

# San Mateo County Community Collaboration for Children's Success

## SSF Neighborhood Leadership Group

Tuesday, December 11, 2018, 5:00 pm-7:30 pm

Main Library Auditorium, 840 West Orange Avenue, SSF

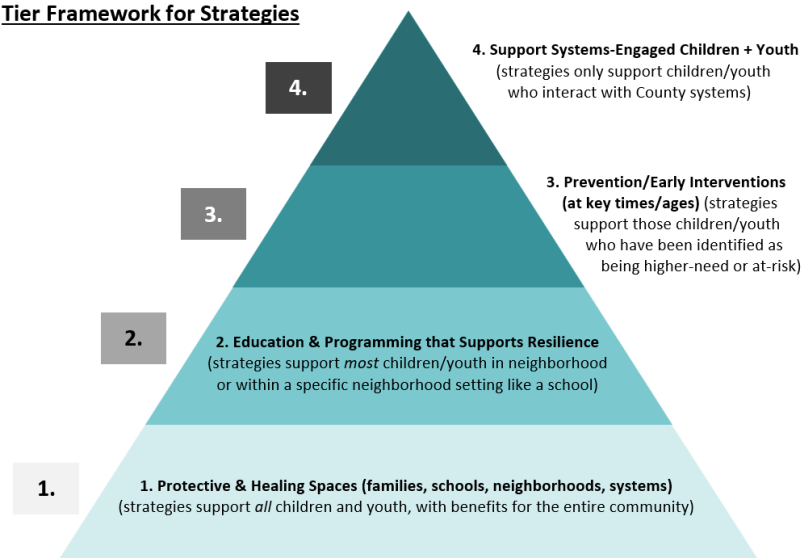
### Meeting Goals

- ✓ Review key highlights from community input
- ✓ Finalize SSF CCCS goals
- ✓ Prioritize SSF strategies
- ✓ Celebrate!

### Agenda

1. Welcome
  - We provided a brief overview of the meeting agenda and CCCS initiative.
2. What are the big picture goals for this work?
  - Finalize and confirm CCCS goals for SSF
    - Adopted CCCS goals for SSF (amendments are shown in bold):
      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 caring adults **in all settings**.
      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 **promote** racial + gender **equity**.
  - Shireen Malekafzali, Senior Manager for Policy, Planning, and Equity in the San Mateo County Health System, presented the draft CCCS Strategy Framework.
    - During the CCCS Planning process with the Stage 1 neighborhoods, we confirmed that there are many opportunities to provide supports before young people become involved in our county systems. We developed a framework with 4 Tiers to organize these opportunities. 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 Framework for Strategies













### 3. What are key SSF issues and assets?


- The group engaged in a gallery walk of the (nearly) final data highlights (final data will be included in the Action Plan). The data posters shown in the gallery walk are attached.
- The group considered existing community assets that currently address the initial list of top issues/needs – these initial top issues and the assets are presented in the Appendix.
- Following the meeting, the initial 6 top issues were further clarified and summarized into 5 top issues:
  1. Housing costs, high cost of living, and lack of living wage job opportunities
  2. Mental health issues and substance use in youth are not identified or addressed
  3. Not enough affordable or free afterschool, weekend, and summer activities
  4. Not enough affordable, local childcare (including on weekends, in evenings, and during the summer) or preschool
  5. 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)

### 4. What are priority strategies for SSF to achieve long-term success for the children, youth, and families in our community?

- There were small group discussions about a set of 42 strategies (identified by participants at the 9/29/18 NLG meeting #3 and/or because they addressed the top issues for SSF children and youth). Then each participant was asked to prioritize strategies given limited resources to best address local needs and decrease inequities.
- The group reviewed the prioritized strategies and celebrated their hard work and accomplishments. The group also talked about future collaborations and opportunities to implement the prioritized strategies.
- The results from the prioritization activity that helped identify the top strategies are presented in the Appendix.
- Following the meeting, the prioritized strategies were summarized into the 12 top strategies presented on the following pages. See the Appendix for notes about which “top strategies” reflect multiple strategies that were reviewed and prioritized in the NLG #4 meeting.

SSF Strategies	CCCS Frame-work	Issues Addressed by Strategy
<p><b>1. Change school disciplinary policies to keep children/youth in class and linked to needed supports/resources, including in Pre-K/preschool</b> (e.g., using "on-campus suspensions" that provide academic tutoring, providing additional aides in classrooms when needed to support behavior plans, utilizing COST to connect students to resources proactively, stop practice of removing recess time as punishment in schools).</p>	<p>Tier 1  </p>	<ul style="list-style-type: none"> <li>✓ Lack of living wage job opportunities/high cost of living</li> <li>✓ Mental health issues and substance use in youth are not identified or addressed</li> <li>✓ Lack of time/existence of supportive adults</li> </ul>
<p><b>2. Leverage local law enforcement to connect community members to services</b> (e.g., via pre-arrest diversion programs in which police help connect people to available services instead of giving a ticket or arresting the person for certain kinds of crimes, through a partnership between police and social services staff who follow up on all 911 calls/responses that involve mental health or substance use and a household with children and/or transition-age youth).</p>	<p>Tier 1  </p>	<ul style="list-style-type: none"> <li>✓ Mental health issues and substance use in youth are not identified or addressed</li> <li>✓ Lack of time/existence of supportive adults</li> </ul>

