Community Collaboration for Children's Success

North Fair Oaks/Redwood City

Neighborhood Action Plan 2019-2024

Artist: Jose Castro. Source: North Fair Oaks Forward, 2018.

raimi+associates

COUNTY OF SAN MATEO · CALIFORNIA

Acknowledgements

A special thank you goes to the North Fair Oaks/Redwood City Champions, Neighborhood Leadership Group participants, and the North Fair Oaks Community Council!

Participating Organizations, Programs, & Agencies in CCCS North Fair Oaks/Redwood City

4 Cs of San Mateo County
Adolescent Counseling Services: Outlet
AYB Trauma Transform
Boys & Girls Club of the Peninsula
Boys & Girls Club at Taft Community School
Cañada College
Community Alliance to Revitalize Our Neighborhood (CARON)
El Concilio of San Mateo County
Fair Oaks Clinic

Fair Oaks Community Center
Garfield Community School
North Fair Oaks Community Council
Fair Oaks Community School
Family Connections
First 5 San Mateo County
Fool's Mission

Fresh Lifelines for Youth (FLY)

Friends for Youth
Fuse Theatre Inc.
Health Ambassadors Program Youth (HAP-Y), StarVista
Health Plan of San Mateo
Mental Health Ambassador Program
Office of Supervisor Warren Slocum
Peninsula Family Services
Planned Parenthood Mar Monte
Police Activities League Redwood City

Project Sentinel
Redwood City 2020
Redwood City Department of Parks, Recreation and Community Services
Redwood City Library
Redwood City School District (RCSD) Administration

Redwood City Youth Advisory Board

Redwood High School
Redwood Village Neighborhood Association
Samaritan House Free Clinic
San Mateo County Behavioral Health & Recovery Services (BHRS)
San Mateo County Human Services Agency
San Mateo County Office of Community Affairs
San Mateo County Sheriff's Activities League
Second Harvest Food Bank
Sequoia District Adult School

Sequoia High School Teen Resource Center
Sequoia YMCA
Siena Youth Center
Taft Community School
Teen Therapy Center of Silicon Valley
Thrive Alliance

Agencies and Organizations Represented on the CCCS Steering Committee

Behavioral Health & Recovery Services Division, San Mateo County Health System

Center for Early Learning, Silicon Valley Community Foundation

Children and Family Services Division, San Mateo County Human Services Agency

Employment Services, San Mateo County Human Services Agency

Faith in Action

Family Health Services Division, San Mateo County Health System

First 5 San Mateo County
Foster Youth Advisory Board
Health Plan of San Mateo
Jobs for Youth (Youth Workforce Investment), San Mateo County Human Resources

Juvenile Court, San Mateo County Superior Court

Juvenile Unit, San Mateo County District Attorney's Office

Legal Aid Society of San Mateo County

Office of Diversity and Equity, Behavioral Health and Recovery Services Division, San Mateo County Health System

Office of Supervisor Carole Groom
Peninsula Conflict Resolution Center
Private Defender Program, Juvenile Division (San Mateo County Bar Association)
SAMCEDA
San Mateo County Arts Commission
San Mateo County Child Abuse Prevention Council

San Mateo County Housing Department

San Mateo County Juvenile Justice & Delinquency Prevention Commission

San Mateo County Library
San Mateo County Office of Education
San Mateo County Parks Department
San Mateo County Probation Department
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 Health Department

San Mateo County Human Services Agency
San Mateo County Office of Education

San Mateo County Probation Department

Mural featured on cover was painted in 2018 by Jose Castro, a life-long resident of North Fair Oaks. Located at 3090 Middlefield Road, the mural depicts the cultural diversity and history of North Fair Oaks. http://www.nfoforward.org/ArtInNFO

Contents

[page left intentionally blank]

KEY ELEMENTS OF THE ACTION PLAN

Community Collaboration for Children's Success

North Fair Oaks/Redwood City

Neighborhood Action Plan 2019-2024

[page left intentionally blank]

NFO/RWC CCCS Goals

GOALS

1. All San Mateo County children + youth **are safe, healthy,** and **resilient**.

2. All San Mateo County children + youth **feel supported by family, friends, and/or other caring adults.**

3. All San Mateo County children + youth are **engaged in learning** and **recognized for their strengths**.

4. **All San Mateo County** <u>systems</u> **are accessible, coordinated and eliminate racial + gender disparities.**
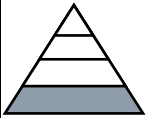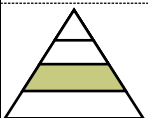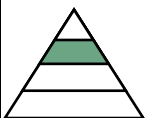
Key Outcomes for NFO/RWC CCCS

- Decrease youth and children involved in San Mateo County systems

- Increase household income and/or reduce costs

- Decrease structural/ institutional racism

- Increase supportive relationships between children/youth and caring adults

- Increase access to resources

- Increase safety/ decrease violence

Top NFO/RWC Strategies

NFO/RWC Strategies	
Tier 1 Strategies Ensuring that all children, youth, and families live in safe, healthy, and supportive environments	1. Expand living wage job opportunities.
	2. Use data to identify and reduce disparities/disproportionalities.
	3. Provide mental/behavioral health support at neighborhood schools for students and staff.
	4. Make it easier for caregivers and youth to utilize supportive services.
	5. Adopt universal preschool or expand subsidized preschool spots for lower-income families.
Tier 2 Strategies Building resilient children + youth by expanding developmental assets	6. Engage youth with relevant personal experiences on Youth Advisory Boards to shape programming, services, and policies.
	7. Expand evidence-based violence prevention initiatives.
Tier 3 Strategies Providing targeted support to address unmet needs at key ages	8. Expand mentoring and connect youth to living wage job opportunities and skills-development.
	9. Provide targeted support to increase household income.
	10. Adopt/expand *promotores* or peer-to-peer model to help community members connect to and navigate services.

[page left intentionally blank]

INITIATIVE OVERVIEW

Community Collaboration for Children's Success

North Fair Oaks/Redwood City

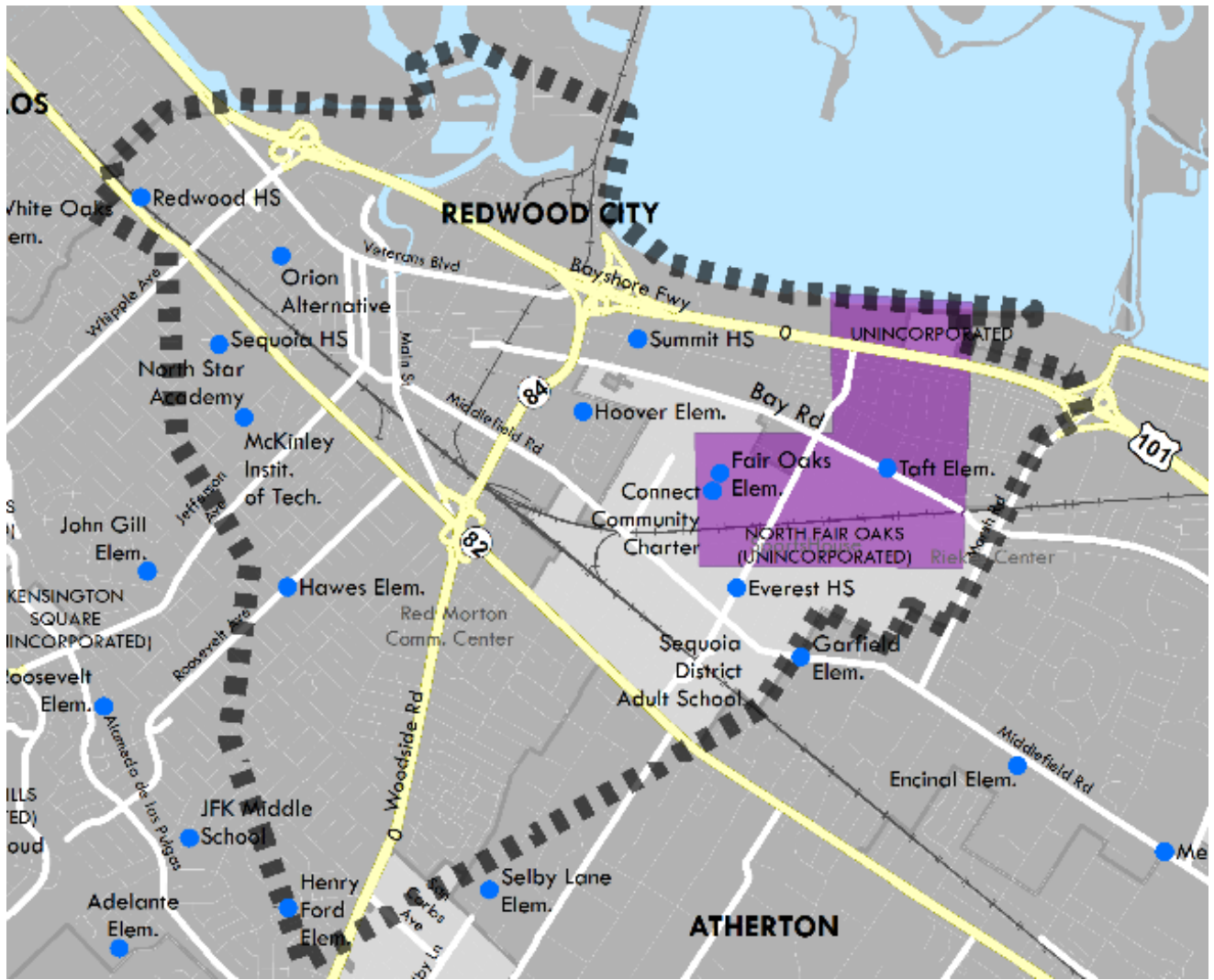Neighborhood Action Plan 2019-2024

[page left intentionally blank]

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).

