



Community Collaboration for Children's Success East Palo Alto

Neighborhood Action Plan 2019-2024



Vibrant Park: Health Community, 2014. Artists: Mural Music & Arts Project (MMAP) with lead artist Laura Nagle.

Acknowledgements

A special thank you goes to the East Palo Alto Champions, Neighborhood Leadership Group participants, and the East Palo Alto City Council!

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American Council of Teachers	Ecumenical Hunger Program	Live in Peace
AMPV	El Concilio of San Mateo County	Menlo Spark
Anamatangi Polynesian Voices	Family Connections: Redwood City site	Nuestra Casa
Bayshore Christian Ministries	Family Resource Center	One East Palo Alto
Canopy	First 5 San Mateo County	Rebuilding Together Peninsula
Catholic Charities Youth Club at St. Francis of Assisi	Fresh Approach	Samaritan House South EPA
Champions	Girls to Women	San Mateo County Coalition for Immigrant Rights (SMCCIR)
Children's Health Council	Golf FUNDamentals	StreetCode Academy
East Palo Alto Academy	Health Connected	The Primary School
East Palo Alto Academy Foundation	HealthRight360	Youth Empowerment Strategies for Success (YESS)
East Palo Alto Library	Job Train	
East Palo Alto Teen Home	Leadership Incorporated	
	LifeMoves	

Agencies and Organizations Represented on the CCCS Steering Committee

Behavioral Health & Recovery Services Division, San Mateo County Health	Jobs for Youth (Youth Workforce Investment), San Mateo County Human Resources	SAMCEDA
Center for Early Learning, Silicon Valley Community Foundation	Juvenile Court, San Mateo County Superior Court	San Mateo County Arts Commission
Children and Family Services Division, San Mateo County Human Services Agency	Juvenile Unit, San Mateo County District Attorney's Office	San Mateo County Child Abuse Prevention Council San Mateo County Housing Department
Employment Services, San Mateo County Human Services Agency	Legal Aid Society of San Mateo County	San Mateo County Juvenile Justice & Delinquency Prevention Commission
Faith in Action	Office of Diversity and Equity, Behavioral Health and Recovery Services Division, San Mateo County Health	San Mateo County Library
Family Health Services Division, San Mateo County Health	Office of Supervisor Carole Groom	San Mateo County Office of Education
First 5 San Mateo County	Peninsula Conflict Resolution Center	San Mateo County Parks Department
Foster Youth Advisory Board	Private Defender Program, Juvenile Division (San Mateo Bar Association)	San Mateo County Probation Department
Health Plan of San Mateo		San Mateo County Youth Commission
		Youth Leadership Institute

San Mateo County Children and Youth System of Care (CYSOC) Agencies

First 5 San Mateo	San Mateo County Human Services Agency	San Mateo County Probation Department
San Mateo County Health Department	San Mateo County Office of Education	

Mural featured on cover was painted in 2014 by Mural Music & Arts Project (MMAP) with Laura Nagle serving as lead artist. Located in Bell Street Park in East Palo Alto, the mural represents the researched ideas of reclaiming and activating space as well as portrays people activating the park spaces of East Palo Alto. Colors are bursting from people playing sports, games, and music. Families and friends come together to use the space for positive, fun, community building activities. https://www.muralmusicarts.org/about/mural_portfolio.php

Contents

ACTION PLAN	1
AT A GLANCE	1
EAST PALO ALTO CCCS GOALS	3
KEY OUTCOMES FOR EAST PALO ALTO CCCS	3
TOP EAST PALO ALTO STRATEGIES	3
INITIATIVE OVERVIEW	5
INTRODUCTION	7
CCCS INITIATIVE BACKGROUND	8
CCCS FRAMEWORK FOR STRATEGIES	11
CCCS PLANNING PROCESS	12
COMMUNITY ASSETS + ISSUES	17
COMMUNITY ASSETS IN EAST PALO ALTO	19
COMMUNITY-IDENTIFIED NEEDS AND ISSUES	24
SYSTEMS-INVOLVED YOUTH IN EAST PALO ALTO	26
COST OF LIVING IN EAST PALO ALTO	27
STRUCTURAL + INSTITUTIONAL RACISM	29
EDUCATIONAL ENVIRONMENT	30
LACK OF ADULT SUPPORT + SAFE SPACES	30
NEED OPPORTUNITIES TO HEAL FROM TRAUMA	31
ACTION PLAN	33
EAST PALO ALTO CCCS GOALS + KEY OUTCOMES	35
TOP EAST PALO ALTO CCCS STRATEGIES	36
NEXT STEPS	38
APPENDICES	39
ENDNOTES	42

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ACTION PLAN AT A GLANCE

Community Collaboration for Children's Success
East Palo Alto

Neighborhood Action Plan 2019-2024



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East Palo Alto CCCS Goals



1. All SMC children, youth, and families are **safe, healthy, resilient, and recognized for their strengths**.
2. All SMC children, youth, and families are **connected to a larger community and feel supported** by family members, friends, and/or other caring adults.
3. All SMC children, youth, and families are **engaged in learning and achieve their academic + career goals**.
4. All systems in San Mateo County are **accessible, coordinated, culturally responsive, promote racial + gender + economic + immigration status equity, and help preserve our diverse community**.




Key Outcomes for East Palo Alto CCCS



- Decrease youth and children involved in San Mateo County systems
- Increase household income and/or reduce costs
- Increase community participation in decision-making and decrease structural/institutional racism
- Increase educational quality and responsiveness of schools to student needs, interests, and strengths
- Increase supportive relationships between children/youth and caring adults, as well as safe spaces
- Increase healing opportunities and healthy coping mechanisms

Top East Palo Alto Strategies



East Palo Alto Strategies	
 <p>Tier 1 Strategies Ensuring that all children, youth, and families live in safe, healthy, and supportive environments</p>	<ol style="list-style-type: none"> 1. Expand living wage job opportunities using both policies and programming. 2. Expand implementation of “housing first” approach to keep vulnerable families housed. 3. Provide mental/behavioral health support at schools for students and staff and revise pre-K-12 school policies and practices to keep students in class and learning. 4. Expand alternatives to incarceration especially for transition age youth and the parents/caregivers of children under 18 and increase efforts to ensure that defendants understand their rights and the legal process. 5. Strengthen connections between school staff, students, and parents/caregivers. 6. Increase positive interactions between community members and law enforcement and eliminate police not accountable to EPA residents.
 <p>Tier 2 Strategies Building resilient children + youth by expanding developmental assets</p>	<ol style="list-style-type: none"> 7. Expand the existence and operating hours of safe, affordable/free places, programs, and activities specifically for youth and families with children (especially involving arts and culture). 8. Expand culturally responsive opportunities for children, youth, and parents/caregivers that help them heal from trauma, develop healthy coping mechanisms, and strengthen their sense of belonging to a broader community.
 <p>Tier 3 Strategies Providing targeted support to address unmet needs at key ages</p>	<ol style="list-style-type: none"> 9. Expand subsidized childcare for low-income families (including for infants and toddlers, and with expanded and/or nontraditional hours). 10. Increase resources available to undocumented youth and families (especially related to careers, entrepreneurship, and higher education). 11. Ensure/expand trauma-informed culturally appropriate re-entry care/services (including legal support).

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INITIATIVE OVERVIEW

Community Collaboration for Children's Success
East Palo Alto

Neighborhood Action Plan 2019-2024

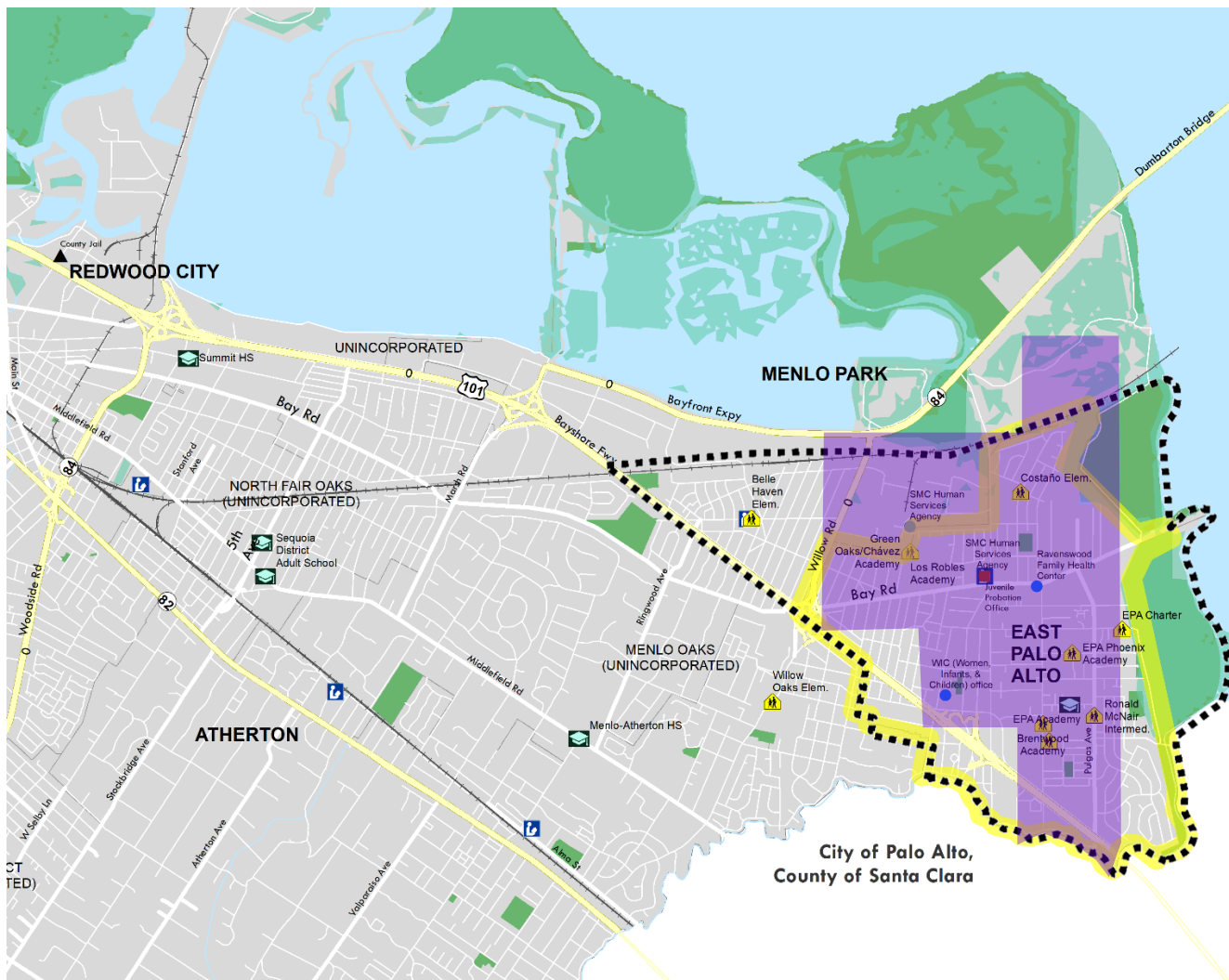


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Introduction

The Community Collaboration for Children’s Success (CCCS) initiative is a multi-agency effort that includes San Mateo County Health, Human Services Agency, Juvenile Probation, County Office of Education and First 5, and it represents an exciting opportunity to create better lives for children and youth in San Mateo County. Four targeted neighborhoods are the focus of the CCCS initiative—specific areas within North Fair Oaks/Redwood City (NFO/RWC), South San Francisco (SSF), East Palo Alto (EPA), and Daly City (DC)—because they all have high need among children and youth as well as a high level of youth “planning readiness” (existing organizational and community assets).