SSF Strategies	CCCS Framework	Issues Addressed by Strategy
<p><b>3. Expand work to improve the school environment and community</b> (e.g., train school staff on how to be trauma-aware and trauma-responsive, support culturally responsive teaching, foster positive school climate, connect adults at school with students, use restorative justice practices instead of punitive discipline, engage students in their learning and in decisions about the school/educational system).</p>	<p>Tier 1  </p>	<ul style="list-style-type: none"> <li>✓ Mental health issues and substance use in youth are not identified or addressed</li> <li>✓ Lack of time/existence of supportive adults</li> </ul> <p>And potentially (depending on how implemented):</p> <ul style="list-style-type: none"> <li>○ Lack of living wage job opportunities/high cost of living</li> </ul>
<p><b>4. Provide free and confidential counseling and service referrals via crisis lines, particularly those with severe mental health concerns.</b></p>	<p>Tier 1  </p>	<ul style="list-style-type: none"> <li>✓ Mental health issues and substance use in youth are not identified or addressed</li> </ul>
<p><b>5. Expand services available at schools (including screening in preschool and for new students for both strengths and needs) and develop/expand community navigator/promotoras program to help caregivers learn about, connect to, and navigate supportive services that are related to identified strengths and needs.</b></p>	<p>Tier 1  </p>	<ul style="list-style-type: none"> <li>✓ Mental health issues and substance use in youth are not identified or addressed</li> <li>✓ Lack of time/existence of supportive adults</li> </ul> <p>And potentially (depending on how implemented):</p> <ul style="list-style-type: none"> <li>○ Lack of living wage job opportunities/high cost of living</li> </ul>
<p><b>6. Provide mental/behavioral health services at neighborhood schools</b> (including supporting teachers/staff in developing and implementing behavior plans for students instead of keeping them out of class and offering Mental Health First Aid trainings to students, parents/caregivers, and school staff).</p>	<p>Tier 1  </p>	<ul style="list-style-type: none"> <li>✓ Mental health issues and substance use in</li> <li>✓ Lack of time/existence of supportive adults</li> </ul>
<p><b>7. Promote use of evidence-based social-emotional learning curricula</b> (e.g., Roots of Empathy, Open Circle, Second Step) in schools and other environments, as well as related evidence-based early intervention programs (e.g., First Step to Success for elementary students, Functional Behavioral Assessment-based Interventions).</p>	<p>Tier 2  </p>	<ul style="list-style-type: none"> <li>✓ Mental health issues and substance use in youth are not identified or addressed</li> <li>✓ Lack of time/existence of supportive adults</li> </ul>
<p><b>8. Expand subsidized preschool spots and childcare (for evenings and weekends) for lower-income families.</b></p>	<p>Tier 2 or 3 (depending who are eligible)  </p>	<ul style="list-style-type: none"> <li>✓ Lack of living wage job opportunities/high cost of living</li> <li>✓ Not enough affordable, local childcare or preschool</li> <li>✓ Lack of time/existence of supportive adults</li> </ul>
<p><b>9. Expand affordable (or free) after school, weekend, and summer enrichment opportunities for lower-income children and youth</b> (including culturally relevant arts, music, dance, and other opportunities for children and youth to be creative, as well as project-based learning).</p>	<p>Tier 2 or 3 (depending who are eligible)  </p>	<ul style="list-style-type: none"> <li>✓ Lack of living wage job opportunities/high cost of living</li> <li>✓ Not enough affordable or free afterschool or summer activities</li> <li>✓ Lack of time/existence of supportive adults</li> </ul>
<p><b>10. Expand living wage job opportunities for identified at-risk parents/caregivers and youth</b> (e.g., support development of necessary skills and networks, develop a pipeline between social services clients and living wage jobs, leveraging a “whole family” or “two-generation” approach to increase household income for families with at-risk children).</p>	<p>Tier 3  </p>	<ul style="list-style-type: none"> <li>✓ Lack of living wage job opportunities/high cost of living</li> <li>✓ Lack of time/existence of supportive adults</li> </ul>
<p><b>11. Adopt/implement “housing first” approach to keep vulnerable families housed</b> (e.g., with a focus on Transitional Age Youth and families with minor children).</p>	<p>Tier 3  </p>	<ul style="list-style-type: none"> <li>✓ Lack of living wage job opportunities/high cost of living</li> </ul>