The area in North Fair Oaks/Redwood City identified for the focus of this initiative is in purple in the map below. Between May and December of 2018, community members, service providers, educators, law enforcement officers, and other stakeholders in NFO/RWC met and reflected on community input to identify neighborhood issues/needs and assets within the area outlined below with a dotted line. 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 NFO/RWC. The NFO/RWC 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 NFO/RWC Planning Process:** Provides a brief overview of the planning and community engagement process and identifies how each component of the Action Plan was developed.

- **Top NFO/RWC Issues and Assets**: Community members and stakeholders identified a longer list of community issues and assets through the extensive community engagement process in NFO/RWC. The Neighborhood Leadership Group members then prioritized top issues and concerns to address in the Action Plan.

- **NFO/RWC 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).
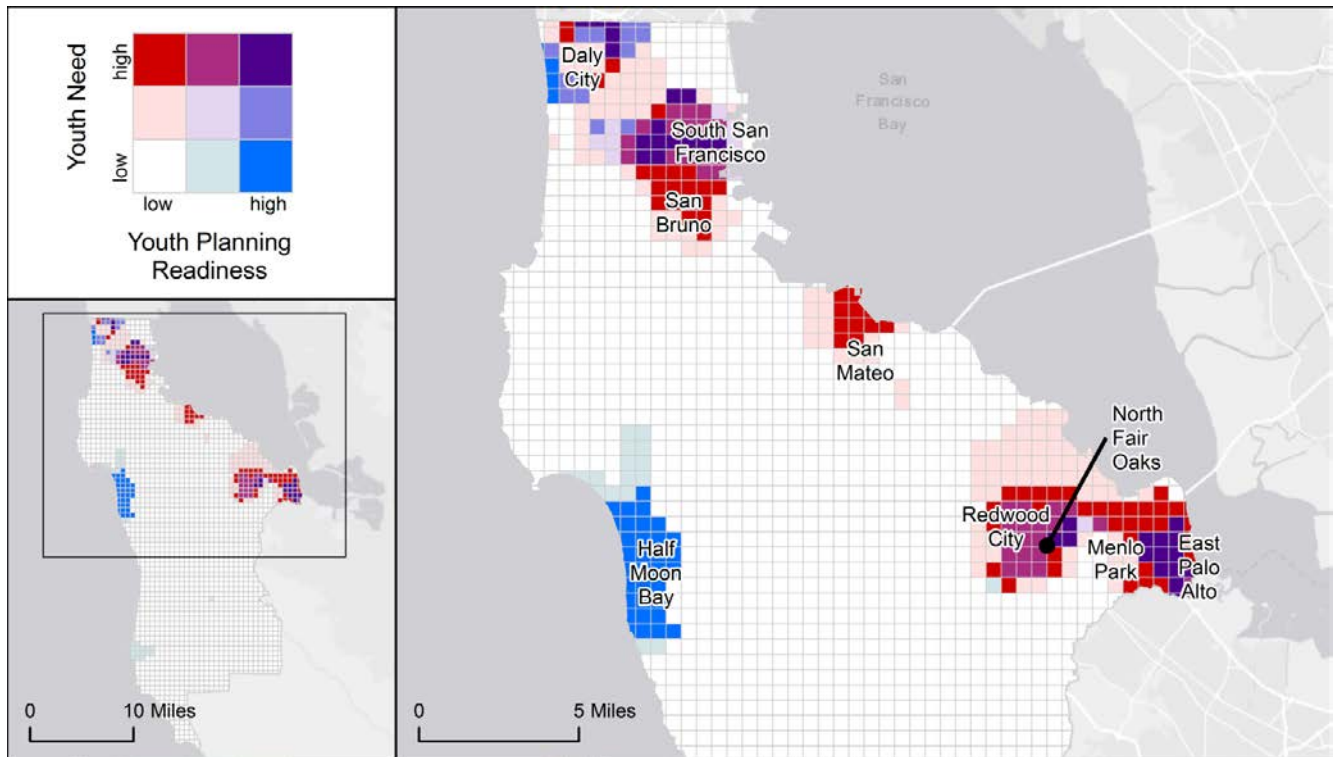
Inclusive Definition of Children and Youth

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

Children: 0-17 years old

Youth: up 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 has 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.[2] 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.
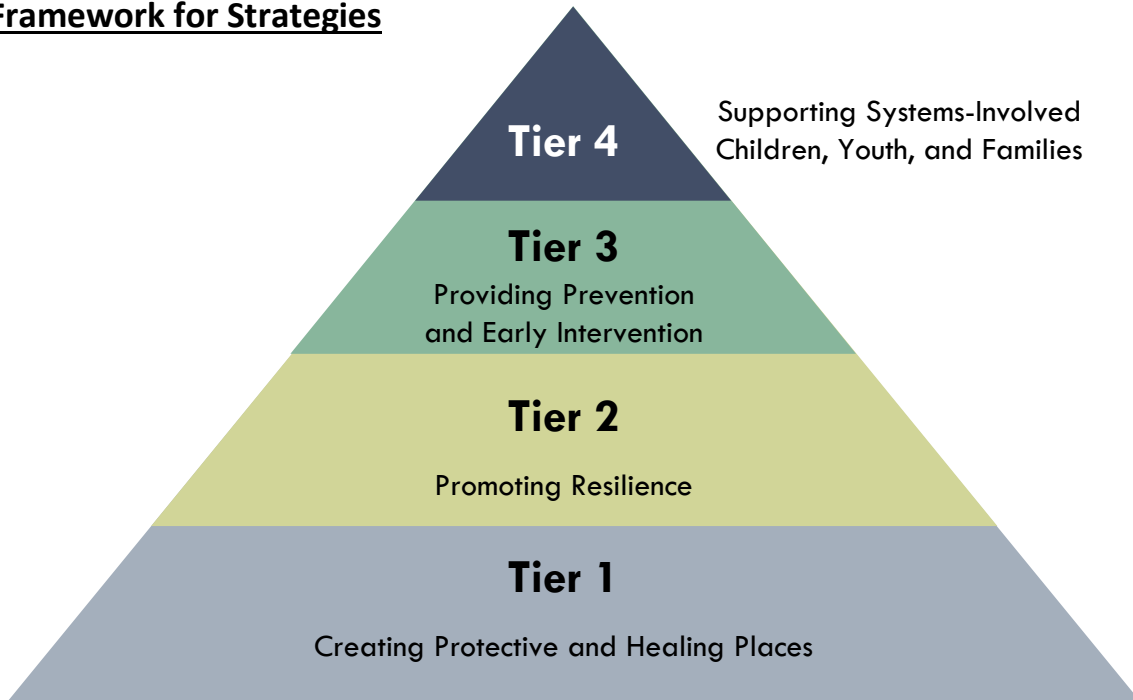
Tier 4: Strategies to Support Systems-Engaged Youth. This planning effort was designed to identify strategies that can prevent young people from entering County systems. Children and youth currently engaged in County systems have access to a range of support services and the leaders of these County systems remain committed to ongoing improvement of these systems to best support youth and their families. Over the next few months, the CCCS Steering Committee will continue to identify

which County-level strategies (including all Tier 4 strategies focused on children and youth already engaged in County systems) to prioritize for implementation.

---

[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.
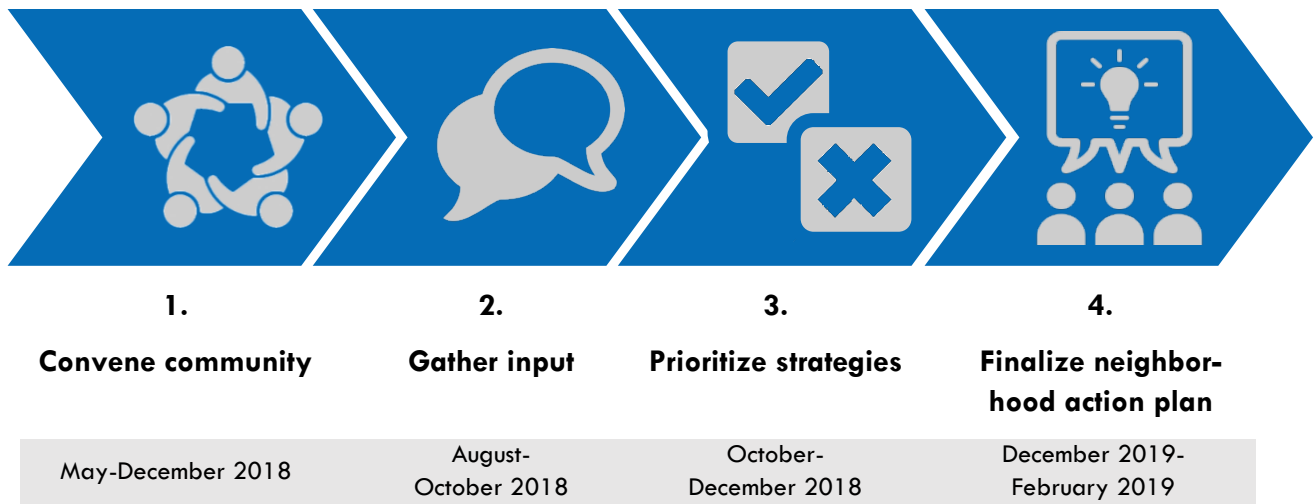[2] Search Institute (2007). "41 Developmental Assets." Project Cornerstone, a YMCA of Silicon Valley Initiative. <https://www.ymcasv.org/projectcornerstone/html/developmentalassets.html>

Tier Framework for Strategies

Tier 4 — Supporting Systems-Involved Children, Youth, and Families

Tier 3 — Providing Prevention and Early Intervention

Tier 2 — Promoting Resilience

Tier 1 — Creating Protective and Healing Places

CCCS Planning Process

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

1.	2.	3.	4.
Convene community	**Gather input**	**Prioritize strategies**	**Finalize neighborhood action plan**
May-December 2018	August-October 2018	October-December 2018	December 2019-February 2019

The CCCS Planning Process has included:

- **3 Steering Committee Meetings:** 30 Steering Committee members (representing 25 agencies, departments, commissions, and organizations) participated in 3 meetings and provided extensive feedback on draft strategies between April and October 2018. The roster of organizations and agencies represented on the Steering Committee is available online.