For East Palo Alto, the entire City was identified for the focus of this initiative. The City’s boundary is outlined in yellow below, while the dotted line shows the City of East Palo Alto and the neighboring Belle Haven area. Between January and June of 2019, community members, service providers, educators, law enforcement officers, and other stakeholders in East Palo Alto met and reflected on community input to identify neighborhood issues/needs and assets within the community. Once top issues/needs and community assets were identified, community members then discussed and prioritized strategies to address the top issues to support the success of children and youth in this area.



This document presents the results of the community planning process in East Palo Alto. The East Palo Alto Neighborhood Action Plan has been developed from the CCCS initiative planning and community engagement process, and is organized in the following sections:

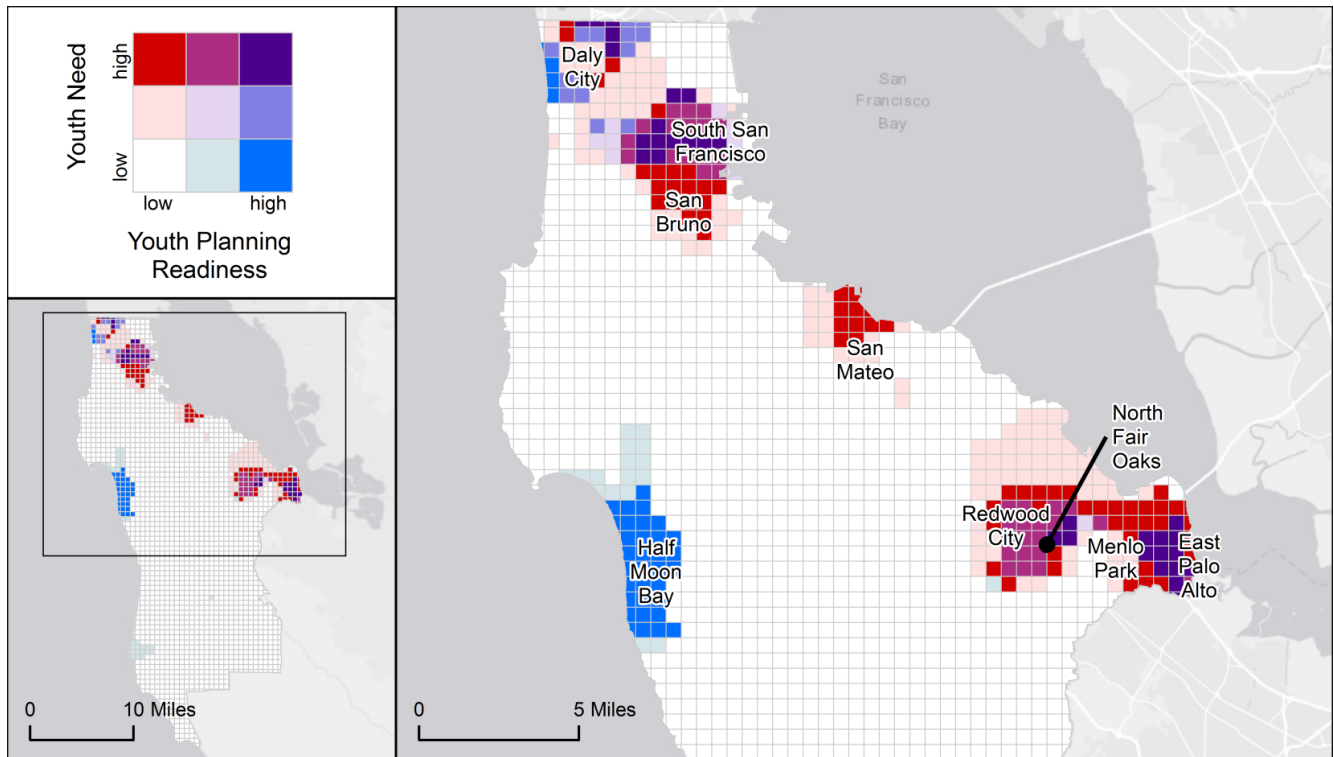
- **CCCS Initiative Background:** Describes the place-based, trauma-informed approach as well as explaining the geographic focus of the CCCS initiative.
- **CCCS Framework:** The CCCS framework provides the overarching “buckets” that strategies fall into.
- **CCCS East Palo Alto Process:** Provides a brief overview of the planning and community engagement process and identifies how each component of the Action Plan was developed.
- **Top East Palo Alto Issues and Assets:** Community members and stakeholders identified a longer list of community issues and assets through the extensive community engagement process in East Palo Alto. The Neighborhood Leadership Group members then prioritized top issues and concerns to address in the Action Plan.
- **East Palo Alto Action Plan:** The goals for the Action Plan are broad and long-term, and provide an overall vision for the work. The strategies were identified and prioritized to address the top issues and concerns.

CCCS Initiative Background

Place-Based Prevention

The Community Collaboration for Children's Success (CCCS) initiative is a San Mateo County approach to addressing the geographic concentration of large numbers of young people in County systems such as Juvenile Probation, the Human Services Agency's Division of Children & Families Services, and Behavioral Health and Recovery Services. An analysis of county-level data revealed that across County agencies and programs, a high concentration of young people in these programs and systems were coming from specific geographic areas in the County. With the aim of interrupting this pattern, this initiative focuses community planning efforts in four specific neighborhoods to recognize and address each community's needs while building on existing community assets. The initiative's long-term goals are to achieve better outcomes for children and youth and help prevent the circumstances that lead to juvenile justice, child welfare or intensive behavioral health services which can limit young people's ability to succeed.

The four neighborhoods selected to develop neighborhood action plans for the CCCS initiative were identified because they have both high youth need and high capacity for deep community engagement and participation. A Youth Need Index and Youth Planning Readiness Index were calculated using agency and community data. To learn more, please visit www.GetHealthySMC.org/CCCS-data. The four neighborhoods that were identified were within North Fair Oaks/Redwood City, South San Francisco, East Palo Alto, and Daly City (the areas in purple in the map below indicate both high youth need and high youth planning readiness).



Inclusive Definition of Children and Youth

For the planning process, children and youth were defined as newborns to 24 years-old.



Engaging Systems-Involved Youth and Families + Recognizing Structural Inequities

To ensure that all children and youth who live in San Mateo County are healthy, happy, and resilient, we know that we have to address existing inequities and focus resources where they are most needed. We also recognize that community members are the experts on their communities – which is why this process engaged both community leaders and residents.

Although the number of juvenile cases resulting in detention has been gradually decreasing, racial disproportionalities have remained consistent.

Data from San Mateo County’s highest intensity systems revealed that not only are there higher concentrations of youth from certain neighborhoods, but also there are higher than proportionate numbers of youth of color. The planning process intentionally engaged children, youth, and families with direct experience with San Mateo County systems, as well as those who are disproportionately likely to experience traumatic events (e.g., being homeless, witnessing violence, being suspended, having a parent be incarcerated) and become involved with County systems. As is true throughout the United States and across California, children and youth of color in San Mateo County (and especially Black, Latinx/Hispanic, and Pacific Islander children and youth) are more likely than their white peers to be arrested, in foster care, and in poverty. Children and youth of color are also less likely to be able to participate in high quality preschool, graduate high school, meet the requirements to attend a state college, and are more likely to experience poor health outcomes. These racial and ethnic disparities or disproportionalities are maintained by structural and institutional inequities and racism. In order to reduce these disproportionalities, we need to make our institutions, policies, and systems more equitable.

- **Latinx children/youth in San Mateo County are 3 times as likely to be in foster care compared to white children/youth.**
- **Black children/youth in San Mateo County are 20 times as likely to be in foster care compared to white children/youth.**

Structural Racism A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.

Institutional Racism Policies, practices, and procedures that work better for white people than for people of color, often unintentionally.

Individual Racism Pre-judgment, bias, or discrimination based on race by an individual.



Structural Racism is like the skyline of buildings around us, all of which interact to dictate our outcomes.

Institutional Racism is like the building this room is in, the policies and practices that dictate how we live our lives.

Individual Racism is like the room we’re all sitting in, our immediate context.

Trauma-Informed Planning

The concept of collective trauma acknowledges that trauma can occur on a community-wide scale as a result of pervasive violence, concentrated poverty, segregation, neglected infrastructure and structural racism. Community-level lack of trust, disengagement with civic processes, and an absent sense of community ownership are all outgrowths of historic and systemic community-wide trauma. **Trauma-informed planning seeks to strengthen power and resilience in communities in the face of pervasive trauma.**

In addition to identifying priority strategies that will support children and youth in each neighborhood, the planning process has helped deepen community connections, build trust, and strengthen the skills of residents.

CCCS Framework for Strategies

Based on community member and Steering Committee input during the planning process with the Stage I neighborhoods, the County confirmed that there are many opportunities to provide supports *before* young people become involved in county systems. To reflect this information, the County developed a framework with 4 Tiers. Tier 1 through 3 includes opportunities *before* a young person reaches any of the county systems, and Tier 4 outlines opportunities for children and/or youth who are currently involved in county systems. Tier 1 strategies are those that will affect the largest number of children, youth, and their families. Each additional Tier is focused on a smaller and smaller group of people. Tier 4 strategies will impact the smallest number of people, engaging only those children and youth who are engaged in County systems.¹ The four Tiers are:

Tier 1: Protective & Healing Neighborhood Places/Spaces. By improving the physical, socio-economic, and educational environment for all community members, Tier 1 strategies increase opportunities for children and youth and reduce the hardships that the most vulnerable children, youth, and families experience. The impact of these strategies is also felt most by disenfranchised residents, who lack the resources to counteract some of the challenges. For example, while middle class families may be able to take time off from work to take children to counseling appointments, low-income families may not be able to afford to lose any income.

