental health treatment services, through SLS Behavioral Health, 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.

For more information, visit: www.schoollinkedservices.org.

Results:

School Linked services have made more than 30,000 referrals in four years (Fiscal Year 2018-19 to FY 2021-22). 20% of the referrals were to provide family support and 61% of the referrals were to address behavioral or mental health needs, including 32% for higher level/intensive needs.

A VISION FOR INTEGRATED SCHOOL-BASED BEHAVIORAL HEALTH

The youth mental health crisis manifests every day in schools, contributing to higher drop-out rates, student disengagement, chronic absenteeism, increased disciplinary actions, and the tragic loss of students. Teachers, school administrators, and staff are acutely aware that students' ability to engage in learning is directly related to whether their behavioral health and social-emotional needs are being met. The current behavioral health system is not successfully reaching students and, in some cases, is not implementing evidence-based approaches that would address the primary barriers to student access and reduce both prevalence and acuity of mental illness.

More than 50 years of academic and clinical research demonstrates a clear and undeniable advantage to providing embedded behavioral health services on school campuses:

Students are 10 to 21 times more likely to receive behavioral health services when they are provided on a school campus.

Providing services on a school campus eliminates the need for transportation of students to and from off-site appointments, facilitates parent participation in mental health appointments, encourages student self-referral for treatment, and increases likelihood of completing the course of treatment.

Students and families that are referred to off-site clinics are much less likely to receive initial or ongoing services than those offered services at a school site. In a study comparing on- versus off-campus delivery models, 100% of families referred for school-based services received them, while only 8% of the families referred to an off-site clinic followed through and received services.

Embedded school-based mental health professionals can provide more accurate diagnoses and better identification of aggravating causal factors. School-based mental health professionals have the unique advantage of observing children in natural play and academic settings and can better identify the external factors that play a central role in childhood behavior disorders.

Integrating social-emotional learning and behavioral health into the curriculum and school culture significantly reduces the stigma associated with seeking mental health treatment.

Research suggests that a school-based approach to mental health also naturally reduces obstacles to care stemming from the stigma held by parents and family members.

School-based mental health services significantly reduce school disciplinary action, referrals into the criminal justice system, and school drop-out rates. When schools have the resources to provide mental health interventions and adopt intervention frameworks like Positive Behavioral Interventions and Supports (PBIS), the school-to-prison pipeline is disrupted.

When social-emotional learning is incorporated into the classroom and embedded mental health services are offered to students, schools see increased academic performance and higher graduation and attendance rates. Research also links school-based health and mental health services to better child behavior in school, reduced emergency department usage by children, and lower rates of teen births.



Schools as Centers of Wellness - The SCCOE Wellness Center Initiative

The Santa Clara County Office of Education in collaboration with local school districts opened 12 new wellness centers on school campuses to increase mental health promotion, early intervention and direct service opportunities for students and families. The SCCOE staffs the wellness centers with

community liaisons and mental healthcare specialists to provide direct services to students.

The SCCOE Youth Health and Wellness team provide consultation and collaboration to schools in the implementation of wellness centers and how to support students in a crisis.

The Youth Advisory Group (YAG), consisting of students from across Santa Clara County with diverse backgrounds and identities, provided personal experiences and feedback that informed the



creation of the wellness centers to ensure they meet the needs of students and provided appropriate support for students well-being with equitable voices being heard.

For more information visit: www.sccoe.org/plisd/YHW or email youthwellness@sccoe.org.

This content was taken from the Santa Clara County Office of Education research brief titled "The Efficacy of Implementing a School-Based Approach to Student Wellness." To read the entire research brief go to: <https://sccoe.to/wellnessbrief>.