- **4 NFO/RWC Neighborhood Leadership Group (NLG) meetings:** More than 80 (unduplicated) NFO/RWC community members and stakeholders participated in 4 meetings. These community members represented more than 40 organizations, schools, programs, and government agencies. A total of 66 community members and stakeholders who attended the 3rd and 4th NLG meetings reviewed and prioritized the top issues/needs and top 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 (11 in North Fair Oaks/Redwood City) to gather community input through:

- 10 *Tell Us* sessions (small group conversations) with **44 parents/caregivers** and **99 youth**,

- **Surveys** were completed by **62 parents/caregivers** and **33 youth**, and

- 2 *Dream Walls* (posters with key questions in English and Spanish on which community members could write or draw responses) with at least **13 adults** and **6 youth respondents.**
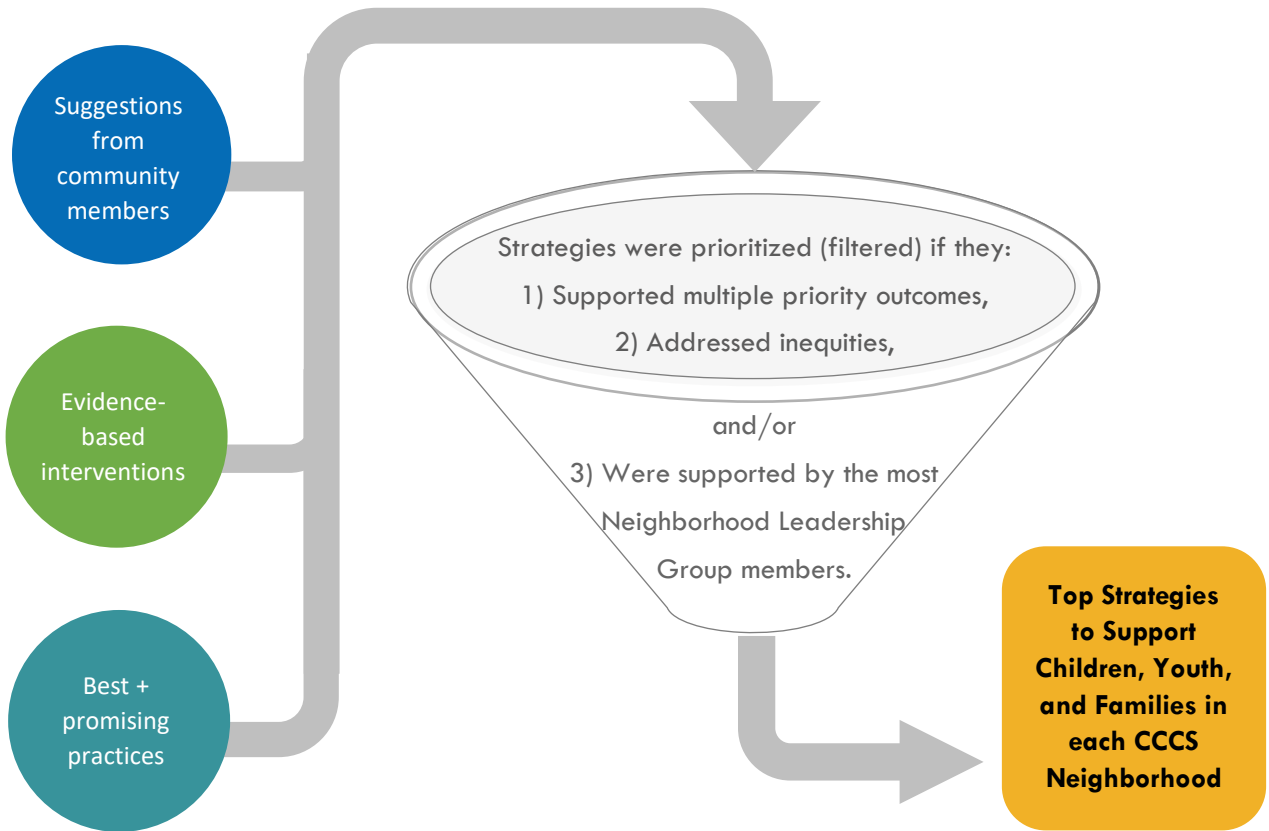

The NFO/RWC goals, issues/concerns, strategies and outcomes presented in this Action Plan reflect the input and priorities gathered through this extensive community engagement process. We would like to give a very special thank you to all of the parents/caregivers and youth who spent many hours participating 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 NFO/RWC. 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 as possible strategies to address the top issues in North Fair Oaks/Redwood City 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.

Suggestions from community members

Evidence-based interventions

Best + promising practices

Strategies were prioritized (filtered) if they:
1) Supported multiple priority outcomes,
2) Addressed inequities,
and/or
3) Were supported by the most Neighborhood Leadership Group members.

Top Strategies to Support Children, Youth, and Families in each CCCS Neighborhood

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 NFO/RWC were identified through two prioritization activities at the last two meetings of the Neighborhood Leadership Group.

COMMUNITY ISSUES + ASSETS

Community Collaboration for Children's Success

North Fair Oaks/Redwood City

Neighborhood Action Plan 2019-2024

[page left intentionally blank]

Systems-Involved Youth in NFO/RWC

The specific area within North Fair Oaks/Redwood City neighborhood (outlined in the map below) includes the unincorporated community of North Fair Oaks, the unincorporated area between Redwood City and Menlo Park designated for mobile home parks, part of Redwood City (the area North, West, and South of North Fair Oaks), and a small portion of the City of Atherton that neighbors North Fair Oaks.

Although only **3%** of San Mateo County's children and youth live in North Fair Oaks, **5%** of Juvenile Probation's clients and **5%** of youth Behavioral Health & Recovery Services' clients live here.[1]

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 while a policy for which the County Board of Supervisors has authority might be implemented only in the unincorporated areas).

Cost of Living in NFO/RWC

Many parents/caregivers emphasized their struggles to meet basic needs because of the high cost of living.

17% of parents/caregivers said they are **not able** to afford basic necessities (e.g., medicine, clothes, transportation).
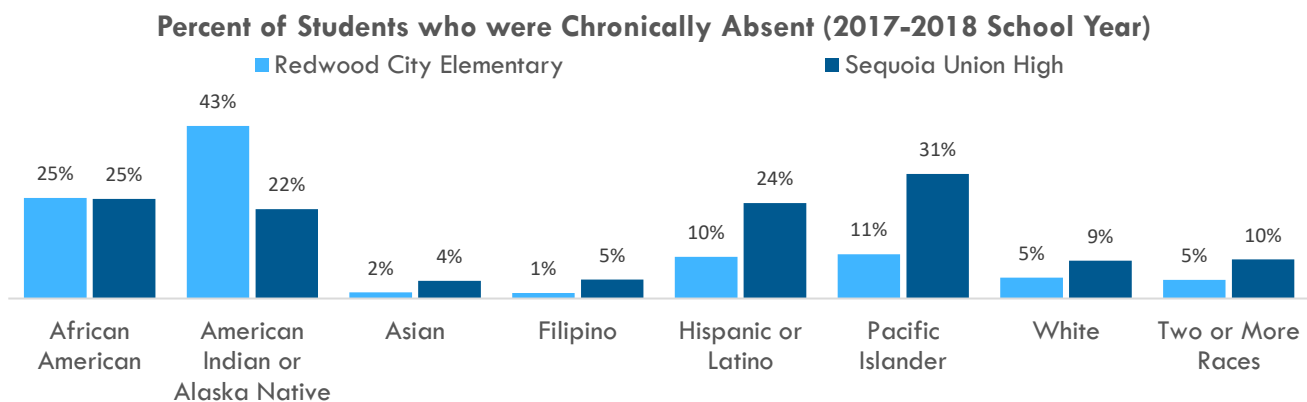
19% of parents/caregivers noted that they **do not** have stable housing.