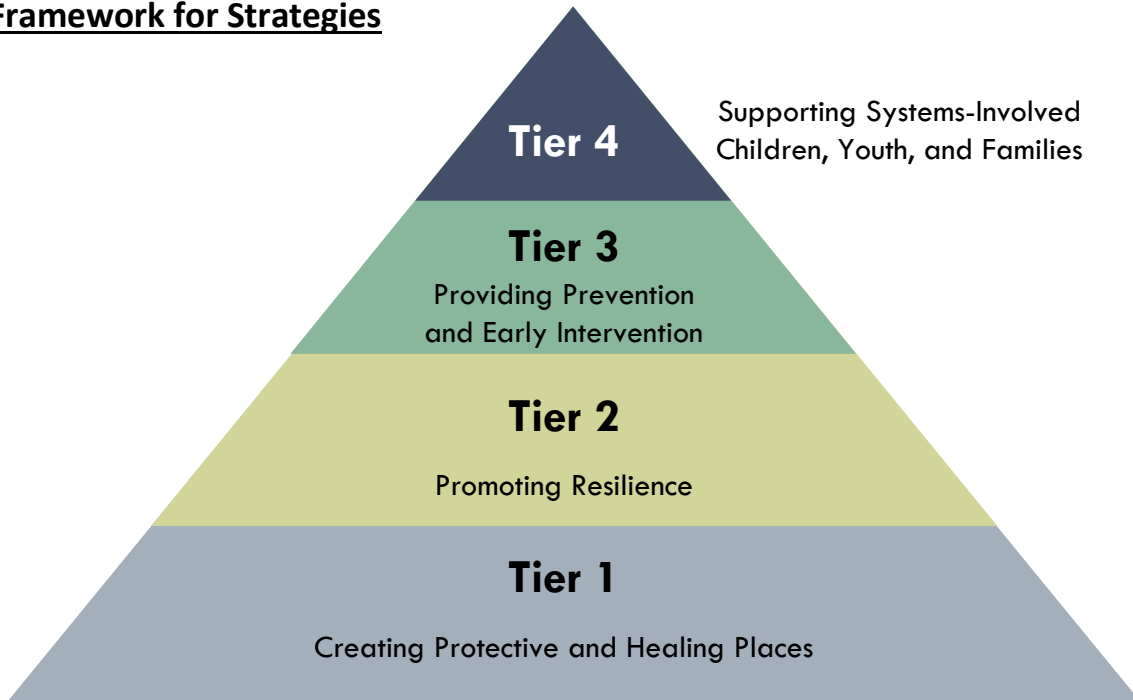
Tier 2: Supportive Programming to Build Resilience. Tier 2 strategies support developmental assets in children and youth, which help young people to be resilient when they experience challenges.¹ For example, taking on leadership roles and developing positive relationships with caring adults contribute to a young person's feelings of self-worth and confidence in their abilities.

Tier 3: Targeted 2-Generation Prevention/Early Intervention. By targeting specific services to young people who have been identified at key ages as experiencing multiple challenges without adequate support, Tier 3 strategies seek to prevent crises and the need for more intensive services.

Tier 4: Strategies to Support Systems-Engaged Youth. This planning effort was designed to identify strategies that can prevent young people from entering County systems. Children and youth currently engaged in County systems have access to a range of support services and the leaders of these County systems remain committed to ongoing improvement of these systems to best support youth and their families.

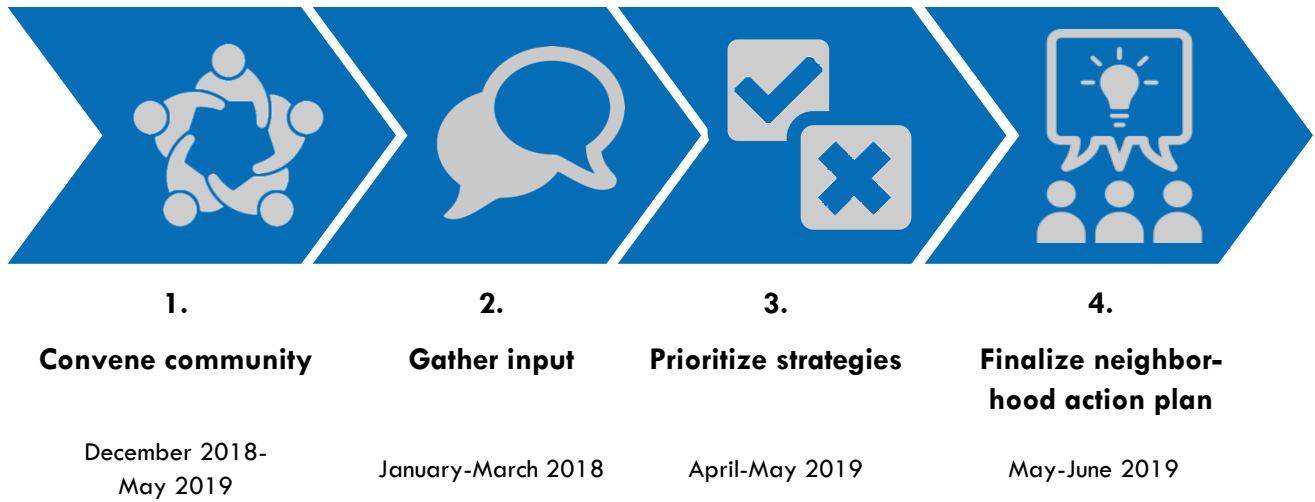
¹ In 12 months, approximately 2% of San Mateo County youth are arrested, 1% receive Behavioral Health & Recovery Services from the County, and 0.1% are in foster care.

Tier Framework for Strategies



CCCS Planning Process

The planning process consisted of four main steps: 1) convening the East Palo Alto community, 2) gathering community input from residents of the East Palo Alto neighborhood, 3) prioritizing strategies for the Action Plan, and 4) developing the Action Plan. This process took place between December of 2018 and June of 2019, and was focused on identifying broad goals, exploring community strengths and issues, and prioritizing strategies for the neighborhood.



The CCCS Planning Process has included:

- **4 Steering Committee Meetings:** 30 Steering Committee members (representing 25 agencies, departments, commissions, and organizations) participated in 4 meetings and provided extensive feedback on draft strategies between April 2018 and April 2019. The roster of organizations and agencies represented on the Steering Committee is available [online](#).
- **4 East Palo Alto Neighborhood Leadership Group (NLG) meetings:** Leadership Incorporated worked with Raimi + Associates to engage more than 90 (unduplicated) East Palo Alto community members and stakeholders participated in 4 meetings. These community members represented more than 35 organizations, schools, programs, and government agencies. Community members and stakeholders who attended the 2nd NLG meeting reviewed highlights from the community input process and prioritized the top issues for children and youth in East Palo Alto. Participants at the 3rd and 4th NLG meetings reviewed and prioritized strategies. See the Acknowledgements page for a list of organizations, schools, agencies, and programs that participated in the planning process.



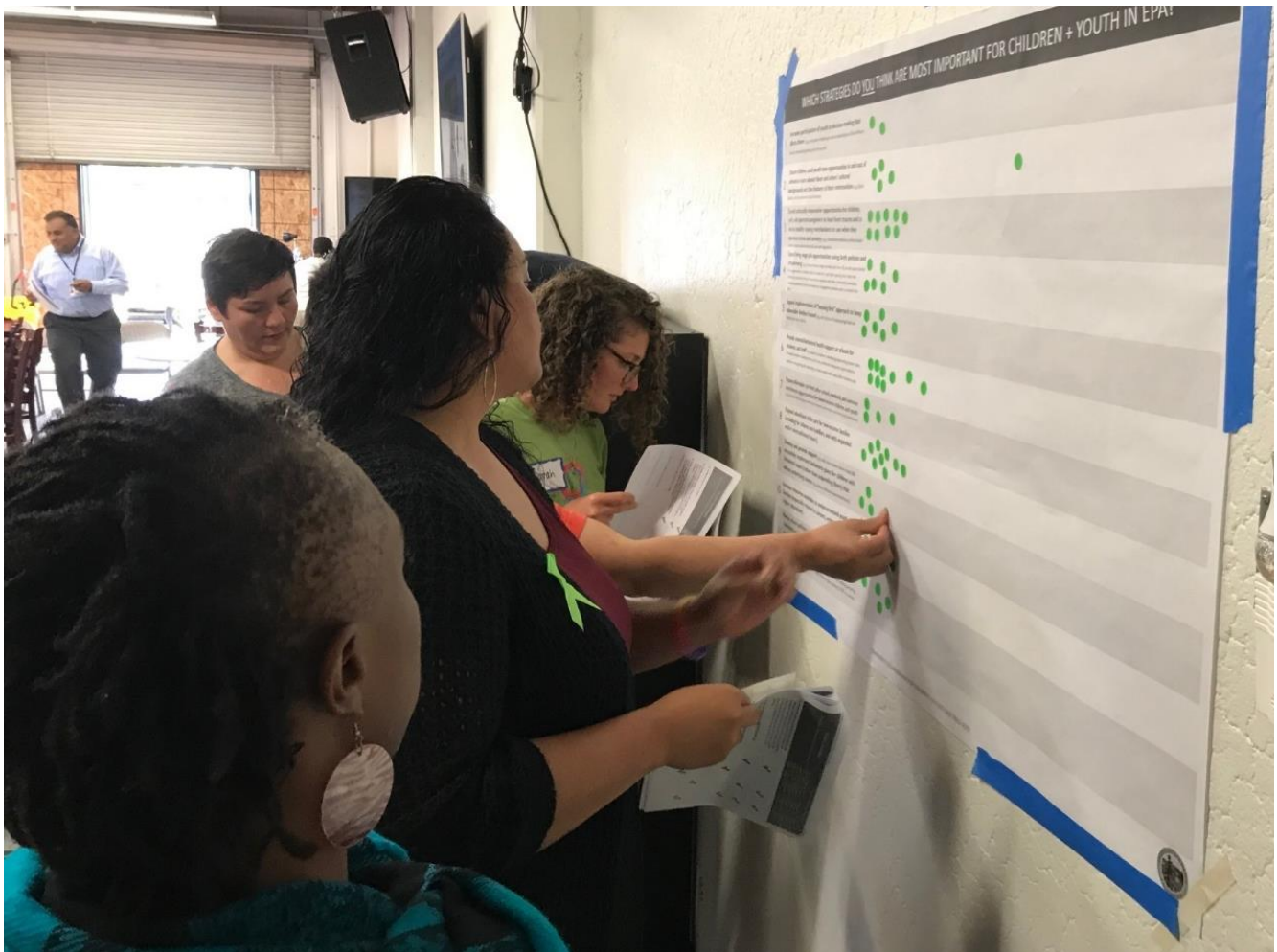


In addition to meeting participation, we worked with CCCS Champions (15 in East Palo Alto) to gather community input through:

- **4 Tell Us sessions** (small group conversations) with **21 parents/caregivers** and **30 youth**,
- **Surveys** were completed by **67 parents/caregivers** and **130 youth**, and
- **4 Dream Walls** (posters with key questions in English and Spanish on which community members could write or draw responses) with at least **32 respondents**.