EVERY CHILD HEALTHY

SOCIAL-EMOTIONAL HEALTH AND RESILIENCE

Project Cornerstone

An initiative of the YMCA of Silicon Valley, Project Cornerstone engages youth, caring adults, and staff from schools and community organizations to strengthen healthy social and emotional skills and behaviors, build positive relationships, and create safe and supportive environments. Its programs and services support the development of life skills youth need to thrive and provide effective tools and strategies for adults to build strong families, schools, and communities. Partnerships with hundreds of Silicon Valley schools have resulted in the creation of caring school climates and empowered tens of thousands of youth to stand up against bullying while fostering empathy, inclusion, and a sense of purpose and belonging.



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

Project Cornerstone's 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 peers. The bilingual Spanish/English-language Los Dichos program opens new doors for parents from diverse cultures to support their children's educational success.
- **Middle School Social and Emotional (SEL) Curriculum** provides lessons, led by volunteers and/or school staff, which are specifically designed to support middle school students in acquiring the skills and behaviors to manage emotions, social situations and behaviors, and develop responsible decision-making skills.
- **Expect Respect** brings together a diverse group of students through a half-day leadership and bullying prevention workshop that emphasizes student voice in developing and implementing action plans to promote a caring school climate.
- **School staff training and consulting** help teachers, administrators, and other school employees recognize opportunities to intentionally connect with and strengthen positive relationships.
- **Student Leadership Council** is a volunteer opportunity for high school students to represent youth voice in their community, while gaining leadership skills.
- **For more information:** Go to www.projectcornerstone.org or call 408-351-6482.

K-12 Toolkit for Mental Health Promotion and Suicide Prevention

The HEARD Alliance (Health Care Alliance in Response to Adolescent Depression and related conditions) convenes resources for promoting well-being, treating depression and related conditions, and preventing suicide in youth and young adults. In addition to providing community resources on mental health, the HEARD Alliance has also created a K12 Toolkit to support the development of school suicide prevention and wellbeing promotion policies found at www.heardalliance.org/help-toolkit.

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.



NEED HELP?

SANTA CLARA COUNTY CRISIS LINE:

1-855-278-4204

SUCCESSFUL IN LEARNING

SCCOE EARLY CARE & EDUCATION AND ACADEMIC SUPPORTS

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. Not solely our schools' responsibility, students, parents, civic leaders, businesses, and our community at large all have a role to play in children's success in learning.



SCCOE Childcare Resource & Referral Program

SCCOE serves as the Childcare Resource and Referral (R&R) Program for Santa Clara County. The function of the R&R is to provide every family and provider with what they need to be successful by implementing the SCCOE's core values of equity, diversity, inclusion, and partnership.

The Santa Clara County Office Of Education (SCCOE): Committed to serving, inspiring, and promoting student and public school success. Working collaboratively with school and community partners, SCCOE 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 also 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), Restorative Practices, and tobacco-use prevention. SCCOE implements the Multi-Tiered Systems of Support (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, School Wellness Centers (see page 61) 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.

Strong Start of Santa Clara County is a coalition of community leaders, individuals and organizations working to ensure that all children age 0 to 8 in Santa Clara County have access to high quality early care and education (ECE) opportunities. It does this by providing public education on the importance of ECE and the need for additional resources to support universal access, and by leveraging the support of coalition members. Strong Start meets monthly. For more information and resources, go to www.strongstartsantaclara.org.



The R&R Program maintains a childcare referral database, known as the Santa Clara County Childcare Portal, with information about the licensed childcare programs in the county. This database helps parents find licensed childcare that best meets their family's needs. The R&R Program also provides training, shares information about current childcare topics, and provides technical support to licensed providers while also helping anyone interested in becoming a licensed provider navigate through the state licensing process. Additionally, the R&R program helps local communities understand childcare issues and needs by providing up-to-date data about licensed childcare capacity and the number of childcare facilities available to help inform local plans and initiatives aimed at addressing local childcare needs.