> Rents are getting out of control which now forces parents to get a second and in some cases third job just to get by. This causes lack of communication with their children.
>
> NFO/RWC parent/caregiver

Racial/Ethnic Inequities in NFO/RWC

In reviewing educational data for young people in this neighborhood, we looked at attendance as a key predictor of academic success. Children and youth who are frequently absent from school often struggle to keep up with their classmates, are less likely to meet academic standards, and are more likely to drop out of high school.[4] In both Redwood City School District and Sequoia Union High School District, the chronic absenteeism[5] rate—the percent of students who are absent 10% or more—is highest for African American, American Indian/Alaska Native, Hispanic/Latino, and Pacific Islander students.
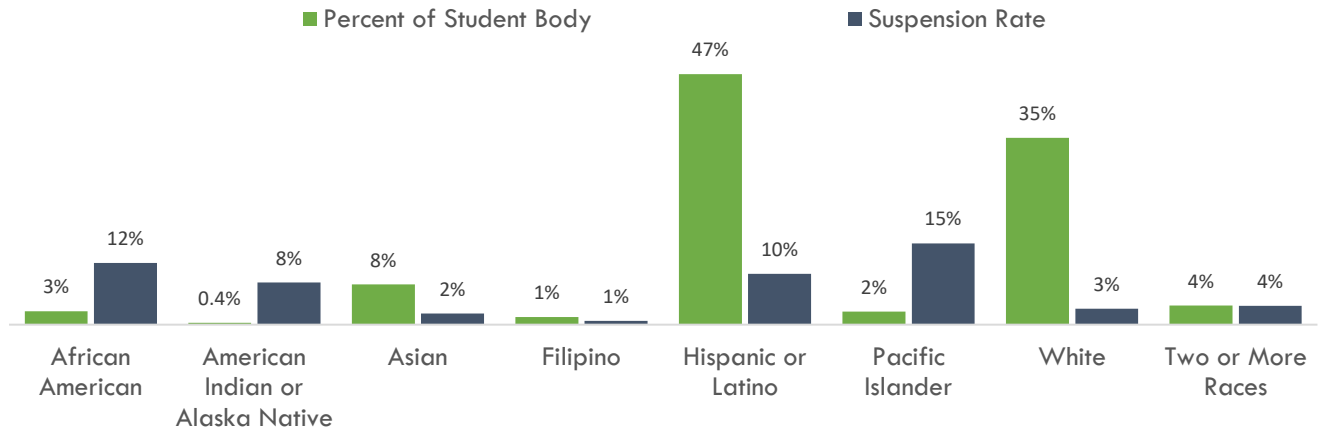
Percent of Students who were Chronically Absent (2017-2018 School Year)

■ Redwood City Elementary   ■ Sequoia Union High

Race/Ethnicity	Redwood City Elementary	Sequoia Union High
African American	25%	25%
American Indian or Alaska Native	43%	22%
Asian	2%	4%
Filipino	1%	5%
Hispanic or Latino	10%	24%
Pacific Islander	11%	31%
White	5%	9%
Two or More Races	5%	10%

Source: DataQuest, California Department of Education, 2018.

---

[4] : U.S. Departments of Education, Health and Human Services, Housing and Urban Development, and Justice (2015). *Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism.* Washington, D.C. <https://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf>

[5] California *Education Code* (*EC*) Section 60901(c)(1) defines a student who is chronically absent as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays. The California definition is slightly different from the federal definition, which counts students who have missed 15 days during one school year rather than students who have been absent 10 percent or more of the school days For both definitions, absences are counted for any reason (e.g., illness, appointments, lack of transportation, travel, "skipping" school).

Being suspended is another barrier to academic success. As can be seen below, African American, American Indian/Alaska Native, and Pacific Islander students are also disproportionately suspended compared to their peers in other racial/ethnic groups within Sequoia Union High School District.

Disproportionate Suspensions (Sequoia Union High School District)

■ Percent of Student Body   ■ Suspension Rate

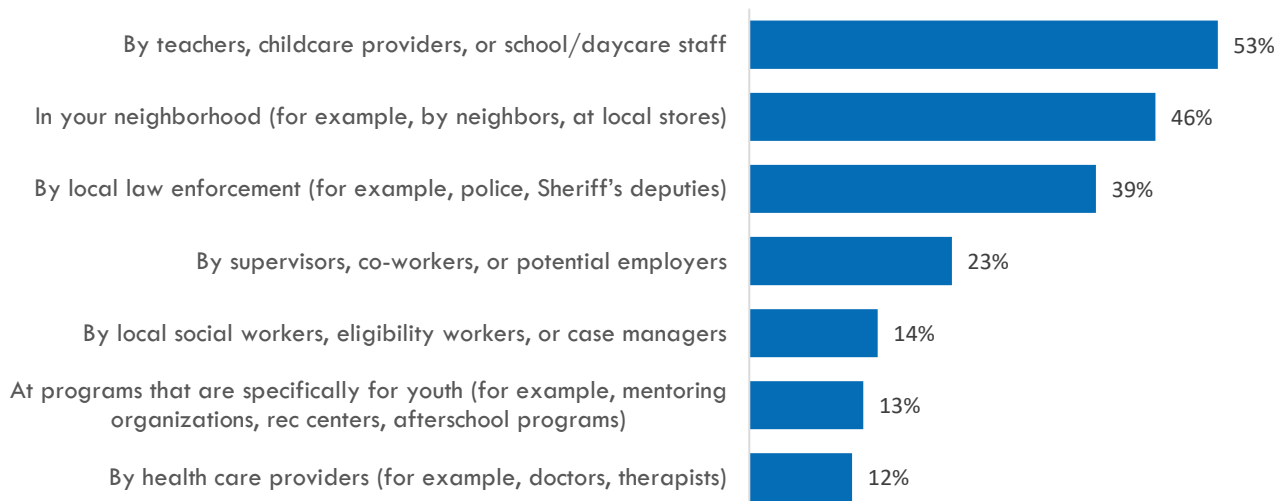| Group	Percent of Student Body	Suspension Rate
African American	3%	12%
American Indian or Alaska Native	0.4%	8%
Asian	8%	2%
Filipino	1%	1%
Hispanic or Latino	47%	10%
Pacific Islander	2%	15%
White	35%	3%
Two or More Races	4%	4%

Source: DataQuest, California Department of Education, 2018.

A key concern expressed by youth who participated in small group conversations, Neighborhood Leadership Group meetings, and the youth survey was frequent experiences with racism—especially in educational settings and when interacting with law enforcement. While some youth shared positive experiences that they have had with *individual* teachers and deputies, the comments described a context of structural and institutional inequities and racial profiling.

> [My experience in school would have been better] if teachers supported and believed in everyone the same.
>
> Youth living in NFO/RWC

Youth of Color who reported that they had been discriminated against Always, Most of the Time, or Sometimes in the past year...

By teachers, childcare providers, or school/daycare staff	53%
In your neighborhood (for example, by neighbors, at local stores)	46%
By local law enforcement (for example, police, Sheriff's deputies)	39%
By supervisors, co-workers, or potential employers	23%
By local social workers, eligibility workers, or case managers	14%
At programs that are specifically for youth (for example, mentoring organizations, rec centers, afterschool programs)	13%
By health care providers (for example, doctors, therapists)	12%

Lack of Supportive Adults in NFO/RWC

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.
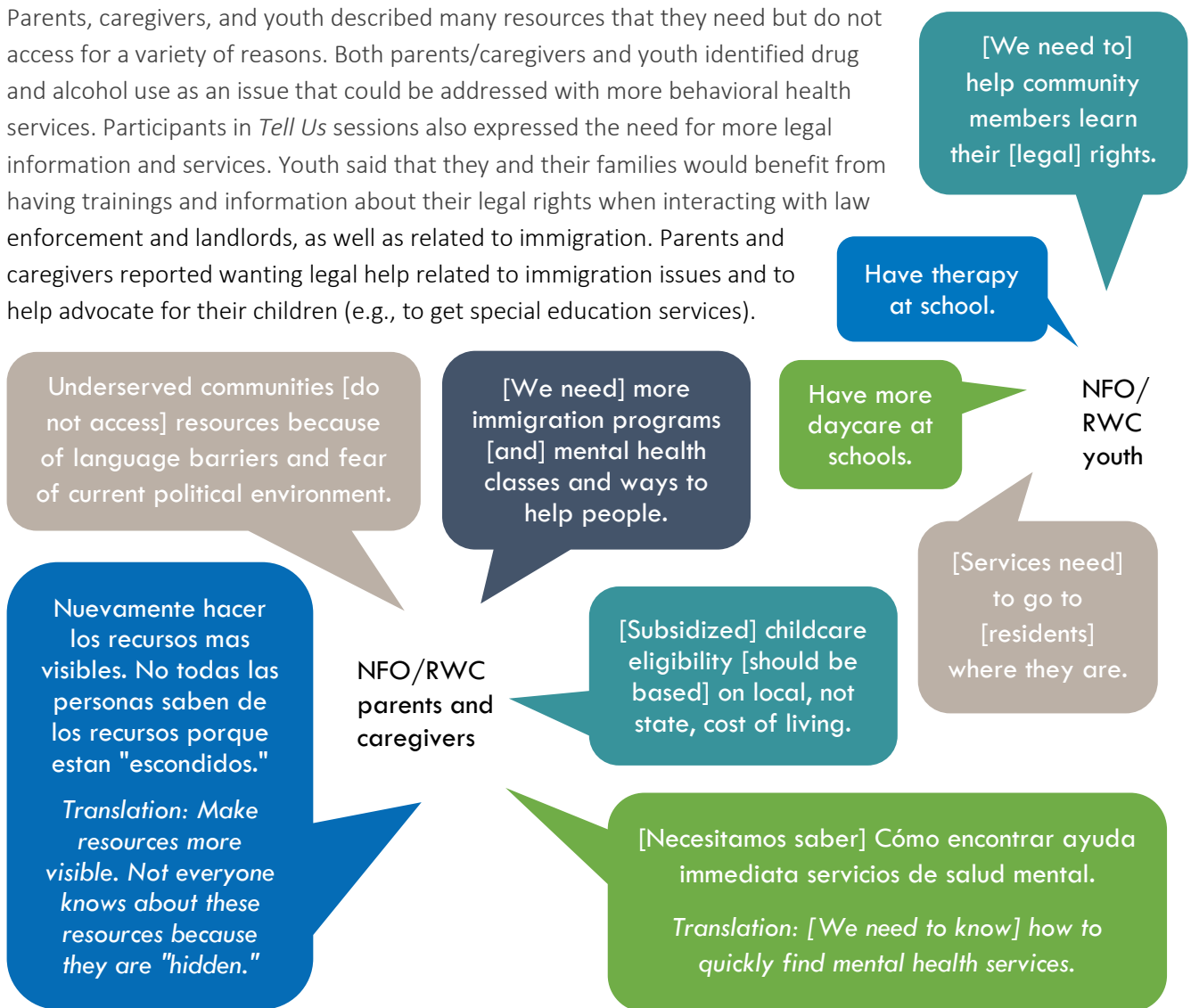
24% of youth survey respondents reported that they have "never" or "rarely" talked to a supportive adult (for example, a parent, teacher, mentor) about what they are thinking or feeling.