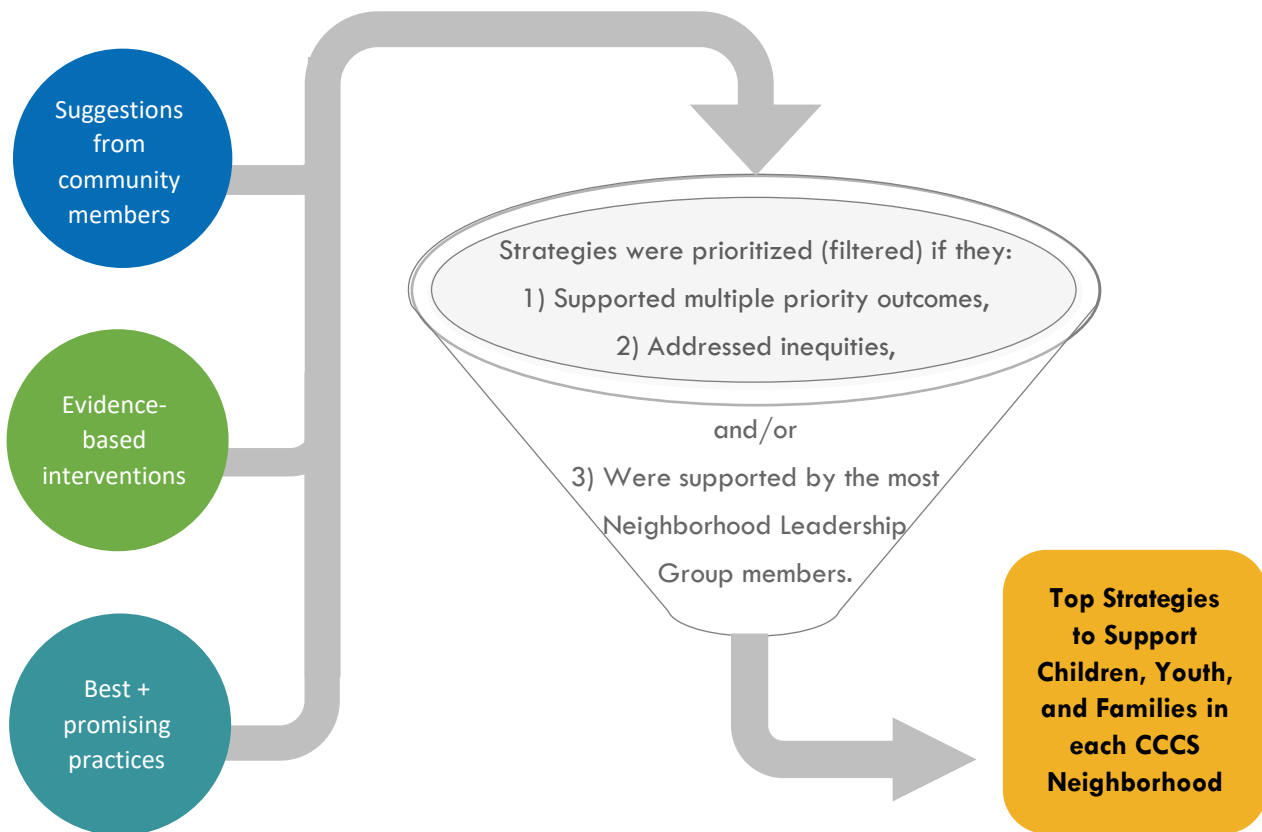


The East Palo Alto goals, issues/concerns, strategies and outcomes presented in this Action Plan reflect the input and priorities gathered through this extensive community engagement process. We would like to give a very special thank you to all of the parents/caregivers and youth who spent many hours participating in the Neighborhood Leadership meetings as well as gathering surveys and leading Tell Us Sessions with members of their community. The unique information gathered in this community engagement effort demonstrates the extensive community-wide dedication to harnessing and strengthening the potential of the children, youth, and families of East Palo Alto. The aim of this Action Plan is to support that potential to deepen and grow.



The programs, policies, and systems/environmental changes that were considered to address the top issues in East Palo Alto were identified in the following ways:

- By the Neighborhood Leadership Group members.
- Through the community input (i.e., surveys, *Dream Wall* posters, *Tell Us* sessions).
- Through a review of best and promising practices to support children’s success in the following areas: criminal justice, child welfare, education, and health systems, and from multiple sectors, as well as to address identified top issues in each community.
- By CCCS Steering Committee members.



The CCCS Steering Committee reviewed possible strategies over two meetings, providing input related to feasibility, effectiveness in addressing targeted outcomes, impact on equity, and relative cost for implementation.

The top strategies for East Palo Alto were identified through two prioritization activities at the last two meetings of the Neighborhood Leadership Group.

COMMUNITY ASSETS + ISSUES

Community Collaboration for Children's Success
East Palo Alto

Neighborhood Action Plan 2019-2024



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Community Assets in East Palo Alto

Community members also identified the following positive qualities of youth and parents/caregivers in the East Palo Alto community.

- Qualities of Youth**
- They help and uplift each other
 - Care about their communities and their families
 - Cultural wealth
 - Smart, confident, proud
 - Love for community
 - Caring and loving
 - More open to differences
 - Come back to the community when they’re doing well

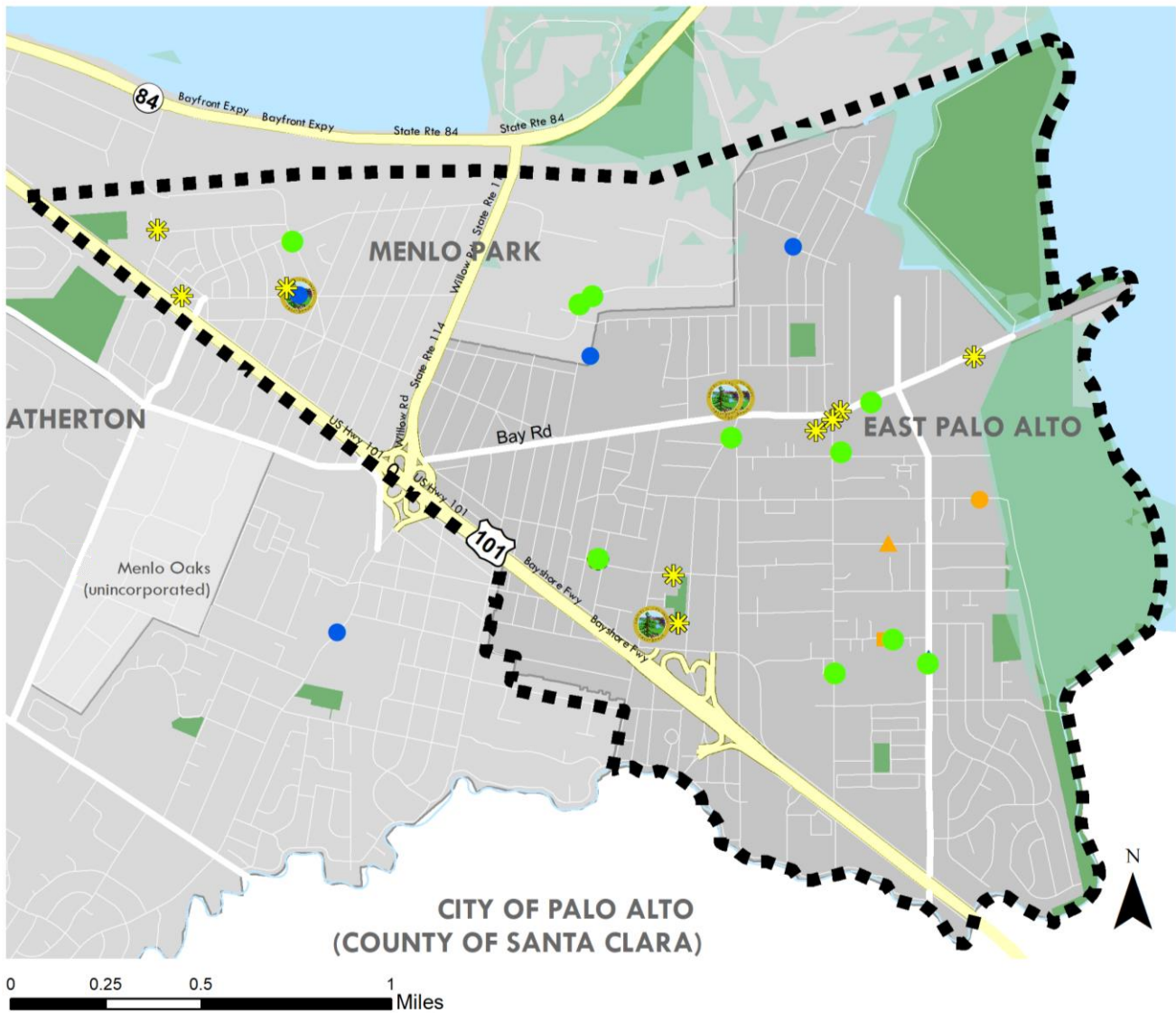
- Qualities of Parents and Caregivers**
- They are everything to their kids (chauffeurs, doctors, etc.)
 - Love for children
 - Extremely hard working
 - Community involvement
 - Good neighbors
 - Value family and togetherness
 - Good parenting
 - Diverse
 - Strong
 - Survivors

The map on the following page presents the locations of community resources that already exist in the East Palo Alto area that support the children, youth, and families who live there. The assets shown here are listed on the following pages.

Youth/Family Assets not co-located at a school site	
 County Offices and/or Services	<ul style="list-style-type: none"> • Adult Probation, Juvenile Probation East Palo Alto, 2415 University Avenue, East Palo Alto • Calfresh Office – East Palo Alto, 2415 University Avenue, East Palo Alto • East Palo Alto Library, 2415 University Avenue, East Palo Alto • Women, Infants, & Children (WIC office), 2120 Euclid Avenue, East Palo Alto
 Youth and Family Assets supported with County Funding	<ul style="list-style-type: none"> • Boys & Girls Clubs of the Peninsula, 401 Pierce Road, Menlo Park • Community Legal Services in East Palo Alto (CLESPA), 2117-B University Avenue, East Palo Alto • Family Connections Belle Haven Site, 1391 Chilco Street, Menlo Park • Nuestra Casa, 2396 University Avenue, East Palo Alto • Live in Peace, 321 Bell Street, East Palo Alto • One EPA - Sponsored Employment Program (SEP), 903 Weeks Street, East Palo Alto • Ravenswood Family Dentistry, 1807 Bay Road, East Palo Alto • Samaritan House South, 1852 Bay Road, East Palo Alto
 Big Lift Preschools (supported by County funding)	<ul style="list-style-type: none"> • East Palo Alto Head Start Center, 1385 Bay Road, East Palo Alto • IHSD, INC - Menlo Park Head Start Center, 419 6th Avenue, Menlo Park, California, 94025 • Laurel Head Start Center, 1019 Laurel Avenue, East Palo Alto • Magnolia Child Development Center, 1425 Bay Road, East Palo Alto
 Other youth/family assets	<ul style="list-style-type: none"> • All Five, 1391 Chilco Street, Menlo Park • Belle Haven Branch Library, City of Menlo Park, 413 Ivy Drive, Menlo Park • Cooley Landing Education Center, 2100 Bay Road, East Palo Alto • East Palo Alto Family YMCA, 550 Bell Street, East Palo Alto • Leadership Incorporated - Building Capacity for Social Change, 321 Bell Street, East Palo Alto • The Primary School-East Palo Alto, 951 O’Connor Street, East Palo Alto • Ravenswood Family Health Center, 1798 Bay Road, East Palo Alto • Ravenswood Family Health Center at Belle Haven, 100 Terminal Avenue, Menlo Park • Ravenswood Mobile Health Clinic, 1796 Bay Road, East Palo Alto • Stanford Community Law Clinic, 2117 University Avenue, East Palo Alto