Steps to Success

The Steps to Success campaign seeks to raise public awareness about the benefits of enrolling and regularly attending early learning programs and facilitate enrollment in programs for ages birth through five. Multilingual enrollment resources have been centralized to support families in their search for early learning programs that best meet their needs. In addition to creating information resources for families, SCCOE created the Outreach Toolkit for School Leaders, providing outreach materials that can be embedded into current enrollment outreach plans within school districts. To access enrollment and attendance resources for early learning programs, go to www.enrollsantaclara.org

Universal Prekindergarten (UPK) Initiative

SCCOE is leading and implementing support systems that build capacity for school districts and community-based organizations as part of California's Universal Prekindergarten Initiative. California's historic investment in the early learning system will provide equitable, high-quality learning opportunities that focus on the whole child. This includes an expansion of age-eligibility for entry into Transitional Kindergarten, expanded learning opportunities, universal meals, CA Community Schools Partnership Program, and the Children & Youth Behavioral Health Initiative. SCCOE's capacity-building efforts fall under the following focus areas: vision and coherence, community engagement and partnerships, workforce, professional learning, curriculum, instruction, assessment, facilities, and operations. To learn more about UPK efforts in Santa Clara County, visit: www.sccoe.org/resources/upk.



TO FIND CHILDCARE:

WWW.CHILDCARESCC.ORG
(669) 212-5437 (KIDS)

SUCCESSFUL IN LEARNING

OTHER EARLY CARE & EDUCATION AND ACADEMIC SUPPORTS

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 Santa Clara County Office of Education (SCCOE) serve as the co-lead organizations. In order to ensure that all settings (center-based, home-based, and other sites like community centers and libraries) 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 system of quality to establish local and sustained high standards of quality within Santa Clara County. 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.



Family, Friend, and Neighbor Caregiver Support Network

The San José Public Library's Family, Friend, and Neighbor (FFN) Caregiver Support Network strengthens communities by improving the well-being of children and families. The innovative and responsive program connects FFN caregivers—a valued choice for many families—to learning and workforce development opportunities, a peer community, and a range of resources. The FFN Network offers this critical caregiver group free, holistic programming that removes systematic barriers, fosters a diverse and inclusive environment for all and welcomes the voices of FFNs to co-create their experience. Through accessible support services, FFN caregivers are empowered and inspired to achieve personal and professional growth — and to become lifelong advocates for excellence. By guiding young children's early learning and development, these respected and trusted childcare providers contribute to a robust economy. The program has served 199 unduplicated caregivers since its inception in January 2020. Program participants have completed more than 7,500 hours of professional development and 330 early childhood education (ECE) academic units positioning them to support the early learning landscape in Santa Clara County. For more information go to www.sjpl.org/FFN.

The San José (SJ) Learns initiative aims to bolster academic achievement by funding promising and innovative expanded learning programs for San José students in transitional kindergarten through third grade. High-quality expanded learning programs provide crucial academic support for students who are struggling in the classroom and are especially important for students whose families cannot afford fee-based alternatives. City-funded grants are administered by the San José Public Library Foundation, with the San José Public Library's Education Team providing leadership for all related programmatic and evaluation activities. In addition, the SJ



Learns team facilitates a community of practice to help identify and spotlight the most promising and innovative practices, ensuring broader impact to help close achievement and opportunity gaps. SJ Learns has served 32 school sites across 10 Local Education Agencies between Academic Years 2015-16 and 2021-22. By June 2023, SJ Learns will have served approximately 6,245 San José students. For more information, go to: www.sjplf.org/sjlearns.

Parents Helping Parents (PHP)

supports families raising children with disabilities. PHP has an electronic-learning library with over 300 videos in five languages on such topics as special education, public benefits, behavior, financial planning, and assistive technology. In addition to over 600 zoom webinars per year on various topics, PHP has also been offering FREE weekly virtual mental health support groups in English and Spanish.