8% of youth survey respondents reported that a parent or other caregiver has "never" or "rarely" actively supported their education (e.g., by attending school events or encouraging them to do homework). Another 12% reported that a parent or other caregiver has only "sometimes" done this.

Limited Access to Resources in NFO/RWC

Parents, caregivers, and youth described many resources that they need but do not access for a variety of reasons. Both parents/caregivers and youth identified drug and alcohol use as an issue that could be addressed with more behavioral health services. Participants in *Tell Us* sessions also expressed the need for more legal information and services. Youth said that they and their families would benefit from having trainings and information about their legal rights when interacting with law enforcement and landlords, as well as related to immigration. Parents and caregivers reported wanting legal help related to immigration issues and to help advocate for their children (e.g., to get special education services).

[We need to] help community members learn their [legal] rights.

Have therapy at school.

Underserved communities [do not access] resources because of language barriers and fear of current political environment.

[We need] more immigration programs [and] mental health classes and ways to help people.

Have more daycare at schools.

NFO/ RWC youth

[Services need] to go to [residents] where they are.

Nuevamente hacer los recursos mas visibles. No todas las personas saben de los recursos porque estan "escondidos."

Translation: Make resources more visible. Not everyone knows about these resources because they are "hidden."

NFO/RWC parents and caregivers

[Subsidized] childcare eligibility [should be based] on local, not state, cost of living.

[Necesitamos saber] Cómo encontrar ayuda immediata servicios de salud mental.

Translation: [We need to know] how to quickly find mental health services.

Safety Concerns in NFO/RWC

Many parents/caregivers and youth identified safety concerns in NFO/RWC (e.g., witnessing or experiencing violence or abuse, feeling threatened, or being bullied).

- **27%** of youth survey respondents in NFO/RWC said they **feel safe never, rarely, or sometimes.**

- Only **32%** of youth survey respondents in NFO/RWC said they **feel safe most of the time.**

- Only **40%** of youth survey respondents in NFO/RWC said they **feel safe always.**

Youth perception of safety

Feel safe never, rarely, or sometimes, 27%

Feel safe always, 40%

Feel safe most of the time, 32%
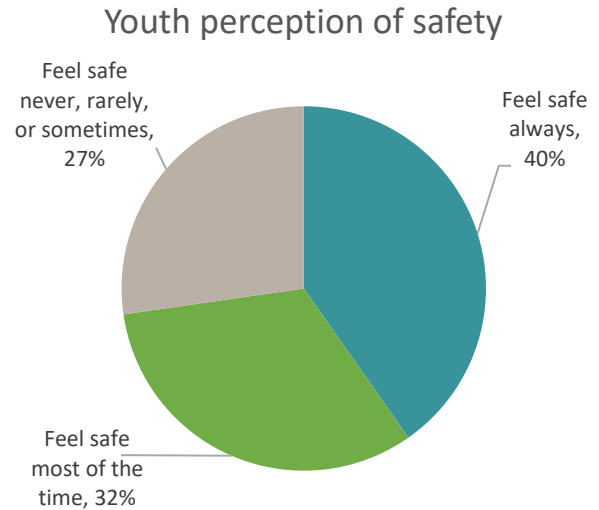
Community-Identified Needs and Issues

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 North Fair Oaks/Redwood City.

Identified by **youth**	Identified by **parents + caregivers**	Issues Identified in Community Input	Top 5 Issues
✔	✔	Youth, families aren't able to afford rent or cost of living	**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)
✔	✔	Too much gentrification and displacement / Not enough housing for low-income families	
✔	✔	No opportunities to develop skills and connections to get living wage jobs (e.g., in tech) for either parents or youth	
✔	✔	Being able to afford college or get scholarships (especially for undocumented youth)	
✔	✔	Not enough education about financial/work skills	
✔	✔	Afterschool and summer programs/activities are too expensive/Affordable and free ones have too few spaces	
✔	✔	Negative interactions with law enforcement and racial profiling	**Structural + institutional racism** (especially related to educational and career opportunities and interactions with law enforcement)
✔	✔	Youth of color get harsher punishments both in and out of schools	
✔	✔	Few students are identified as "college-bound" and opportunities are limited for those who are not	
✔	✔	Too much focus on suspension instead of other forms of discipline/restorative justice	

Identified by youth	Identified by parents + caregivers	Issues Identified in Community Input	Top 5 Issues
✔	✔	Parents and caregivers work long hours/have multiple jobs so cannot spend enough time with their children	**Lack of supportive adults** (often because parents/caregivers are working multiple jobs and there are not enough opportunities for youth to connect with other supportive adults)
✔		Not enough role models and mentors	
✔		Contact and time with loved ones who are incarcerated is too limited (not long enough, no physical contact allowed)	
✔		Some foster youth placements are not a good fit (foster parents do not support the foster youth)	
✔		Youth and parents do not know what their rights are or how to get legal help (e.g., related to immigration, police, jobs)	**Access to resources** (especially related to mental health and substance use, affordable childcare and preschool, and legal information and services)
✔	✔	Youth who have mental health issues are not identified or connected to help	
✔	✔	Too much drug use (e.g., vaping/juuls) in schools and not enough recognition of substance use issues among youth	
✔	✔	Not enough affordable, local daycare options	
✔	✔	Youth/families do not know about existing resources/services	
✔		Teen parents and youth on probation don't get the support (or resources) they need to succeed	
✔		Eligibility threshold for support (e.g., free lunch) is too low	
✔		Fear of sexual assault (especially for young women)	**Safety** (gangs, domestic violence, sexual assault, sexual harassment, police harassment, and bullying)
✔	✔	Too much bullying	
✔	✔	Not enough safe and affordable transportation	
	✔	Gangs	
✔	✔	Too much peer pressure/"bad influences"	Issues/Needs that Were <u>Not</u> Prioritized by Neighborhood Leadership Group Members
✔	✔	Not enough safe and fun/supportive places for youth or families to spend time (e.g., community centers, parks)	

Community Assets in NFO/RWC

The area outlined includes almost all of the area originally identified as having a high level of need (yellow) as well as all of the area originally identified as having a high level of youth planning readiness (blue).