SSF Strategies	CCCS Framework	Issues Addressed by Strategy
<p><b>12. Pilot a targeted basic income initiative</b> (similar to the idea of a Universal Basic Income but limited to specific types of households, such as ones with a 0-5-year-old child or ones that have been in the child welfare/foster care system).</p>	<p>Tier 3  </p>	<ul style="list-style-type: none"> <li>✓ Lack of living wage job opportunities/high cost of living</li> <li>And potentially (depending on how implemented):               <ul style="list-style-type: none"> <li>○ Not enough affordable, local childcare or preschool</li> <li>○ Not enough affordable or free afterschool or summer activities</li> </ul> </li> </ul>

### 5. Closing + Next Steps

- Next steps
  - Review the SSF NLG feedback on strategies
  - Review existing SSF assets/resources related to the strategies and consider the geographic focus for the strategies
  - Gather 3rd round of input from the Steering Committee on the strategies
  - Finalize + distribute SSF Neighborhood Action Plan: January 2019
  - Culminating event for all 4 CCCS neighborhoods: June 2019
  - New County budget cycle begins: July 2019
- Evaluation: The group filled out evaluation forms and reflected on the planning process

## Appendix

---

This appendix contains:

- Initial List of Top Issues for Children and Youth in South San Francisco
- Community Assets that Address Top Issues for Children/Youth in South San Francisco
- Top Strategies to Help Children/Youth in South San Francisco Succeed
- Results of Strategy Prioritization Activity in SSF NLG #4 Meeting (12/4/18)

### Initial List of Top Issues for Children and Youth in South San Francisco

The following 6 issues/needs were identified as the most important ones for children and youth in SSF during NLG meeting #3 (9/29/18). During NLG meeting #4 (12/11/18), these top issues/needs were presented in three categories:

A. Access to Resources	B. Economic Inequities	C. Supportive Relationships
1. Mental health issues and substance use in youth are not identified or addressed 2. Need services with flexible hours	3. High cost of living 4. Not enough affordable, local childcare or preschool	5. Not enough time for (or existence of) parents or other supportive adults in children's lives 6. Not enough affordable or free afterschool or summer activities

## Community Assets that Address Top Issues for Children/Youth in South San Francisco

A preliminary list of assets is presented here (reflecting the assets identified in NLG meeting #1 (6/6/18) and information from County staff). Assets in *italics>* were added by meeting attendees.

### Community Assets that Already Address Top Issues Related to Access to Resources

1. Mental health issues and substance abuse in youth are not identified or addressed	<ul style="list-style-type: none"> <li>Home Visiting Programs, Public Health Nurses (Family Ideally); Community Workers + Therapists</li> </ul>	<ul style="list-style-type: none"> <li>WIC and child abuse screening expansion</li> <li>StarVista</li> </ul>	<ul style="list-style-type: none"> <li>Home visiting</li> <li>California Children’s Services (CCS)</li> <li>Felton</li> </ul>
2. Need services with flexible hours	<ul style="list-style-type: none"> <li>None identified</li> </ul>		

### Community Assets that Already Address Top Issues Related to Economic Inequities

3. High cost of living	<ul style="list-style-type: none"> <li>St. Vincent / Faith Institutions</li> <li>Big Lift</li> <li>Community Resource Center (Core Service Agency)</li> <li>Core Agency (YMCA) SHA</li> <li>Food Pantry @ Spruce</li> <li>Health Services in Schools</li> <li>Home-Based Daycare</li> <li>Homes for All = Other Housing Efforts</li> </ul>	<ul style="list-style-type: none"> <li>HSA on Huntington</li> <li>Pediatric Clinic</li> <li>Salvation Army</li> <li>Seamless Summer</li> <li>Second Harvest Food Distribution</li> <li>SSF County Health Clinic (moving to courthouse)</li> <li>Community Preservation Task Force</li> <li>SMC Youth Commission</li> </ul>	<ul style="list-style-type: none"> <li>Tab Teen Advisory Board</li> <li>Home visiting</li> <li>WIC and child abuse screening expansion</li> <li>California Children’s Services (CCS)</li> <li>Dental program</li> <li>CA Dept of Rehabilitation</li> <li>JobTrain Youth Services</li> </ul>
4. Not enough affordable, local childcare or preschool	<ul style="list-style-type: none"> <li>Gateway Child Development Center</li> <li>Big Lift</li> <li>Peninsula Family Services (Leo J. Ryan)</li> </ul>	<ul style="list-style-type: none"> <li>Home visiting</li> <li>California Children’s Services (CCS)</li> <li>Preschool</li> </ul>	<ul style="list-style-type: none"> <li>Summer programs</li> <li>IHSD – Early Head Start</li> </ul>