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SCCOE Foster & Homeless Youth Services (FHY)

FHY provides services to children and youth in foster care and/or those experiencing housing instability as defined under the McKinney-Vento law of 1987. Using a cross-agency system of supports, the FHY team provides prevention, intervention and stability services to students and their families meeting their vital educational needs. FHY also provides assistance and training to school districts and community stakeholders regarding the educational laws that protect the rights of both foster and homeless youth and structured, trauma-informed, healing development for school district implementation. To learn more go to: www.sccoe.org/foster-homeless.

THRIVING IN LIFE

ONWARD TO COLLEGE AND CAREER

As a community interested in the well-being of youth, we have an important mission: to 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.

College Week

Mission: Future-Ready! That's the theme of College Week, sponsored by the Santa Clara County Office of Education, in service of all schools in Santa Clara County. While College Week takes place annually, in October, it is really a series of events and activities that span most of the school year. College Week provides workshops, guest speakers, supplemental learning materials, and college fairs for students, teachers, counselors, and families. College Day is driven by the assumptions that the opportunities that college makes possible is a right shared by all our youth, and that early and frequent messaging and activities that reinforce college-going identities and behaviors is a key part of narrowing the opportunity gaps in Silicon Valley and promoting lifelong agency and future-ready skills and traits. For more information, and to see a full list of the College Week partners that make these events and activities possible, go to: www.sccoe.org/cte.

Children's College Savings Accounts

Research shows that low-income children who have as little as \$500 in a college savings account are three 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.

The state of California launched **CalKIDS** in 2022, a statewide, automatic enrollment college savings program. Children born in California starting on July 1, 2022, and eligible low-income public school students are awarded a CalKIDS college savings account with an initial deposit in it. Enrollment is automatic and families are not required to contribute. The initial deposit is \$25 for newborns, with the opportunity for additional incentives. Eligible public school students (grades 1 through 12) received at least \$500 in 2022. Each year moving forward, eligible public school students in the first grade will be enrolled. www.calkids.org.

Excite Credit Union offers the **Step Up Savings** program to assist families in starting a college savings program. Excite makes the opening \$50 deposit, matches up to \$25 in deposits each year and pays a higher interest rate on balances up to \$2,500. Accounts are available to any child residing in the East Side Alliance footprint, or receiving services from a wide variety of non-profit organizations. For more information, go to: www.excitecu.org/personal/save-spend/savings/step-up-savings.

The **College In My Future (CIMF)** program was launched in partnership with Excite Foundation, East Side Education Foundation and Franklin-McKinley School District in 2021. Over 1,250 children have been automatically enrolled in the CIMF program. These students received an opening \$50 deposit and can earn deposit matches and other incentives in the future. Excite Foundation is planning to offer this program to other schools and/or non-profits in the future. www.excitefoundation.org/childrens-savings.

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 up to \$5,000, 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 program has distributed over \$40,000 in scholarships to 80+ graduates so far. This year, SJ Aspires serves over 1,300 students from William C. Overfelt and San José High Schools. For more information go to: www.sjpl.org/sj-aspires.



Career Online High School (COHS)

COHS is a nationally accredited program that enables adults, ages 19 and older who live in San José, to earn a high school credential and career certificate in one of ten high-demand career fields. Students have 18 months to complete this online program on their own schedule, in their own homes with academic coaching, and anywhere that internet access is available. The San José Public Library and San José Public Library Foundation offer fully paid scholarships to COHS students. Since the program's inception in 2016, 152 adults have graduated from COHS. For more information, go to: www.sjpl.org/cohs.