The map below presents the locations of community resources that already exist in the North Fair Oaks/Redwood City area that support the children, youth, and families who live there. The assets shown here are listed on the following pages.
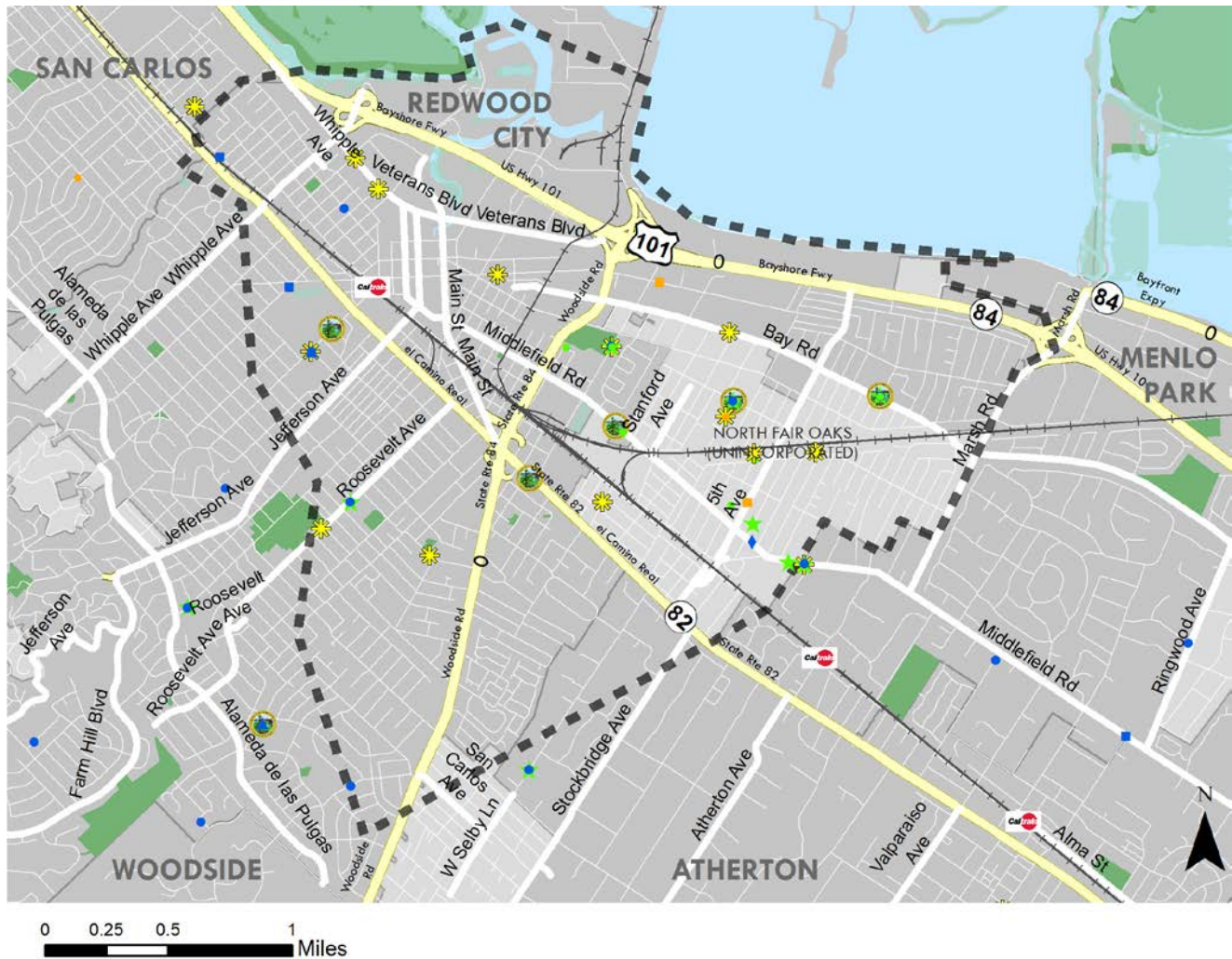
LEGEND

Area Public Schools
- ● Elementary School
- ▲ Middle School
- ■ High School
- ◆ Adult School

Area Charter Schools
- ● Elementary School
- ■ High School

Resources that support children and youth
- ⊛ San Mateo County Offices and/or Services
- ★ Big Lift Preschool (supported by County funding)
- ● Asset supported by County funding
- ✺ Other youth/family asset

Redwood City School District | Assets co-located at RCSD school sites

● Elementary Schools	🏛 San Mateo County Offices and/or Services
▲ Middle Schools (6th-8th grade)	★ Big Lift Preschool (supported by County funding)
—	● Youth/family asset supported by County funding

● Fair Oaks Elementary 2950 Fair Oaks Avenue, Redwood City *Closing in June 2019.*	🏛 HSA Family Resource Center, Fair Oaks Elementary ★ RCSD Child Dev Services - Fair Oaks School
▲ JFK Middle School 2521 Goodwin Avenue, Redwood City	🏛 HSA Family Resource Center, JFK Middle School
● Taft Elementary 903 Tenth Avenue, Redwood City	🏛 HSA Family Resource Center, Taft Elementary ★ RCSD Child Dev Services - Taft CDC ● Boys and Girls Club of the Peninsula
● ▲ Garfield Elementary 3600 Middlefield Road, Menlo Park	★ RCSD Child Dev Services - Garfield Children's Center
● Hawes Elementary 909 Roosevelt Avenue, Redwood City *Closing in June 2019.*	★ RCSD Child Dev Services – Hawes
● ▲ Hoover Elementary 701 Charter Street, Redwood City	★ RCSD Child Dev Services - Hoover ● Boys and Girls Club of the Peninsula
● ▲ Roosevelt Elementary 2223 Vera Avenue, Redwood City	★ RCSD Child Dev Services – Roosevelt
● ▲ Selby Lane Elementary 170 Selby Lane, Atherton	★ Selby Lane CDC - Selby Lane Elementary
● Adelante Elementary, 3150 Granger Way, Redwood City *Site is closing, program is merging with other campuses.*	
● ▲ Clifford Elementary, Clifford Avenue and Scenic Drive, Redwood City	
● Henry Ford Elementary, 2498 Massachusetts Avenue, Redwood City	
● John Gill Elementary, 555 Avenue Del Ora, Redwood City	
▲ McKinley Institute of Technology, 400 Duane Street, Redwood City	
● ▲ North Star Academy, 400 Duane Street, Redwood City	
● Orion Alternative, 815 Allerton Street, Redwood City *Site is closing, program is merging with other campuses.*	
● ▲ Roy Cloud Elementary, 3790 Red Oak Way, Redwood City	

Sequoia Union High School District

■ High Schools	♦ Adult School
• Menlo-Atherton HS, 555 Middlefield Road, Atherton • Redwood HS, 1968 Old County Road, Redwood City • Sequoia HS, 1201 Brewster Avenue, Redwood City • Woodside HS, 199 Churchill Avenue, Woodside	• Sequoia District Adult School 3247 Middlefield Road, Menlo Park

Area Charter Schools

● Charter Elementary Schools	■ Charter High Schools
• Connect Community Charter 635 Oakside Avenue, Redwood City	• Everest HS, 455 5th Avenue, Redwood City • Summit HS, 890 Broadway Street, Redwood City

Youth/Family Assets not co-located at an RCSD school site

County Offices and/or Services	• Calfresh Office - Redwood City, 2500 Middlefield Road, Redwood City • Choices Program Men's Facility County, 300 Bradford Street, Redwood City • Choices Program Women's Facility County, 1590 Maple Street, Redwood City • District Attorneys Main Office, 400 County Center, Redwood City • San Mateo County Superior Court County, 400 County Center, Redwood City • Sequoia Teen Wellness Center, 200 James Avenue, Redwood City • WIC And Child Abuse Screening Expansion, 2342 El Camino Real, Redwood City
Youth and Family Assets supported with County Funding	• Boys and Girls Club of the Peninsula, 1109 Hilton Street, Redwood City • Fair Oaks Community Center, 2600 Middlefield Road, Redwood City • Fresh Lifelines for Youth (FLY), 330 Twin Dolphin Drive, Redwood City • Jobtrain, Youth Services Special Program, 1200 O'Brien Drive, Menlo Park • Family Connections Redwood City Site, 414 Fourth Avenue, Redwood City • Service League County, 727 Middlefield Road, Redwood City • San Mateo County Sheriff Activities League, 3151 Edison Way, Redwood City • Sportshouse, 3151 Edison Way, Redwood City
Big Lift Preschools (supported by County funding)	• IHSD, INC - Fair Oaks Head Start Center, 3502 Middlefield Road, Menlo Park • IHSD, INC - Menlo Park Head Start Center, 419 6th Avenue, Menlo Park
Other youth/family assets	• 4Cs And Build Up for Children, 330 Twin Dolphin Drive, Redwood City • Bay Area Legal Aid Organization, 539 Middlefield Road, Redwood City • Church of Jesus Christ Of Latter-Day Saints, 1105 Valparaiso Avenue, Menlo Park • Church of Jesus Christ Of Latter-Day Saints, 1475 Edgewood Road, Redwood City • Familia Cristiana Verbo, 2798 Bay Road, Redwood City • Friends for Youth, 1741 Broadway, Redwood City • Housing Project Sentinel Organization, 525 Middlefield Road, Redwood City • Kaiser Foundation Hosp - Redwood City, 1150 Veterans Boulevard, Redwood City • Legal Aid Society of San Mateo, 330 Twin Dolphin Drive, Redwood City • Red Morton Community Center, 1120 Roosevelt Avenue, Redwood City • Redwood City 2020, 400 Duane Street, Redwood City • Redwood City PAL, 3399 Bay Road, Redwood City • The Riekes Center, 3455 Edison Way, Menlo Park • Saint Francis Center, 151 Buckingham Avenue, Redwood City • Saint Pius Elementary School, 1100 Woodside Road, Redwood City • Salvation Army, 660 Veterans Boulevard, Redwood City • Samaritan House Free Clinic of Redwood City, 114 5th Avenue, Redwood City • Second Harvest Food Bank, 1051 Bing Street, San Carlos • Sequoia Healthcare District, 525 Veterans Boulevard, Redwood City • Sequoia Hospital, 170 Alameda, Redwood City • Sparkpoint Center - Cañada College, RCSD 4200 Farm Hill Boulevard, Redwood City • YMCA, 1445 Hudson Street, Redwood City

Community members also identified the following positive qualities of youth and parents/caregivers in the North Fair Oaks/Redwood City community.

Qualities of Youth

- "I see many who are interested in their future (i.e., careers/schooling)."
- "They are confident about taking their own path in life and support each other."
- "Some of the great qualities that I see in youth is that many are very cheerful and are bilingual."
- "They help out in the community."
- "Being able to overcome obstacles."
- "They are used to walking a lot, they know where everything is."
- "They are curious and willing to improve, but are also scared to fail because they don't have the same privileges."