East Palo Alto



LEGEND

Area Public Schools

- Elementary School
- ▲ Middle School

Area Charter Schools

- Elementary School
- ▲ Middle School
- High School

Resources that support children, youth, and families

- San Mateo County Offices and/or Services
- Asset supported by County funding
- ★ Big Lift Preschool (supported by County funding)
- ✱ Other youth/family asset

Ravenswood City School District		Assets co-located at school sites	
<ul style="list-style-type: none"> ● RCSD Elementary School ▲ RCSD Middle School (6th-8th grade) ● Charter Elementary within RCSD ▲ Charter Middle School within RCSD 		<ul style="list-style-type: none"> San Mateo County Offices and/or Services ★ Big Lift Preschool (supported by County funding) ● Youth/family asset supported by County funding 	
● Belle Haven Elementary 415 Ivy Drive, Menlo Park		HSA Family Resource Center, Belle Haven Elementary	★ Belle Haven Child Development Center
● Brentwood Academy 2086 Clarke Street, East Palo Alto		● Boys and Girls Club of the Peninsula - Brentwood Academy	● StarVista Children and Family Resource Center
● Costaño Elementary / 49ers Academy, 2695 Fordham Street, East Palo Alto			
● EPA Charter, 1286 Runnymede Street, East Palo Alto			
▲ EPA Phoenix Academy, 1039 Garden Street, East Palo Alto			
● Green Oaks/Chavez Academy, 2450 Ralmar Street, East Palo Alto			
● Los Robles Academy, 2450 Ralmar Street, East Palo Alto			
▲ Ronald McNair Intermediate, 2033 Pulgas Avenue, East Palo Alto	●	Boys and Girls Club of the Peninsula - Moldaw-Zaffaroni (2031 Pulgas Avenue)	
● Willow Oaks Elementary, 620 Willow Road, Menlo Park			
Sequoia Union High School District		Assets co-located at school sites	
<ul style="list-style-type: none"> ■ SUHSD High School ■ Charter High School within SUHSD 		<ul style="list-style-type: none"> San Mateo County Offices and/or Services ● Youth/family asset supported by County funding 	
■ EPA Academy, 1050 Myrtle Street, East Palo Alto		● Boys and Girls Club of the Peninsula - East Palo Alto Academy	
■ Menlo-Atherton High School, 555 Middlefield Road, Atherton			

Youth/Family Assets <u>Not</u> Reflected on Map (including some outside map extent)	
County Offices and/or Services	
<ul style="list-style-type: none"> • Alcohol & Other Drugs Perinatal Residential--Free at Last: Malaika House • California Children's Services, Admin and MTU • David Lewis Re-Entry Program • Department of Housing • Early Childhood Community Team • Expansion of Outpatient Services • Healthy Kids Program • Healthy Living Ambassadors Program • HealthRight 360 East Palo Alto Outpatient Program Engaging Positive Actions • Home Visiting • Jobs for Youth, Human Resources • Mental Health Collaboratives • Office of Supervisor Warren Slocum 	<ul style="list-style-type: none"> • Parenting Project • Partners for Safe and Healthy Children, Public Health Nurse Program • Pre to Three/Partners for Safe and Healthy Children Pre-to-Three Enhancement • Regional Mental Health Clinics • School Based Mental Health Team • Screening and Assessment of Early Onset Mental Health/BEAM • Service Connect • Therapeutic Behavioral Services and Crisis in-home • Therapeutic Day School Program • WIC and child abuse screening expansion • Youth Case Management

Youth/Family Assets <u>Not</u> Reflected on Map (including some outside map extent)	
Youth and Family Assets supported with County Funding	
<ul style="list-style-type: none"> Family Connections Menlo Park Site, 1200 O'Brien Dr, Menlo Park JobTrain, Youth Services Special Program, 1200 O'Brien Dr, Menlo Park Library Summer Reading Program 	<ul style="list-style-type: none"> School Resource Officers Trauma-Related Interventions Youth Mental Health First Aid
Sequoia Union High School District – schools outside map extent	
<ul style="list-style-type: none"> Redwood HS, 1968 Old County Road, Redwood City Sequoia HS, 1201 Brewster Avenue, Redwood City 	<ul style="list-style-type: none"> Woodside HS, 199 Churchill Avenue, Woodside Sequoia District Adult School, 3247 Middlefield Road, Menlo Park
Other youth/family assets	
<ul style="list-style-type: none"> California Department of Rehabilitation, 800 Menlo Avenue, Menlo Park 	

Additional Assets Identified in Community Input or Invited to Participate in CCCS East Palo Alto Neighborhood Leadership Group

City of East Palo Alto

- City of East Palo Alto Parks, Open Space, and Facilities
- East Palo Alto Police Department
- East Palo Alto Rent Stabilization Program
- My Brother’s Keeper

Other Local Entities

- Palo Alto University

Community Organizations and Service Providers

- Able Works
- Advantage Black Infant Health Program
- American Council of Teachers
- AMPV
- Ana Matangi Polynesian Voices
- Art in Action
- Art of Yoga
- Bayshore Christian Ministries
- Belle Haven Community Development Fund
- Big Brothers/Big Sisters
- Bread of Life EPA
- BUILD
- Building Futures Now East Palo Alto
- Calico Youth Services
- Canopy
- Child Care Coordinating Council of San Mateo County (4C’s) of San Mateo County
- Children’s Health Council
- Collective Roots
 - Youth Leadership Program
- College Track
- Community Overcoming Relationship Abuse (CORA)
- Downtown Streets Team
- Early Learning and Care Trust Fund
- East Palo Alto Boxing Club
- EPA Can Do
- East Palo Alto Community Farmers Market
- East Palo Alto Greyhounds
- East Palo Alto Junior Golf Club
- East Palo Alto Senior Center
- East Palo Alto Teen Home (EPATH)
- Ecumenical Hunger Program (EHP)
- Brighter Day Youth Program
- Edgewood
- El Concilio of San Mateo County
 - Shelter Network
- EPA Center Arts
- EPATT
- Felton Institute
- Foundation for a College Education (FCE)
- Free At Last: Community Recovery And Rehabilitation Services (Free At Last)
- Fresh Approach
- Fresh Lifelines for Youth (FLY)
- Friends of the Palo Alto Junior Museum & Zoo
- Girls to Women
- Golf FUNdamentals
- Habitat for Humanity Greater SF
- Hack the Hood
- HAP-Y Program

- Health Connected
- International Institute of the Bay Area
- Kaiser Permanente
- LifeMoves
- Live in Peace
 - Gap Year Project
 - Students Who Achieve Greatness / Students With Amazing Goals (SWAG)
- Menlo Spark
- The Morton Center
- Multicultural Counseling and Educational Services of the Bay Area
- Mural Music & Arts Project (MMAP)
- New Creation Home Ministries
- One East Palo Alto
 - Behavioral Health Advisory Group Ambassador Team (BHAGAT)
- Onetta Harris Community Center
- Palo Alto Unified School District
 - Foundation for a College Education (FCE)
- Pangea Legal Services
- Participatory Defense
- Peninsula Bridge
- Peninsula Family Services (PFS)
- Project Change @ College of San Mateo
- Project K.E.Y.S. Inc.
- Project WeHOPE
- Ravenswood Youth Athletic Association (RYAA)
- The Real Community Coalition – Justice runs org
- Rebuilding Together Peninsula
- Renaissance Entrepreneurship Center
- Rosalie Rendu Center
- Rotary Club of East Palo Alto Bayshore
- Salvation Army EPA
- Samaritan House South EPA
- San Mateo County Unions Trade Pre-Apprenticeship Program
- Second Harvest Food Bank
- Service League of San Mateo County
- Seventh-Day Adventist Church
- Spark
- Spatial History Project
- StarVista
- St. Francis of Assisi
 - Catholic Charities Youth Club
- StreetCode Academy
- Teen Therapy Center of Silicon Valley
- Thrive Alliance
- Viva Verde
- Year Up
- Youth Community Service
- Youth Empowerment Strategies for Success (YESS)
- Youth Leadership Institute (YLI)
- Young Life
- Youth United for Community Action (YUCA)

Additional Assets Identified in Community Input

- Barbershop Boys
- DEPA
- Mac Center
- Menlo Kids Club
- Poly Program
- RDC
- EHD
- GEPA
- Facebook
- Target
- Green Street
- GBT
- Eastside
- Mama Dee
- EPA BHAG
- Cassy
- Seneca

Community-Identified Needs and Issues

Community input gathered from the surveys, small group conversations, and meetings generated a long list of issues and concerns (presented below and on the following page). Neighborhood Leadership Group members prioritized concerns, which were then summarized into the five top issues for children and youth in East Palo Alto. Issues that came up most consistently in the community input are indicated in **bold**.

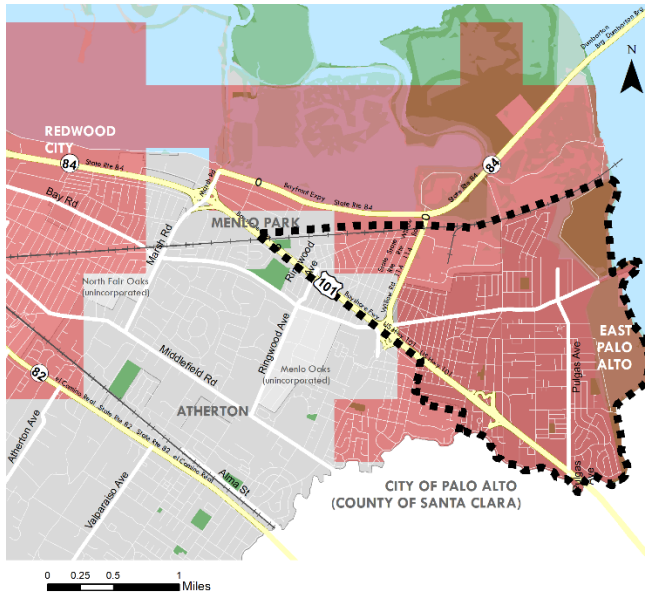
Identified by youth	Identified by parents + caregivers	Issues Identified in Community Input	Top Issues
✓	✓	Youth, families aren’t able to afford rent or cost of living / Too much gentrification and displacement	Housing costs, high cost of living, and lack of living wage job opportunities (and lack of opportunities to build needed skills/knowledge needed to get living wage jobs)
✓	✓	Not enough opportunities to develop skills and connections to get living wage jobs (e.g., in tech)	
✓	✓	Not enough education about entrepreneurship, financial, or work skills	
✓	✓	Not enough affordable, local daycare and other childcare	
✓	✓	Not being able to afford college or get scholarships (including for undocumented youth)	
✓		Families living in overcrowded conditions because they can’t afford housing otherwise	
✓		Families not having financial stability	
✓		Eligibility thresholds (e.g., free lunch, rental subsidies) are too low	
✓		Youth have to work to contribute to the family instead of focusing on school	
		<i>NLG addition</i> Not enough affordable housing	
✓	✓	Parents and caregivers cannot spend enough time with their children because 1) they work long hours/have multiple jobs to afford rent and other basics and/or 2) spend so much time in traffic/commuting	Lack of adult support (often due to parents needing to work multiple jobs and because of long commutes) and safe spaces
✓	✓	General safety concerns, feeling the neighborhood and/or local park is not safe	
✓	✓	Gangs	
✓	✓	Not enough mentors	
✓	✓	Not enough spaces in free afterschool and summer programs/activities	
✓	✓	Too much bullying	
✓		Not enough safe community spaces where youth and families can spend time (e.g., community centers, playgrounds, skate parks, movie showings)	
✓		No respite center for youth	
✓		No LGBT center for youth	
		<i>NLG addition</i> Not enough support for positive relationships between parents and their kids (youth)	
✓		Racial inequities, structural racism (e.g., available resources, being policed by neighboring affluent communities)	Lack of community empowerment + inclusion, especially in decision-making / Structural + institutional racism (especially related to educational and career opportunities and interactions with law enforcement)
✓		Too much use of detention and suspension instead of other responses (e.g., restorative justice, meditation)	
✓		Curricula are not diverse, culturally relevant, and/or interactive enough	
✓		Wage gap	
✓	✓	Dealing with discrimination and being stereotyped	
✓	✓	Youth are tracked based on where they are from, are given limited academic/educational opportunities	