Lighthouse Silicon Valley (formerly B2R)

Sometimes a crisis opens the door to opportunity. The COVID-19 pandemic and the resulting economic collapse, showed us how disconnected and inequitable our education-to-employment system is and how economically vulnerable, Black, Indigenous, Latino/a/x and other students of color are not well-served by it. Lighthouse Silicon Valley unites to place every individual and family on the path to economic freedom through a structured coalition of workforce programs, public support services, private employers, labor unions, community colleges, adult schools, and financial institutions. Lighthouse 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, contact Quency Phillips, Executive Director, Quency@LighthouseSV.org

EVERY CHILD

SUCCESSFUL IN LEARNING

EVERY CHILD

THRIVING IN LIFE

THRIVING IN LIFE

RE-ENGAGING IN LEARNING

Santa Clara County Re-Engagement Programs (for a high school/secondary certificate)

Go to:

www.KidsinCommon.org/HighSchoolReengagementPrograms

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 credential and gain job skills and work experience.

SiaTech at Job Corps

Free High School credential 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 credential 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.

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.

THRIVING IN LIFE

BUILDING STRONGER YOUTH AND COMMUNITIES

San José Youth Empowerment Alliance (SJYEA)

San José Youth Empowerment Alliance (SJYEA) is the new name of the City of San José's violence prevention strategy, formerly known as the Mayor's Gang Prevention Task Force.

For more than 30 years the City's violence prevention effort has and continues to be a model for a collective impact approach. Our vision of safe and healthy youth connected

to their families, schools, communities, and their futures sets the framework and drives our collective efforts. The SJYEA has four areas of work: prevention, intervention, diversion & re-entry and healing.

The Youth Empowerment Alliance invests in both community-based programming and city-based intervention and neighborhood services for youth ages six to twenty-four.



Community-Based Programming

San José **Bringing Everyone's Strength Together (BEST)** funds qualified nonprofit service providers, across five eligible service areas, supporting community-based programs that serve youth and young adults ages 6-24 and strive to build on youth strengths and reduce their risk for involvement in gangs and violence. Up to 16 programs receive awards annually and over \$4.8 million in BEST base funding was awarded to programs from 2019-2021. 5,677 youth and young adults enrolled in BEST programs from 2019-2021.

Safe Summer Initiative Grant (SSIG) funds micro-grants during the summer months to support prosocial, recreational, and education programs for youth, creating opportunities for youth to have new experiences and develop new skills.

City Youth Intervention and Neighborhood Services

Hospital Linked Intervention Trauma to Triumph connects victims of assault or gang-related violence to peer intervention case management services in order to provide critical support, prevent re-victimization, and help break the cycle of violence. Santa Clara County Valley Medical Center and the Regional Medical Center are partner hospitals in this initiative. 385 youth and young adults were served from 2018-2022.

Clean Slate Tattoo Removal helps youth with prior gang involvement by removing their gang-related tattoos and provides support and life skill development services. Santa Clara County Valley Medical Center is a partner. 241 Clients enrolled in the program from 2018-2022.

Safe School Campus Initiative Program offers crisis response to prevent and de-escalate incidents of violence on and around school campuses. It provides youth with positive role models, family support, referrals to needed resources, pro-social activities, and conflict mediation. 82 middle and high schools across San José partner in this program. There were 1,277 incident responses from 2018-2022.

Female Intervention Team provides gender responsive intervention services to support healthy personal and social goals to females ages 11-24 who are referred by juvenile court, juvenile probation, and school districts. 140 youth received intervention services and 332 youth were served in groups from 2018-2022.

San José Works Youth Jobs Initiative connects youth ages 15-18 who reside in one of San José's designated equity priority communities with valuable work experience opportunities. Partners include local municipal or nonprofit sites who offer youth employment opportunities. 934 youth were served from 2018-2022.

Digital Arts provides opportunities for youth and young adults, ages 13-24, to explore artistic expression and skill development through various multimedia programs. 520 youth were served from 2018-2022.

Late Night Gym provides safe, positive evening recreation activities for youth at four gym locations and distributes information to youth on other services including mental health services, life skills classes, job training, tattoo removal, record clearance, and substance use counseling. There were 10,088 youth visits from 2018-2022.

Project Hope builds partnerships with neighborhood associations or community action groups focused on improving the overall quality of life for the neighborhood and reestablishing safe and clean communities through the effective use of city services. Nine neighborhoods are engaged in Project Hope.