Qualities of Parents and Caregivers

- "We are protectors, good counselors/advisors."
- "Willingness to help but they sometimes don't know how."
- "How determined they are. The motivation they have."
- "SUPER hardworking"
- "They want us to ask for help; they care about your well-being."
- "Most of them take good care of their kids."
- "They do what they can to provide for their kids."
- "Hardworking to try and give us what they couldn't have. Parents push us/motivate us to do better and not give up."

ACTION PLAN

Community Collaboration for Children's Success

North Fair Oaks/Redwood City

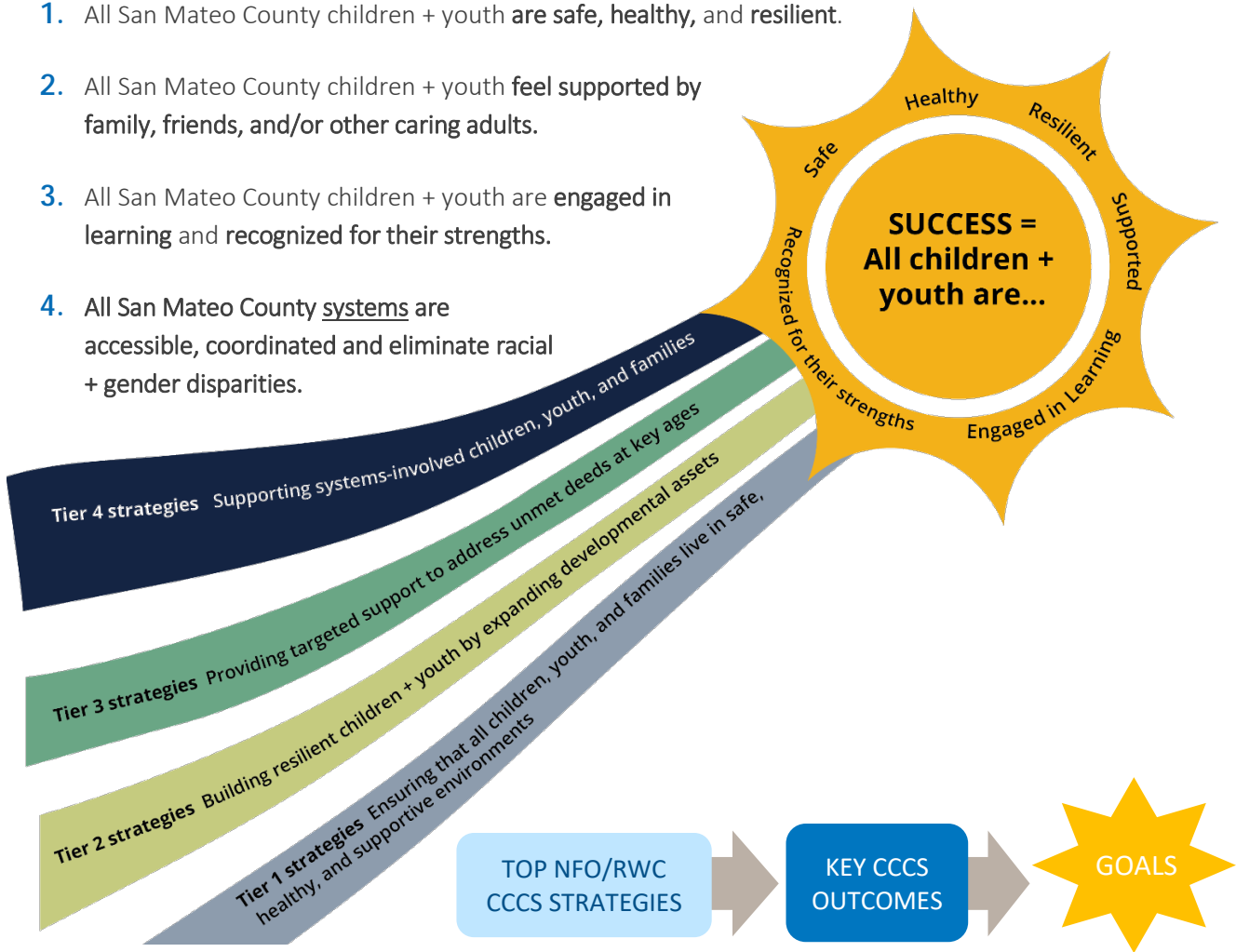Neighborhood Action Plan 2019-2024

[page left intentionally blank]

NFO/RWC CCCS Goals + Key Outcomes

The goals for the CCCS focus area in North Fair Oaks/Redwood City 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 San Mateo County children + youth **are safe, healthy,** and **resilient**.

2. All San Mateo County children + youth **feel supported by family, friends, and/or other caring adults.**

3. All San Mateo County children + youth are **engaged in learning** and **recognized for their strengths**.

4. All San Mateo County systems are accessible, coordinated and eliminate racial + gender disparities.

SUCCESS = All children + youth are...

Safe · Healthy · Resilient · Supported · Engaged in Learning · Recognized for their strengths

Tier 4 strategies Supporting systems-involved children, youth, and families

Tier 3 strategies Providing targeted support to address unmet deeds at key ages

Tier 2 strategies Building resilient children + youth by expanding developmental assets

Tier 1 strategies Ensuring that all children, youth, and families live in safe, healthy, and supportive environments

TOP NFO/RWC CCCS STRATEGIES → KEY CCCS OUTCOMES → GOALS
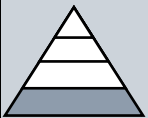
The **key outcomes** for the CCCS area in North Fair Oaks/Redwood City represent the change resulting from addressing the issues identified as the most important for local children and youth.

- Decrease youth and children involved in San Mateo County systems

- Increase household income and/or reduce costs

- Decrease structural/ institutional racism

- Increase supportive relationships between children/youth and caring adults

- Increase access to resources

- Increase safety/ decrease violence

Top NFO/RWC CCCS Strategies

The process to develop the NFO/RWC CCCS Action Plan involved community members prioritizing strategies for the NFO/RWC 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 NFO/RWC 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.

NFO/RWC Strategies	Key Outcomes					
	Decrease children/youth involvement in County systems	Increase household income and/or reduce costs	Decrease structural/ institutional racism	Increase supportive relationships between children/youth and caring adults	Increase access to resources	Increase safety/ decrease violence
Tier 1 Strategies Ensuring that all children, youth, and families live in safe, healthy, and supportive environments						
1. Expand living wage job opportunities.[6,7,8]	✓	✓		✓		
2. Use data to identify and reduce racial/ethnic and other disparities/ disproportionalities.[9,10,11,12,13]	✓	✓	✓		✓	✓
3. Provide mental/behavioral health support at neighborhood schools for students and staff.[14,15,16,17,18]	✓	✓	✓		✓	✓

[6] 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>

[7] Hochberg, S. (2016) "Raising the Minimum Wage and Fighting Wage Theft for a Healthier San Mateo County." Community Legal Services in East Palo Alto (CLSEPA). <https://clsepa.org/wp-content/uploads/2017/06/CLSEPA-Report-Wage-Theft-in-San-Mateo-County-June-2016.pdf>

[8] Reich, M., Jacobs, K., Bernhardt, A. (2014) "Local Minimum Wage Laws: Impacts on Workers, Families, and Businesses." Institute for Research on Labor and Employment. <http://irle.berkeley.edu/files/2014/Local-Minimum-Wage-Laws.pdf>

[9] Osher, D., Fisher, D., Amos, L., Katz, J., Dwyer, K., Duffey, T., & Colombi, G.D. (2015) "Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide." National Center on Safe Supportive Learning Environments. <https://safesupportivelearning.ed.gov/sites/default/files/15-1547%20NCSSLE%20Root%20Causes%20Guide%20FINAL02%20mb.pdf>

[10] Kostyo, S., Cardichon, J., Darling-Hammond, L. (2018) "Making Essa's Equity Promise Real: State Strategies to Close the Opportunity Gap." Learning Policy Institute. <https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_REPORT.pdf>

[11] Eaglin, J., Solomon, D. (2015) "Reducing Racial and Ethnic Disparities in Jails: Recommendations for Local Practice." Brennan Center for Justice at New York University School of Law. <https://www.brennancenter.org/sites/default/files/publications/Racial%20Disparities%20Report%20062515.pdf>

[12] Williams D.R., Mohammed S.A. "Racism and health: Pathways and scientific evidence." *Am Behav Sci.* 2013;57(8):1199-1216. <doi:10.1177/0002764213487340>

[13] Sanders-Phillips K., Settles-Reaves B., Walker D., Brownlow, J."Social Inequality and Racial discrimination: Risk Factors for Health Disparities in Children of Color." *Pediatrics.* 2009;124 Suppl: S176-S186. <doi:10.1542/peds.2009-1100E>
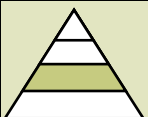
[14] Biglan, A., Van Ryzin, M.J., Hawkins, J.D. (2017) "Evolving a more Nurturing Society to Prevent Adverse Childhood Experiences." Oregon Research Institute. <https://www.academicpedsjnl.net/article/S1876-2859(17)30148-1/pdf>

[15] Institute of Education Sciences. (2016) "Functional Behavioral Assessment-based Interventions." U.S. Department of Education. <https://files.eric.ed.gov/fulltext/ED572042.pdf>