### Community Assets that Already Address Top Issues Related to Supportive Adults

5. Not enough time (or existence of) parents or other supportive adults in children’s lives	<ul style="list-style-type: none"> <li>4H Club SSF / San Bruno</li> <li>Before/After School Programs &amp; Clubs</li> <li>Big Lift</li> <li>Boys &amp; Girls Club</li> <li>CASA</li> <li>CERT (Mentor w/ Five)</li> <li>Clinics</li> <li>Faith Institutions/Churches / Church Groups</li> <li>Watch Me Grow Demo Site (Spruce)</li> <li>YMCA</li> <li>Home Visiting Programs, Public Health Nurses (Family Ideally); Community Workers + Therapists</li> </ul>	<ul style="list-style-type: none"> <li>Homes – Public Health / Therapists</li> <li>Kiwanis</li> <li>Mental Health Services</li> <li>Mentors for Youth</li> <li>Mentorship Program: Fresh Lifelines for Youth (FLY)</li> <li>Mother’s Club</li> <li>NCPP Youth Coalitions</li> <li>Pediatric Offices</li> <li>Project Neat</li> <li>Rotary Club – youth exchange</li> <li>Schools</li> <li>Sports/Athletics</li> <li>Dance Studios</li> </ul>	<ul style="list-style-type: none"> <li>SSF Chamber of Commerce internships/scholarships</li> <li>SSFDP Youth Explorers - Cadet Police Explorers</li> <li>SSFUSD After School</li> <li>Vocational Programs at High School</li> <li>Orange Park</li> <li>Community Preservation Task Force</li> <li>SMC Youth Commission</li> <li>StarVista Children and Family Resource Center, Martin School, SSF ESD</li> <li>Ballet Folklorica Ballet Class</li> <li>Gateway Child Development Center</li> </ul>
6. Not enough affordable or free afterschool or summer activities	<ul style="list-style-type: none"> <li>After School Coding Programs</li> <li>Artists on Wheels</li> <li>Ballet Folklorica Ballet Class</li> <li>Community Events</li> <li>Community Learning Center</li> <li>Dance Studios</li> <li>Dragonfly Designs (Art Studio)</li> <li>Library + Library Programs (Arts &amp; Crafts; Lego; STEAM)</li> </ul>	<ul style="list-style-type: none"> <li>Hip Hop Dance Group</li> <li>Makers Labs</li> <li>Music in School SSF + SD</li> <li>Paradise Valley Rec. Center</li> <li>Parks Alive</li> <li>Private Music Lessons</li> <li>SSF Parks &amp; Rec</li> <li>Streets Alive</li> <li>Youth Art Show</li> </ul>	<ul style="list-style-type: none"> <li>Sports/Athletics</li> <li>SSFUSD After School</li> <li>Before/After School Programs &amp; Clubs</li> <li>Big Lift</li> <li>Boys &amp; Girls Club</li> <li>Seamless Summer</li> <li>Jobs for Youth</li> <li>Summer programs</li> </ul>

### Community Assets that Already Address CCCS Draft Goals

1. All SMC children and youth are <b>safe, healthy, and resilient.</b>	<ul style="list-style-type: none"> <li>SSF County Health Clinic</li> <li>Gateway Child Development Center</li> <li>Home Visiting Programs, Public Health Nurses (Family Ideally); Community Workers + Therapists</li> </ul>	<ul style="list-style-type: none"> <li>Homes – Public Health / Therapists</li> <li>Mental Health Services</li> <li>Community Resource Center (Core Service Agency)</li> </ul>	<ul style="list-style-type: none"> <li>Homes for All = Other Housing Efforts</li> <li>HSA on Huntington</li> <li>Pediatric Clinic</li> <li>YMCA</li> </ul>
2. All SMC children and youth <b>feel supported</b> by family, friends, and/or caring adults in all settings.	<ul style="list-style-type: none"> <li>Watch Me Grow Demo Site (Spruce Campus)</li> </ul>	<ul style="list-style-type: none"> <li>Mentorship Program: Fresh Lifelines for Youth (FLY)</li> </ul>	<ul style="list-style-type: none"> <li>Mentors for Youth</li> </ul>
3. All SMC children and youth are <b>engaged in learning and recognized for their strengths.</b>	<ul style="list-style-type: none"> <li>After School Coding Programs</li> <li>Artists on Wheels</li> <li>Ballet Folklorica Ballet Class</li> <li>Community Learning Center</li> <li>Sports</li> </ul>	<ul style="list-style-type: none"> <li>Library + Library Programs (Arts &amp; Crafts; Lego; STEAM)</li> <li>4H Club SSF / San Bruno</li> <li>Makers Labs</li> <li>Vocational Programs at High School</li> </ul>	<ul style="list-style-type: none"> <li>SSF Chamber of Commerce internships/scholarships</li> <li>SSFDP Youth Explorers - Cadet Police Explorers</li> </ul>
4. All SMC systems are <b>accessible, coordinated and promote racial + gender equity.</b>	<ul style="list-style-type: none"> <li>None identified</li> </ul>		

## Top Strategies to Help Children/Youth in South San Francisco Succeed

This table presents the top issues identified based on the prioritization activity in the 12/11/18 NLG meeting alongside the strategies as they were presented for review in the Neighborhood Leadership Group meeting.