PUTTING CHILDREN, YOUTH AND FAMILIES FIRST IN OUR POLICIES AND SYSTEMS

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 would 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 2021-22 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 2021-22 Santa Clara County will spend approximately \$1.05 billion on programs serving children and youth. Most of this funding comes from state, federal, and other sources, with the county spending \$250.5 million of local tax dollars. This represents about 11.4% 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.

The Office of Children & Families Policy

Located within the Office of the County Executive, the Office of Children and Families Policy (OCFP) works to ensure the County is maximizing resources and coordinating effectively within the County and with external partners. The goal is to promote the well-being of children and their families so that every child has what they need to be successful.

The OCFP is guided by three core Objectives:

- **Policy & Analysis:** Follow and advocate for local, state, and federal policies that will facilitate an equity-forward and data-driven agenda that identifies the most critical needs of children and families as well as promising practices and sustainable funding that have demonstrated measurable positive outcomes.
- **Strategic Issues & Initiatives:** In partnership with County agencies and organizations, facilitate the implementation of promising new initiatives that will support and strengthen early interventions and preventative practices.
- **Collaboration & Partnerships:** Cultivate and increase collaboration across County departments and with community partners to improve outcomes for children and families, using data and evidence-based strategies.



Photos courtesy of San José Public Library.

PUTTING CHILDREN, YOUTH AND FAMILIES FIRST IN OUR POLICIES AND SYSTEMS

The City of San José Children and Youth Services Master Plan

The City of San José is committed to ensuring that all children and youth, particularly those most vulnerable, have the resources, support, and opportunities to realize their full potential and dreams. In recent years, the City has launched several new programs to lift the aspirations and opportunities of low-income and vulnerable families and their children. In 2021, the Mayor and City Council reaffirmed its priority on children and youth by approving the City of San José Bill of Rights for Children and Youth. The articles of the Bill of Rights serve as guiding principles for elected officials, staff, and community stakeholders to provide a continuum of support, programmatic alignment, policy priorities, and investments in services from cradle to career.



The Mayor and City Council then directed staff to develop a citywide Children and Youth Services Master Plan to ensure a strategic, coordinated, and responsive approach to serving children and youth. The pandemic not only elevated but confirmed the urgency and importance of multi-disciplinary and cross-systems to work collaboratively with families, children, and youth as equal partners to address their emerging needs, interests, and desires. City staff recognize the importance of transformational systems change by dismantling systemic racism, structural barriers, persistent inequities, and generational trauma in order to have long-term and sustainable impact and measurable outcomes. Therefore, through an inclusive and collective impact effort, City staff have engaged children, youth, families, education leaders, and community stakeholders to inform and shape the Children and Youth Services Master Plan. The goal is to complete the Children and Youth Services Master Plan in Spring 2023.

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.



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

Join the Children's Movement of California

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.



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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

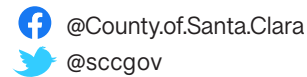
31 school districts of Santa Clara County, representing over 275,000 students from transitional kindergarten through 12th grade. It provides academic and fiscal oversight and monitoring to districts. SCCOE monitors the 22 Santa Clara County Board of Education authorized charter schools. It directly serves 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.



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.KIDSINCOMMON.ORG

Children need a strong public voice that promotes and protects their best interests. Kids in Common is that voice and challenges leaders to put children first. By fostering cross-sector, data-driven partnerships, Kids in Common drives policies, investments, and practices centered on children's needs and success.



WWW.SILICONVALLEYCF.ORG

Many thanks to the Silicon Valley Community Foundation for providing financial support for this Data Book.

Many thanks to the members of the Children's Agenda Network and others who contributed to the development of the 2023 Children's Data Book.

Graphic design by Mike Bromberg.





Photos courtesy of San José Public Library and the Office of Immigrant Relations.