[16] O'Connell, M.E., Boat, T., Warner, K.E. (2009) "Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities." National Academies Press. <https://www.integration.samhsa.gov/integrated-care-models/IOM_Report_on_Prevention.pdf>

[17] Darling-Hammond, L., Cook-Harvey, C.M. (2018) "Educating the Whole Child: Improving School Climate to Support Student Success." Learning Policy Institute. <https://learningpolicyinstitute.org/sites/default/files/product-files/Educating_Whole_Child_REPORT.pdf>

[18] Harper, K., Temkin, D. (2019) "Responding to Trauma Through Policies that Create Supportive Learning Environments." Child Trends. <https://www.childtrends.org/wp-content/uploads/2019/01/RespondingTraumaPolicyGuidance_ChildTrends_January2019.pdf>

NFO/RWC Strategies	Key Outcomes					
	Decrease children/youth involvement in County systems	Increase household income and/or reduce costs	Decrease structural/ institutional racism	Increase supportive relationships between children/youth and caring adults	Increase access to resources	Increase safety/ decrease violence
4. Make it easier for caregivers and youth to utilize supportive services.[19]	✓	✓			✓	
5. Adopt universal preschool or expand subsidized preschool spots for lower-income families.[20,21]	✓	✓		✓	✓	
Tier 2 Strategies Building resilient children + youth by expanding developmental assets						
6. Engage youth with relevant personal experiences on Youth Advisory Boards to shape programming, services, and policies.[22,23]	✓	✓		✓	✓	
7. Expand evidence-based violence prevention initiatives.[24, 25,26]	✓			✓		✓
Tier 3 Strategies Providing targeted support to address unmet needs at key ages						
8. Expand mentoring and connect youth to living wage job opportunities and skills-development.[27, 28]	✓	✓		✓	✓	
9. Provide targeted support to increase household income.[29]	✓	✓		✓	✓	✓
10. Adopt/expand *promotoras* or peer-to-peer model to help community members connect to and navigate services.[30,31]	✓	✓	✓	✓	✓	✓

[19] Maier, A., Daniel, J., Oakes, J., Lam, L. (2017) "Community Schools as an Effective School Improvement Strategy: A Review of the Evidence." Learning Policy Institute. <https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_REPORT.pdf>

[20] Meloy, B., Gardner, M., Darling-Hammond, L. (2019) "Untangling the Evidence on Preschool Effectiveness: Insights for Policymakers." Learning Policy Institute. <https://learningpolicyinstitute.org/sites/default/files/EMBARGOED_Untangling_Evidence_Preschool_Effectiveness_BRIEF.pdf>

[21] Reynolds, A.J., Temple, A.J., Robertson, D.L., et al. (2001) "Long-term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest: A 15-year Follow-up of Low-Income Children in Public Schools." JAMA. <https://jamanetwork.com/journals/jama/fullarticle/193816>

[22] Mager, U., Nowak, P. (2012) "Effects of Student Participation in Decision Making at School: A Systematic Review and Synthesis of Empirical Research." Educational Research Review. <https://www.sciencedirect.com/science/article/pii/S1747938X11000479>

[23] Horton, M.H., Montgomery, P. (2012) "Youth Empowerment Programs for Improving Adolescents' Self-Efficacy and Self-Esteem: A Systematic Review." Research on Social Work Practice. <https://journals.sagepub.com/doi/pdf/10.1177/1049731512459967>

[24] Office of the Director for Policy. (2017) "School-Based Violence Prevention." Centers for Disease Control and Prevention. <https://www.cdc.gov/policy/hst/hi5/violenceprevention/index.html>

[25] Daro, D., Dodge, K. (2009) "Creating Community Responsibility for Child Protection: Possibilities and Challenges." Future Child. PubMed Central. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3730282/pdf/nihms492036.pdf>

[26] Community Preventive Services Task Force. (2013) "Violence Prevention: Evidence-Based Interventions for your Community." Community Preventive Services Task Force. <https://www.thecommunityguide.org/sites/default/files/assets/What-Works-Violence-factsheet-and-insert.pdf>

[27] Annie E. Casey Foundation. (2012) "Youth and Work: Restoring Teen and Young Adult Connections to Opportunity." Annie E. Casey Foundation. <https://www.aecf.org/m/resourcedoc/AECF-YouthAndWork-2012-Full.pdf>

[28] Ross, M., Moore, K.A., Murphy, K., Bateman, N., DeMand, A., Sacks, V. (2018) "Pathways to High Quality Jobs for Young Adults." Metropolitan Policy Program at Brookings. <https://www.brookings.edu/wp-content/uploads/2018/10/Brookings_Child-Trends_Pathways-for-High-Quality-Jobs-FINAL.pdf>

[29] Sherman, A., DeBot, B., Huang, C. (2016) "Boosting Low-Income Children's Opportunities to Succeed Through Direct Income Support." *Academic Pediatrics*, Volume 16, Issue 3, Supplement, S90-S97. <https://www.academicpedsjnl.net/article/S1876-2859(16)00024-3/pdf>

[30] Raphael, J.L., Rueda, A., Lion, C., Giordano, T.P. (2013) The Role of Lay Health Workers in Pediatric Chronic Disease: A Systematic Review. Academic Pediatrics. <https://www.sciencedirect.com/science/article/pii/S1876285913001253>

[31] Kim, K. et al. (2016) Effects of Community-Based Health Worker Interventions to Improve Chronic Disease Management and Care Among Vulnerable Populations: A Systematic Review. American Journal of Public Health. <https://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2015.302987>

Next Steps

This Action Plan is a community call to action! It presents the input of many community members from the NFO/RWC neighborhood and is an important and bold step to ensure children and youth success in NFO/RWC. 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 NFO/RWC 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	▪ 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	▪ 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	▪ Number of low-income children and youth participating in subsidized or free summer and/or afterschool enrichment activities ▪ Number of subsidized childcare/preschool slots
▼ Less structural and institutional racism	▪ 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)
▲ More supportive relationships between children/youth and caring adults	▪ Percent of students who have positive relationships with teachers or other adult at school (California Healthy Kids Survey caring adults index) ▪ Percent of students reporting a high level of parent involvement (California Healthy Kids Survey parental involvement index)
▲ More access to available family-supportive resources	▪ Wait time to connect with key services (e.g., counseling, legal aid) ▪ Percent of eligible residents who participate in key service (e.g., WIC, CalFresh, home visiting for new parents)
▲ More safety	▪ Percent of students who report feeling safe at school ▪ Percent of high school students who identify themselves as gang members ▪ Rate of vehicle collisions involving pedestrians and bicycles
▼ Less violence	▪ Rate of violent injuries ▪ Percent of students who report experiencing dating violence in the past year

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

North Fair Oaks/Redwood City

Neighborhood Action Plan 2019-2024

[page left intentionally blank]

Type of Strategy	Top Strategies to Support Children + Youth in North Fair Oaks/Redwood City
Tier 1 Strategies Ensuring that all children, youth, and families live in safe, healthy, and supportive environments	1. **Expand living wage job opportunities** (e.g., 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. **Use data to identify and reduce disparities/ disproportionalities.** – Agencies, schools, and programs are required to use (AND are supported in using) data to identify disparities/ disproportionalities and create and regularly update racial equity action plans to reduce disparities/disproportionalities (e.g., for suspensions, chronic absenteeism, arrests for status offenses, positive program outcomes/effects). These racial equity action plans should focus on specific interactions (e.g., when people enter services) or decision-making points.
	3. **Provide mental/behavioral health support at neighborhood schools for students and staff** (e.g., support for teachers in developing/implementing behavior plans for students instead of keeping them out of class, counseling, support to improve school climate).
	4. *Make it easier for caregivers and youth to utilize supportive services* (e.g., offer multiple services at a single location in neighborhood, increase evening and weekend appointments so clients don't need to miss work, provide childcare during caregiver appointments, coordinate care/services for families and youth with more intensive needs).
	5. **Adopt universal preschool or expand subsidized preschool slots for lower-income families** (e.g., by increasing maximum household income for which care is partially or fully subsidized, hiring additional teachers to accommodate more slots).
Tier 2 Strategies Building resilient children + youth by expanding developmental assets	6. **Engage youth with relevant personal experience on Youth Advisory Boards to inform ongoing quality improvement and decisions around programming, services, and policies** (and support the participation of youth by providing food, incentives for their time, and transportation support,).
	7. **Expand evidence-based violence prevention initiatives and curricula** (including by improving school climate/connectedness, supporting bystander interventions, leveraging de-escalation/crisis management techniques, and strengthening social cohesion).
Tier 3 Strategies Providing targeted support to address unmet needs at key ages	8. **Expand mentoring with focus on connecting identified at-risk youth to living wage job opportunities and skills-development.** Mentors should have some similar experiences/backgrounds as mentees and should be paid. Longer-term mentorships (multi-year) should be prioritized.
	9. **Provide targeted support to increase household income** (for example, with a targeted basic income pilot, by developing a jobs pipeline for social services clients to connect them to living wage jobs) **for families whose children have been identified as having specified "at-risk" factors.**
	10. **Adopt**/expand *promotoras* **or peer-to-peer model to help community members learn about, connect to, and navigate supportive services** (for example, through programming for parents of at-risk children, by hosting regular playgroups with a rotating schedule of "guest" resources or service providers").