Top SSF CCCS Strategies	Relationship to Strategies Reviewed and Prioritized in NLG Meeting #4 (12/11/18)
<p>1. <b>Change school disciplinary policies to keep children/youth in class and linked to needed supports/resources, including in Pre-K/preschool</b> (e.g., using "on-campus suspensions" that provide academic tutoring, providing additional aides in classrooms when needed to support behavior plans, utilizing COST to connect students to resources proactively, stop practice of removing recess time as punishment in schools).</p>	<p>No change to Strategy C.a.</p>
<p>2. <b>Leverage local law enforcement to connect community members to services</b> (e.g., via pre-arrest diversion programs in which police help connect people to available services instead of giving a ticket or arresting the person for certain kinds of crimes, through a partnership between police and social services staff who follow up on all 911 calls/responses that involve mental health or substance use and a household with children and/or transition-age youth).</p>	<p>No change to Strategy A.g.</p>
<p>3. <b>Expand work to improve the school environment and community</b> (e.g., train school staff on how to be trauma-aware and trauma-responsive, support culturally responsive teaching, foster positive school climate, connect adults at school with students, use restorative justice practices instead of punitive discipline, engage students in their learning and in decisions about the school/educational system).</p>	<p>Summary/combination of: “Foster school connectedness through adult support, supporting positive peer relationships, fostering positive school climate, encouraging student engagement in their own learning, and shifting from punitive discipline to restorative justice practices” and “Fund professional development opportunities and provide trainings for school staff on trauma-informed approaches, crisis management, and culturally-responsive teaching” [Strategies C.c. and D.b., respectively, in full list]</p>
<p>4. <b>Provide free and confidential counseling and service referrals via crisis lines, particularly those with severe mental health concerns.</b></p>	<p>No change to Strategy A.f.</p>
<p>5. <b>Expand services available at schools (including screening in preschool and for new students for both strengths and needs)</b> and develop/expand community navigator/<i>promotoras</i> program to help caregivers learn about, connect to, and navigate supportive services that are related to identified strengths and needs.</p>	<p>Summary/combination of: “Expand services available at school sites (e.g., community schools model, regular schedule of mobile services, school-based health centers, school-linked services)” and “Implement universal screening at preschool and for students entering SSFUSD (either starting in TK, K, or 1st grade or who have moved into district) for strengths and needs (e.g., ACEs [adverse childhood experiences], sensory issues, developmental delays, hearing and vision, special needs/disabilities) AND utilize promotoras model or care coordination system to link parents to needed services” [Strategies A.c. and A.e., respectively, in full list]</p>



Top SSF CCCS Strategies	Relationship to Strategies Reviewed and Prioritized in NLG Meeting #4 (12/11/18)
<p>6. <b>Provide mental/behavioral health services at neighborhood schools</b> (including supporting teachers/staff in developing and implementing behavior plans for students instead of keeping them out of class and offering Mental Health First Aid trainings to students, parents/caregivers, and school staff).</p>	<p>Summary/combination of: "Provide mental/behavioral health services at neighborhood schools (e.g., mental health screenings for students, classroom support for teachers, counseling and sensory integration therapy for low-income students, substance use services for students)," "Develop behavioral plan for children who have behavioral problems (rather than suspending them etc.) while simultaneously addressing underlying root causes of behavioral issues (such as adverse childhood experiences, trauma, unwelcoming learning environments)," and "Offer Mental Health First Aid trainings to increase community members' knowledge of how to respond to mental health issues and trauma and their skills in supporting resilience" [Strategies A.a., A.b., and A.d., respectively, in full list]</p>
<p>7. <b>Promote use of evidence-based social-emotional learning curricula</b> (e.g., Roots of Empathy, Open Circle, Second Step) <b>in schools and other environments, as well as related evidence-based early intervention programs</b> (e.g., First Step to Success for elementary students, Functional Behavioral Assessment-based Interventions).</p>	<p>No change to Strategy D.a.</p>
<p>8. <b>Expand subsidized preschool spots and childcare (for evenings and weekends) for lower-income families.</b></p>	<p>Summary/combination of: "Expand preschool slots for lower income families (and possibly middle-income families)" and "Expand subsidized child care for low-income families (including for infants and toddlers)" [Strategies B.a. and B.b., respectively, in full list]</p>
<p>9. <b>Expand affordable (or free) after school, weekend, and summer enrichment opportunities for lower-income children and youth</b> (including culturally relevant arts, music, dance, and other opportunities for children and youth to be creative, as well as project-based learning).</p>	<p>Summary/combination of: "Expand affordable (or free) after school, weekend, and summer enrichment opportunities for lower-income children and youth (including culturally relevant arts, music, dance, and other opportunities for children and youth to be creative)" and "Support &amp; fund &amp; staff project-based learning in theater, music/podcast production in schools and out-of-school time" [Strategies C.b. and D.f., respectively, in full list]</p>
<p>10. <b>Expand living wage job opportunities for identified at-risk parents/caregivers and youth</b> (e.g., support development of necessary skills and networks, develop a pipeline between social services clients and living wage jobs, leveraging a "whole family" or "two-generation" approach to increase household income for families with at-risk children).</p>	<p>Summary/combination of: "Develop health &amp; social services-to-jobs pipelines focused on supporting parents and caregivers in developing the skills for living wage jobs and connecting to living wage job opportunities," "Adopt/expand "2-Generation" or "Whole Family" approach to multi-agency coordination (e.g., home visiting + job training + schools + early education/preschool + opportunities for parents to develop peer support w/ other parents)," and "Expand training and mentorship opportunities related to living wage jobs/careers for systems-involved youth/youth who live in CCCS neighborhoods (e.g., agency staff offer job shadowing and informational interviews for youth on probation, paid internships and/or scholarships for foster youth and youth getting off probation) -- with the additional outcome of increasing demographic alignment between service providers/County employees and residents" [Strategies B.d., D.c., and D.e., respectively, in full list]</p>
<p>11. <b>Adopt/implement "housing first" approach to keep vulnerable families housed</b> (e.g., with a focus on Transitional Age Youth and families with minor children).</p>	<p>No change to Strategy B.e.</p>
<p>12. <b>Pilot a targeted basic income initiative</b> (similar to the idea of a Universal Basic Income but limited to specific types of households, such as ones with a 0-5-year-old child or ones that have been in the child welfare/foster care system).</p>	<p>No change to Strategy B.f.</p>