Identified by youth	Identified by parents + caregivers	Issues Identified in Community Input	Top Issues	
✓	✓	Schools are under resourced, lack equipment and opportunities	Mismatch between current educational environment and what children + youth need to learn and succeed academically (from early childhood education to post-secondary)	
✓	✓	Education is not high quality / Elementary and middle schools don’t prepare students for area high schools		
✓	✓	Limited exposure to enrichment opportunities contributes to youth not being motivated (because they don’t have opportunities that interest or motivate them and because their friend/social groups are not motivated)		
✓	✓	Not enough skilled/knowledgeable school counselors		
✓	✓	Youth aren’t supported/encouraged, adults don’t have high expectations for them		
✓	✓	Not enough tutoring support/opportunities		
✓		High teacher turnover (teachers don’t have as much experience, don’t know available resources, there aren’t consistent people in children/youth’s lives)		
		<i>NLG addition</i> Not enough education related to useful and important skills like critical thinking, strategic planning, how to make money in the U.S.		
✓	✓	Dealing with past and current trauma		Dealing with past and current trauma without adequate support and/or culturally responsive opportunities for healing (or to learn healthy coping mechanisms)
✓	✓	Domestic/family violence		
✓	✓	Too much drug use (including vaping/juuls) and drinking among youth		
✓	✓	Youth who have mental health issues are not identified or connected to help		
✓	✓	Family stress		
✓		Youth don’t have adequate coping mechanisms so use drugs to deal with stress and mental health issues (e.g., anxiety, depression)		
✓		Not enough support for youth experiencing mental health issues that do not meet criteria of “serious mental illness,” there is not enough mental health support in neighborhoods/locally		
		<i>NLG addition</i> Home environment can be unsafe (even if “stable”)		
✓	✓	Not enough jobs available for youth and/or paid internships, especially in summer	Issues/Needs that Were Not Prioritized by Neighborhood Leadership Group Members	
✓	✓	Too many barriers to youth having supportive relationships and interactions with other community members/Lack of a sense of belonging due to physical environment (e.g., not enough sidewalks, neighbors don’t know one another); phones and social media; and because displacement disconnects young people from their community and their culture		
✓		Not enough healthy food		
✓		Not enough alternatives to arrests/incarceration (diversion programs or early interventions)		
✓		Not enough support for community members in reentry from jail/prison/detention		
✓		Youth and parents do not know what their rights are or how to get legal help (e.g., related to immigration, police, jobs)		
✓		Too many programs have underqualified (and/or undertrained/supported) mentors and staff		
✓		Police don’t have training in (or focus on) de-escalation		
✓		Youth/families do not know about existing resources/services		
✓		Procrastination and poor time management		
	✓	Low school attendance		
	✓	Too much peer pressure/ “bad influences”		

Systems-Involved Youth in East Palo Alto

The CCCS focus area for East Palo Alto overlaps the Ravenswood City Elementary School District and includes the entire city of EPA and Belle Haven in Menlo Park.ⁱⁱ The analysis that identified the “high youth need” areas in San Mateo County included a range of indicators, including where youth clients of the County’s Behavioral Health & Recovery Services and Juvenile Probation live.

High Youth Need

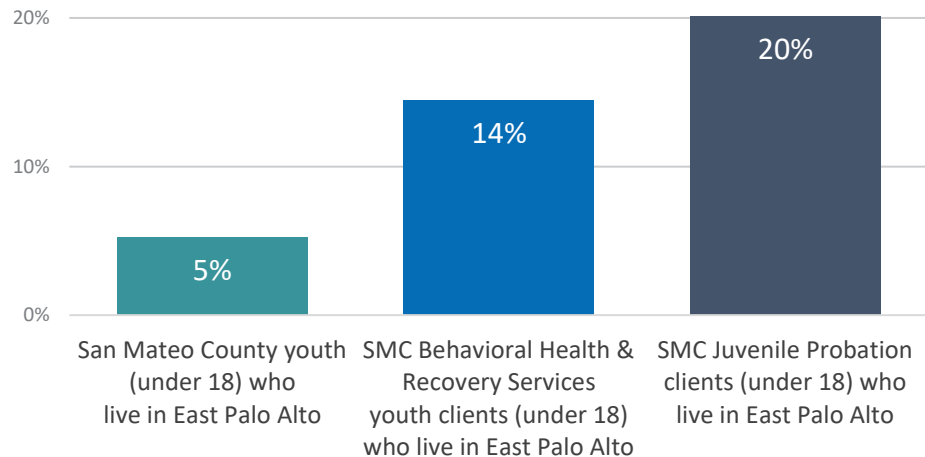


High Youth Planning Readiness



Youth who live in East Palo Alto are dramatically overrepresented in San Mateo County systems. Even though only 5% of youth who live in the County reside in East Palo Alto, 14% of the clients under 18 served by the County’s Behavioral Health & Recovery Services live in EPA—and 1 out of 5 youth who are on Juvenile Probation live in East Palo Alto.

Percent of Youth Who Live in East Palo Alto



The geographic area where strategies may be implemented will vary slightly depending on the strategy (for example, a school-based intervention might use the attendance area for an elementary school and a policy might be adopted by a City Council). The maps below present the school districts that serve children and youth living in East Palo Alto and Belle Haven. As is presented on the left, the Ravenswood City Elementary School District is very similar to the area identified by

the County as having a high level of youth need (see yellow area on map on the previous page) serves). The Sequoia Union High School District (right) covers a much larger geographic area, extending to and beyond the CCCS focus area in North Fair Oaks/Redwood City.

Area Elementary School Districts

High School District for East Palo Alto



Cost of Living in East Palo Alto

Many youth and parents/caregivers emphasized their struggles to meet basic needs because of the high cost of living. This challenge is compounded by the limited opportunities residents have to obtain living wage jobs.



24% of youth said their family has **frequently been unable** to afford basic necessities (e.g., medicine, clothes, transportation).



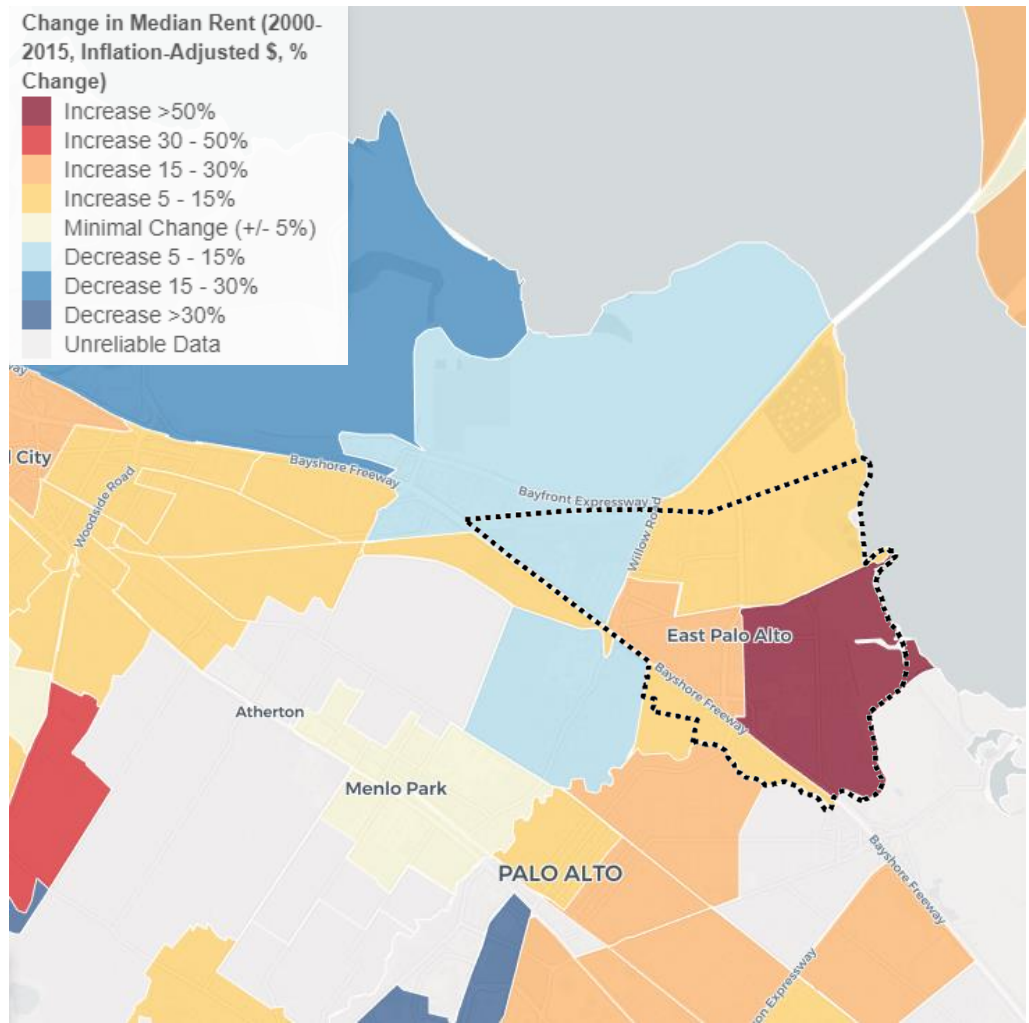
22% of youth reported that their family has **experienced housing instability**.

Kids don't have the opportunities others have because they live in low-income communities.

East Palo Alto youth

Residents who have lived here more than 10 years should receive financial assistance.

Between 2000 and 2015, the median rent in East Palo Alto increased dramatically in some areas.



Source: Urban Displacement Project <UrbanDisplacement.org/RentChangeMap>

What gets in the way of children and youth (0-24) who live in East Palo Alto being healthy, happy, and successful in the future?

La economía, día a día esta área está poniendo reta y precios muy altos. Hay programas que por los limites de ingresos no califican para bajo costo la cual no es justo porque aunque sea por el book su ingreso "alto" las renta y la vida es cara en esta zona.

Translation: Day by day the economy in the area is increasing rents and prices. There are people who don't qualify for programs due to the low income eligibility threshold and it is unjust because rent and prices keep increasing in this area.