## Results of Strategy Prioritization Activity in SSF NLG #4 Meeting (12/11/18)

The following tables present the 42 strategies that were reviewed and prioritized at the 12/11/18 NLG meeting with the number of meeting participants who prioritized each strategy, the issues addressed, the Tier, and the approximated "cost" (lowest, moderate, or highest).

A. Strategies that address issues related to access to resources				
NLG members who selected strategy	Information provided to NLG meeting attendees			
	Strategy	Issue(s) Addressed by Strategy	Tier	"Cost"
7	a) Provide mental/behavioral health services at neighborhood schools (e.g., mental health screenings for students, classroom support for teachers, counseling and sensory integration therapy for low-income students, substance use services for students)	<ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul>	2	\$ \$
7	b) Develop behavioral plan for children who have behavioral problems (rather than suspending them etc.) while simultaneously addressing underlying root causes of behavioral issues (such as adverse childhood experiences, trauma, unwelcoming learning environments)	<ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul>	3	\$ \$
6	c) Expand services available at school sites (e.g., community schools model, regular schedule of mobile services, school-based health centers, school-linked services)	<ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> <li>Need services with flexible hours</li> </ul>	1	\$ \$ \$
5	d) Offer Mental Health First Aid trainings to increase community members' knowledge of how to respond to mental health issues and trauma and their skills in supporting resilience	<ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul>	2	\$
4	e) Implement universal screening at preschool and for students entering SSFUSD (either starting in TK, K, or 1st grade or who have moved into district) for strengths and needs (e.g., ACEs [adverse childhood experiences], sensory issues, developmental delays, hearing and vision, special needs/disabilities) AND utilize promotoras model or care coordination system to link parents to needed services	<ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul>	1	\$ \$ \$
4	f) Provide free and confidential counseling and service referrals via crisis lines, particularly those with severe mental health concerns.	<ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> <li>Need services with flexible hours</li> </ul>	3	\$ \$
3	g) Leverage local law enforcement to connect community members to services (e.g., via pre-arrest diversion programs in which police help connect people to available services instead of giving a ticket or arresting the person for certain kinds of crimes, through a partnership between police and social services staff who follow up on all 911 calls/responses that involve mental health or substance use and a household with children and/or transition-age youth)	<ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul>	3	\$
2	h) Ensure that services and information are available and accessible in multiple languages (e.g., staff know how to get an interpreter/translation quickly, limitations to translation are known and publicized)	<ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul>	1	\$ \$
1	i) Shift when services are available to increase access (e.g., more evenings, more weekends, less weekday mornings)	<ul style="list-style-type: none"> <li>Need services with flexible hours</li> </ul>	1	\$
0	j) Establish parental arrest policies/practices that reduce harm (e.g., arrange for children to be with other caregivers when arrest is made or in a different room when their parent is handcuffed)	<ul style="list-style-type: none"> <li>General access to resources</li> </ul>	1	\$
0	k) Use targeted communication strategies to educate people who aren't getting reached/are isolated (e.g., via social media, through relationships with faith leaders and teachers and community anchor institutions, by hiring and training community members to be promotoras)	<ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul>	2	\$
0	l) Adoption/expansion of promotoras model to help community members navigate health, social services, and education sectors (resources, options, etc.)	<ul style="list-style-type: none"> <li>Need services with flexible hours</li> </ul>	3	\$ \$
0	m) Increase access to legal information (e.g., through helplines in multiple languages, school-based and library-based office hours), especially related to tenant rights and accessing public benefits	<ul style="list-style-type: none"> <li>Need services with flexible hours</li> </ul>	3	\$ \$

*Strategies that address access to resources continue on the following page*

A. Strategies that address issues related to access to resources				
NLG members who selected strategy	Information provided to NLG meeting attendees			
	Strategy	Issue(s) Addressed by Strategy	Tier	“Cost”
0	n) Expand drug and alcohol services available to youth (with emphasis on bi-lingual clinicians)	<ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul>	3	\$ \$
0	o) Create ombudsperson position outside court to talk one on one and direct parents (of juveniles in court and parents in criminal justice proceedings, maybe family court for low-income families) to appropriate services.	<ul style="list-style-type: none"> <li>Need services with flexible hours</li> </ul>	4	\$

B. Strategies that address top issues related to economic inequities				
NLG members who selected strategy	Information provided to NLG meeting attendees			
	Strategy	Issue(s) Addressed by Strategy	Tier	“Cost”
8	a) Expand preschool slots for lower income families (and possibly middle-income families)	<ul style="list-style-type: none"> <li>High cost of living</li> <li>Not enough affordable, local childcare or preschool</li> </ul>	1	\$ \$ \$
5	b) Expand subsidized child care for low-income families (including for infants and toddlers)	<ul style="list-style-type: none"> <li>High cost of living</li> <li>Not enough affordable, local childcare or preschool</li> </ul>	1	\$ \$ \$
2	c) Support community members to organize and advocate for changes (e.g., by providing trainings on key topics, by sharing relevant data points)	<ul style="list-style-type: none"> <li>General economic inequities</li> </ul>	2	\$
2	d) Develop health & social services-to-jobs pipelines focused on supporting parents and caregivers in developing the skills for living wage jobs and connecting to living wage job opportunities	<ul style="list-style-type: none"> <li>High cost of living</li> </ul>	3	\$ \$
2	e) Adopt/implement “housing first” approach to keep vulnerable families housed (e.g., with a focus on Transitional Age Youth and families with minor children)	<ul style="list-style-type: none"> <li>High cost of living</li> </ul>	3	\$ \$ \$
1	f) Pilot a targeted basic income initiative (similar to the idea of a Universal Basic Income but limited to specific types of households, such as ones with a 0-5-year-old child or ones that have been in the child welfare/foster care system)	<ul style="list-style-type: none"> <li>High cost of living</li> </ul>	3	\$ \$ \$
0	g) Adopt living wage job policies (or increase minimum wage)	<ul style="list-style-type: none"> <li>High cost of living</li> </ul>	1	\$
0	h) Jurisdictions or agencies (e.g., school districts, county department) and programs are required to use (AND supported in using) data to identify disparities/disproportionalities and create + regularly update action plans to reduce disparities/disproportionalities (e.g., for suspensions, placement in kin care, transitioning off CalWORKS to living wage employment) – these plans focus on specific interactions (e.g., people enter services) or decision-making points	<ul style="list-style-type: none"> <li>General economic inequities</li> </ul>	1	\$ \$

C. Strategies that address top issues related to supportive relationships				
NLG members who selected strategy	Information provided to NLG meeting attendees			
	Strategy	Issue(s) Addressed by Strategy	Tier	“Cost”
6	a) Change school disciplinary policies to keep youth in class and linked to needed supports/resources, including in pre-k/preschool (e.g., using "on-campus suspensions" that provide academic tutoring, providing additional aides in classrooms when needed to support behavior plans, utilizing COST to connect students to resources proactively, stop practice of removing recess time as punishment in schools). <i>Note: This change may require that there are lower staff/student ratios during lunch and at recess and/or that teachers be trained and supported in mediating between students instead of giving this punishment.</i>	<ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> </ul>	1	\$