East Palo Alto youth

Structural + Institutional Racism

Many community members identified historic and ongoing structural racism as being a significant barrier to children and youth success in East Palo Alto. In *Tell Us* sessions, surveys, and Neighborhood Leadership Group meetings, East Palo Alto youth shared their experiences being racially profiled by police from Menlo Park, Atherton, and other parts of San Mateo County. Many people also noted the connections between residential segregation, economic inequities, and school funding/resources, and how these limit the educational attainment and career opportunities for youth in East Palo Alto.

Neighborhood Leadership Group members also identified that institutional racism was often maintained because community members have limited opportunities (or relevant knowledge and capacity) to participate in community decision-making.

Racial disparities in suspensions are one example of institutional racism (due to both policies and implicit biases). Youth who are suspended are less likely to succeed academically and more likely to be involved with the criminal justice system. As can be seen below, African American students are disproportionately suspended compared to their peers in other racial/ethnic groups within both Ravenswood City Elementary and Sequoia Union High School Districts. In Sequoia Union High School District (which includes East Palo Alto, Menlo Park, Atherton, Woodside, North Fair Oaks, and Redwood City), Hispanic/Latino and Pacific Islander students are also disproportionately suspended compared to other racial/ethnic groups.

What gets in the way of children and youth (0-24) who live in East Palo Alto being healthy, happy, and successful in the future?

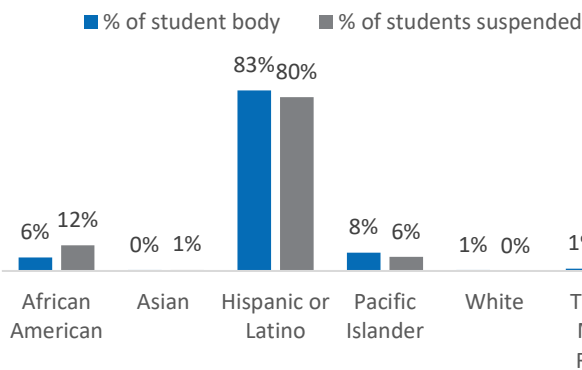
East Palo Alto parent/caregiver: People judge the children just because they live in EPA.

East Palo Alto youth: Lack of opportunity. Wage gap. Gentrification. Discrimination.

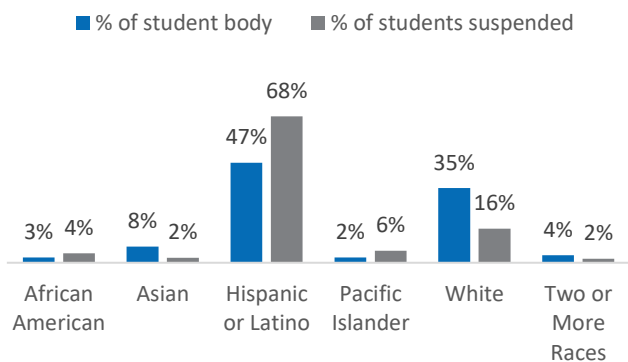
The education that they receive. If more money were to go to the schools and the teachers were to receive better pay, [the students] would be more likely to have a better future.

effects of redlining

Ravenswood City Elementary School District



Sequoia Union High School District



Source: DataQuest, California Department of Education, data from school year 2017-2018. Data for American Indian/Alaska Native students and Filipino students are suppressed for Ravenswood to protect student privacy.

Educational Environment

Community members frequently identified limited educational opportunities, resources available to local schools and students, and low expectations related to educational achievement as being major barriers to children and youth success in East Palo Alto. Neighborhood Leadership Group members also noted that the educational environment in East Palo Alto is disconnected, being comprised of both elementary and high school districts (Ravenswood and Sequoia Union, respectively) as well as charter schools. Youth (via surveys) and NLG members (in meetings) also reported that children are not adequately prepared to succeed in high schools outside of East Palo Alto (e.g., Menlo-Atherton, Sequoia, Woodside), and that curricula should reflect local history or students’ diverse history. Youth also noted that because schools have limited resources, staff and teachers are not necessarily able provide adequate support for all students or recognize every student’s strengths.

[We need] better school counselors and better disciplinary options. [There are also] not enough interactive programs.

East Palo Alto youth

Schools have low expectations [for students] and kids don't think they can [be successful].

[We need to change] why students are suspended/expelled.

NLG members emphasized that there are insufficient resources invested in the education system from early childhood education to post-secondary schools. They also noted that while most teachers and staff are dedicated to doing their best, they have limited capacity to help children and youth with high needs (especially those who live in poverty and those who have experienced trauma).

[Youth are left] behind when they go to other schools [for example, transitioning from an EPA middle school to Menlo-Atherton High School].

East Palo Alto parents and caregivers

[We need] college courses closer to EPA.

[We don't have enough] resources to help youth become qualified to work in the peninsula high tech companies.

Lack of Adult Support + Safe Spaces

Both in the survey and in *Tell Us Sessions*, young people talked about not having supportive adults in their lives, often noting that their parents spend most of their time working. They also expressed that there are not many places for them to go outside of school hours where they feel safe and are able to participate in activities.



52% of youth survey respondents reported that they have “never” or “rarely” talked to a supportive adult (for example, a parent, teacher, mentor) about what they are thinking or feeling.

13% of youth survey respondents reported that that they “rarely” or “never” feel safe. Another 17% reported that they only feel safe “sometimes.”

Money – rent is too high, so kids' parents are too busy trying to survive to spend time with them.

We need a safe and local place for youth (providing tutoring, sports, community + teaching life skills)!

East Palo Alto youth

[We need] childcare services open later so parents can work to support their children [while their children are safe and supported].

[It would be great to have an] art space for shows, classes, for all generations (Talent shows). It [would] help youth to learn from their elders/adult artist mentors.

East Palo Alto parent/caregivers

EPA lacks sidewalks which prevents communities from taking walks, coming together and seeing neighbors, and building neighborhood communities.

Need Opportunities to Heal from Trauma

Survey respondents identified traumatic events (including experiencing domestic violence or homelessness) and youth drug use as barriers to youth success. Neighborhood Leadership Group members recognized the relationship between mental health issues, experience with traumatic events and chronic stressors, and substance use. They clarified that East Palo Alto youth who use drugs or drink alcohol typically do this because they have not developed or did not have the support required to utilize healthy coping mechanisms. Survey respondents identified the need for more community-based mental health services and NLG members emphasized the need for more culturally responsive opportunities in which youth and family members can heal from trauma and develop healthy coping mechanisms.

31% of youth reported frequently being **unable to handle it when things haven’t gone their way without hurting themselves or other people** (for example, without hitting or calling someone names).

They need to make the schools
TRAUMA INFORMED
in East Palo Alto.

Mental health/trauma
[should be assessed] during a
special education evaluation.

Youth get overstressed
and start doing drugs.

East Palo Alto
parents and caregivers

East Palo
Alto youth

[EPA youth need] DRUM HEALING GROUPS for the YOUTH and Families Healing from TRAUMA and ABUSE, enhanced visitation/for family visits to happen in their own community... or just respecting the child's needs and wishes of not wanting to be near their abuser.

[The barriers to success for children and youth in East Palo Alto include] drug use in families and not enough mental support in neighborhoods.

ACTION PLAN

Community Collaboration for Children's Success **East Palo Alto**

Neighborhood Action Plan 2019-2024

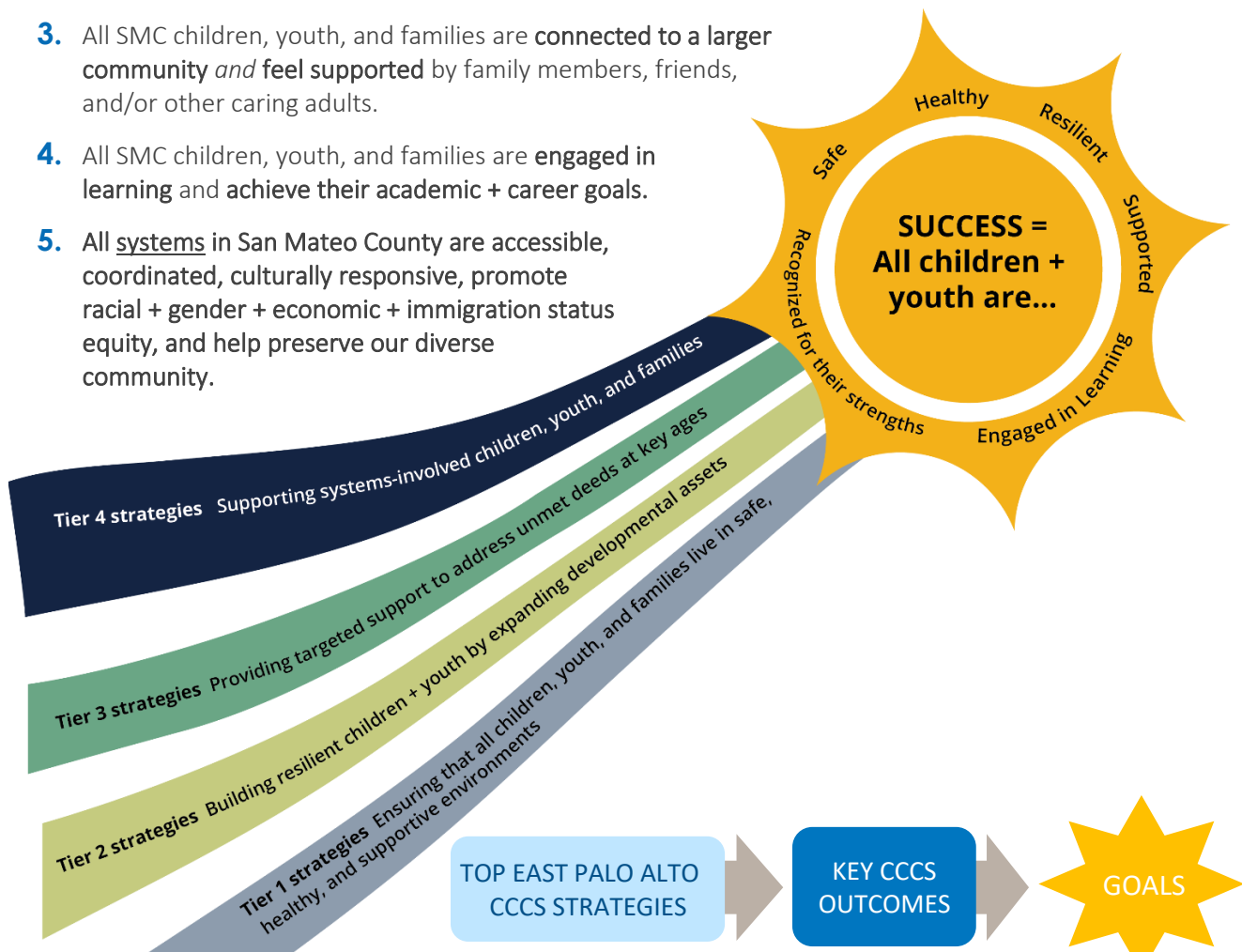


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East Palo Alto CCCS Goals + Key Outcomes

The goals for the CCCS focus area in East Palo Alto represent the community’s vision of children and youth success. These goals were identified and reviewed over three Neighborhood Leadership Group meetings and updated based on community feedback.

1. All SMC children, youth, and families have **affordable, stable housing and living wage jobs or successful businesses**.
2. All SMC children, youth, and families are **safe, healthy, resilient, and recognized for their strengths**.
3. All SMC children, youth, and families are **connected to a larger community and feel supported** by family members, friends, and/or other caring adults.
4. All SMC children, youth, and families are **engaged in learning and achieve their academic + career goals**.
5. All **systems** in San Mateo County are accessible, coordinated, culturally responsive, promote racial + gender + economic + immigration status equity, and help preserve our diverse community.



The **key outcomes** for the CCCS area in East Palo Alto point to the changes the community is aiming for as a result of addressing the issues identified as the most important for local children and youth.

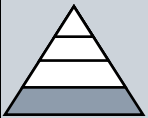
- Decrease youth and children involved in San Mateo County systems
- Increase household income and/or reduce costs
- Increase community participation in decision-making and decrease structural/institutional racism
- Increase educational quality and the responsiveness of schools to student needs, interests, and strengths



- Increase supportive relationships between children/youth and caring adults, as well as safe spaces
- Increase healing opportunities and healthy coping mechanisms

Top East Palo Alto CCCS Strategies

The process to develop the East Palo Alto CCCS Action Plan involved community members prioritizing strategies for the East Palo Alto neighborhood area to best support children and youth success. The table below presents the final set of strategies that were prioritized for implementation in the East Palo Alto neighborhood area. The table includes strategies organized by Tier and indicates which outcomes each strategy will help achieve.

Footnotes include citations related to the effectiveness of each strategy. Each strategy can be implemented at the neighborhood level, though the exact geography may be slightly different for each strategy (for example, a school-based strategy might focus on a single school, mentoring might focus on youth who live within the “high need” and “high planning readiness” area. See the Appendices for additional information on how these strategies might be implemented at a small geographic scale.










East Palo Alto Strategies	Key Outcomes					
	Decrease children/ youth involvement in County systems	Increase household income and/or reduce costs	Increase inclusion in decisions + Decrease structural/ institutional racism	Increase educational quality and the responsiveness of schools	Increase supportive adult relationships + safe spaces	Increase healing opportunities + healthy coping mechanisms
 Tier 1 Strategies Ensuring that all children, youth, and families live in safe, healthy, and supportive environments						
1. Expand living wage job opportunities using both policies and programming. ^{iii, iv,v,vi, vii}	✓	✓			✓	
2. Provide mental/behavioral health support at schools for students and staff and revise pre-K-12 school policies and practices to keep students in class and learning. ^{viii,ix,x,xi,xii,xiii}	✓		✓	✓		✓
3. Expand alternatives to incarceration especially for transition age youth and the parents/caregivers of children under 18 and increase efforts to ensure that defendants understand their rights and the legal process. ^{xiv,xv,xvi}	✓		✓			✓
4. Strengthen connections between school staff, students, and parents/caregivers. ^{xvii,xviii,xix}	✓			✓	✓	
5. Increase positive interactions between community members and law enforcement and eliminate police not accountable to EPA residents. ^{xx,xxi,xxii,xxiii,xxiv}	✓		✓			

East Palo Alto Strategies	Key Outcomes					
	Decrease children/ youth involvement in County systems	Increase household income and/or reduce costs	Increase inclusion in decisions + Decrease structural/ institutional racism	Increase educational quality and the responsiveness of schools	Increase supportive adult relationships + safe spaces	Increase healing opportunities + healthy coping mechanisms
 Tier 2 Strategies Building resilient children + youth by expanding developmental assets						
6. Expand the existence and operating hours of safe, affordable/free places, programs, and activities specifically for youth and families with children (especially involving arts and culture). ^{xxv, xxvi}	✓	✓			✓	
7. Expand culturally responsive opportunities for children, youth, and parents/caregivers that help them heal from trauma, develop healthy coping mechanisms, and strengthen their sense of belonging to a broader community. ^{xxvii,xxviii,xxix}	✓				✓	✓
 Tier 3 Strategies Providing targeted support to address unmet needs at key ages						
8. Expand implementation of “housing first” approach to keep vulnerable families housed. ^{xxx,xxxi}	✓	✓			✓	
9. Expand subsidized childcare for low-income families (including for infants and toddlers, and with expanded and/or nontraditional hours). ^{xxxii,xxxiii,xxxiv}	✓	✓			✓	
10. Increase resources available to undocumented youth and families (especially related to careers, entrepreneurship, and higher education). ^{xxxv,xxxvi}	✓	✓		✓		
11. Ensure/expand trauma-informed culturally appropriate re-entry care/services (including legal support). ^{xxxvii,xxxviii,xxxix}	✓	✓				✓

Next Steps

This Action Plan is a community call to action! It presents the input of many community members from the East Palo Alto neighborhood and is an important and bold step to ensure children and youth success in East Palo Alto. It builds on local strengths and presents a menu of key strategies to address local issues and priorities. The aim of the Action Plan is to inspire action, invite public and private collaboration, encourage alignment among local organizations, and ensure continued community involvement. By identifying multiple strategies in a range of areas (or Tiers), the Plan presents a roadmap to children and youth success, and—in the name of the hundreds of community members who participated—is an invitation to harness local community assets and strengths to implement the strategies presented here. To kick off implementation in the East Palo Alto neighborhood, San Mateo County will explore how existing investments can better address the prioritized issues and ways to support implementing all four CCCS neighborhood action plans.

The following indicators will be used to track the effects of strategies that are implemented.

Key Outcomes	Indicators
 Fewer children and youth involved in high-intensity County systems	<ul style="list-style-type: none"> ▪ Number of children and youth in foster care, on Juvenile Probation, and/or receiving BHRS services ▪ Length of time children/youth are engaged in high-intensity County systems
 Increased income	<ul style="list-style-type: none"> ▪ Median household income for households with children and youth ▪ Percent of families with children below 300% Federal Poverty Level
 Decreased costs for families with children/youth	<ul style="list-style-type: none"> ▪ Number of low-income children and youth participating in subsidized or free summer and/or afterschool enrichment activities ▪ Number of subsidized childcare/preschool slots
 More community participation in decision-making	<ul style="list-style-type: none"> ▪ Percent of students who report helping decide things like class activities and rules
 Less structural and institutional racism	<ul style="list-style-type: none"> ▪ Level of racial/ethnic disparities, especially in suspension rates, arrest rates, and academic outcomes (e.g., graduation rate, percent of students at/above standard in specific subjects)
 Higher educational quality and increased responsiveness to student needs, interests, and strengths	<ul style="list-style-type: none"> ▪ Percent of students reporting a high level of school connectedness (California Healthy Kids Survey school connectedness index) ▪ Ratio of students to pupil support service personnel ▪ Percent of students meeting or exceeding California Assessment of Student Performance and Progress (CAASPP) grade level standards in English Language Arts and Mathematics
 More supportive relationships between children/youth and caring adults	<ul style="list-style-type: none"> ▪ Percent of students reporting a high level of parent involvement (California Healthy Kids Survey parental involvement index) ▪ Percent of students who have positive relationships with teachers or other adult at school (California Healthy Kids Survey caring adults index)
 More mental health support and opportunities to heal from trauma	<ul style="list-style-type: none"> ▪ Percent of children who are resilient (whose parents report they are “calm and in control” when facing a challenge) ▪ Percent of students reporting (by grade level) who missed school in past month because of feeling very sad, hopeless, anxious, stressed, or angry
 Less substance use	<ul style="list-style-type: none"> ▪ Percent of students who have used drugs or alcohol in past month ▪ Percent of students who are currently heavy drug/alcohol users

In addition to the Neighborhood Action Plans, the CCCS Steering Committee will be identifying county-wide systems level strategies to advance the overall initiative goals and align with the local work.




APPENDICES

Community Collaboration for Children's Success **East Palo Alto**

Neighborhood Action Plan 2019-2024



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Type of Strategy	Top Strategies to Support Children + Youth in East Palo Alto
 <p>Tier 1 Strategies</p> <p>Ensuring that all children, youth, and families live in safe, healthy, and supportive environments</p>	<ol style="list-style-type: none"> 1. Expand living wage job opportunities using both policies and programming (e.g., increase minimum wage, mandate paid time off, provide opportunities for low-wage earners to develop skills and networks to get higher-paying jobs, create new positions (e.g., navigators) that prioritize hiring of lower-income residents with deep community connection, incentivize businesses to train local workers for management positions and to promote from within). 2. Expand implementation of “housing first” approach to keep vulnerable families housed (e.g., with a focus on Transitional Age Youth and families with minor children). 3. Provide mental/behavioral health support at schools for students and staff (e.g., support for teachers in developing/implementing behavior plans for students instead of keeping them out of class; professional development opportunities for teachers related to trauma, mental health, and substance use) and revise pre-K-12 school policies and practices to keep students in class and learning (e.g., using on-campus suspensions with focused academic support, restorative justice practices instead of punishment). 4. Expand alternatives to incarceration especially for transition age youth and the parents/caregivers of children under 18 (e.g., community service instead of detention or GPS monitoring) and increase efforts to ensure that defendants understand their rights and the legal process. 5. Strengthen connections between school staff, students, and parents/caregivers. 6. Increase positive interactions between community members and law enforcement (e.g., community meetings, opportunities for children to meet officers, having officers prioritize de-escalation) AND eliminate police not accountable to EPA residents.
 <p>Tier 2 Strategies</p> <p>Building resilient children + youth by expanding developmental assets</p>	<ol style="list-style-type: none"> 7. Expand the existence and operating hours of safe, affordable/free places, programs, and activities specifically for youth and families with children (especially involving arts and culture). 8. Expand culturally responsive opportunities for children, youth, and parents/caregivers that help them heal from trauma, develop healthy coping mechanisms (e.g., meditation/mindfulness, evidence-based curricula to teach social-emotional skills and self-regulation), and strengthen their sense of belonging to a broader community.
 <p>Tier 3 Strategies</p> <p>Providing targeted support to address unmet needs at key ages</p>	<ol style="list-style-type: none"> 9. Expand subsidized childcare for low-income families (including for infants and toddlers, and with expanded and/or nontraditional hours). 10. Increase resources available to undocumented youth and families (especially related to careers, entrepreneurship, and higher education). 11. Ensure/expand trauma-informed culturally appropriate re-entry care/services (including legal support).

Endnotes

- ⁱ Search Institute (2007). "41 Developmental Assets." Project Cornerstone, a YMCA of Silicon Valley Initiative. <<https://www.ymcasv.org/projectcornerstone/html/developmentalassets.html>>
- ⁱⁱ Community Collaboration for Children's Success data analysis, 2017.
- ⁱⁱⁱ Stillwell-Parvensky, M., Noel, J. (2016) "Ending Child Poverty: Local Approaches for California." Children's Defense Fund California. <<https://www.cdfca.org/wp-content/uploads/sites/4/2016/10/ending-child-poverty-now-california.pdf>>
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