Strategies that address supportive relationships continue on the following page

C. Strategies that address top issues related to supportive relationships				
NLG members who selected strategy	Information provided to NLG meeting attendees			
	Strategy	Issue(s) Addressed by Strategy	Tier	“Cost”
6	b) Expand affordable (or free) after school, weekend, and summer enrichment opportunities (including culturally relevant arts, music, dance, and other opportunities for children and youth to be creative)	<ul style="list-style-type: none"> <li>Not enough affordable or free afterschool or summer activities</li> </ul>	2	\$\$\$
2	c) Foster school connectedness through adult support, supporting positive peer relationships, fostering positive school climate, encouraging student engagement in their own learning, and shifting from punitive discipline to restorative justice practices	<ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> </ul>	1	\$
1	d) Utilize a Youth Advisory Board comprised of systems-involved youth who are served by 1+ agencies to inform ongoing quality improvement and decisions around programming changes (and support the participation of youth by providing food, incentives for their time, and transportation support).	<ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> <li>Not enough affordable or free afterschool or summer activities</li> </ul>	2	\$
0	e) Provide group parenting programming/workshops based on behavioral/cognitive approaches (targeted to parents of at-risk children, with programming promoted as something more welcoming than "parenting classes" and with promotoras or other trusted community members encouraging parents to participate).	<ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> </ul>	2	\$
0	f) Expand mentoring (with culturally sensitive mentors who reflect the demographics of the youth who are being mentored) for target populations and in focus neighborhoods (including by paying mentors to ensure long-term relationships)	<ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> </ul>	2	\$\$

D. Strategies that could address multiple types of issues				
NLG members who selected strategy	Information provided to NLG meeting attendees			
	Strategy	Issue(s) Addressed by Strategy	Tier	“Cost”
5	a) Promote use of evidence-based social-emotional learning curricula (e.g., Roots of Empathy, Open Circle, Second Step) in schools and other environments, as well as related evidence-based early intervention programs (e.g., First Step to Success for elementary students, Functional Behavioral Assessment-based Interventions)	<p><b>B. Economic inequities</b></p> <ul style="list-style-type: none"> <li>High cost of living</li> </ul> <p><b>C. Supportive relationships</b></p> <ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> <li>Not enough affordable or free afterschool or summer activities</li> </ul>	2	\$\$
4	b) Fund professional development opportunities and provide trainings for school staff on trauma-informed approaches, crisis management, and culturally-responsive teaching.	<p><b>A. Economic inequities</b></p> <ul style="list-style-type: none"> <li>High cost of living</li> </ul> <p><b>C. Supportive relationships</b></p> <ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> </ul>	1	\$
3	c) Adopt/expand "2-Generation" or "Whole Family" approach to multi-agency coordination (e.g., home visiting + job training + schools + early education/preschool + opportunities for parents to develop peer support w/ other parents)	<p><b>B. Economic inequities</b></p> <ul style="list-style-type: none"> <li>High cost of living</li> </ul> <p><b>C. Supportive relationships</b></p> <ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> <li>Not enough affordable or free afterschool or summer activities</li> </ul>	2	\$
2	d) Development of systems of care infrastructure--cross-sector partnerships across child and youth-serving agencies to create coordinated and comprehensive care, as well as increasing ability of CBOs to provide warm handoffs (possibly via promotoras)	<p><b>A. Access to resources</b></p> <ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul> <p><b>C. Supportive relationships</b></p> <ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> </ul>	1	\$

Strategies that could address multiple types of issues continue on the following page

### D. Strategies that could address multiple types of issues

NLG members who selected strategy	Information provided to NLG meeting attendees			
	Strategy	Issue(s) Addressed by Strategy	Tier	“Cost”
1	e) Expand training and mentorship opportunities related to living wage jobs/careers for systems-involved youth/youth who live in CCCS neighborhoods (e.g., agency staff offer job shadowing and informational interviews for youth on probation, paid internships and/or scholarships for foster youth and youth getting off probation) -- with the additional outcome of increasing demographic alignment between service providers/County employees and residents	<p><b>A. Access to resources</b></p> <ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul> <p><b>B. Economic inequities</b></p> <ul style="list-style-type: none"> <li>Not enough affordable, local childcare or preschool</li> </ul>	2	\$
1	f) Support & fund & staff project-based learning in theater, music/podcast production in schools and out-of-school time	<p><b>B. Economic inequities</b></p> <ul style="list-style-type: none"> <li>High cost of living</li> <li>Not enough affordable, local childcare or preschool</li> </ul> <p><b>C. Supportive relationships</b></p> <ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> </ul>	2	\$\$
1	g) Support for regular (e.g., weekly, monthly) playgroups in target communities for 0-3-year olds with support/facilitation by someone appropriate for the community (e.g., Spanish speaker, long-time resident) to develop parent peer support, to help identify potential developmental delays and link to services, and to increase parent awareness of available resources (e.g., free dental clinic, car seat giveaway, well baby checkups through County)	<p><b>A. Access to resources</b></p> <ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul> <p><b>B. Economic inequities</b></p> <ul style="list-style-type: none"> <li>High cost of living</li> </ul>	1	\$\$
0	h) Expand mandated sick leave for workers in a jurisdiction (including having caregivers be allowed to use sick time to care for sick children without losing their jobs, ideally with more sick leave being paid)	<p><b>B. Economic inequities</b></p> <ul style="list-style-type: none"> <li>High cost of living</li> <li>Not enough affordable, local childcare or preschool</li> </ul> <p><b>C. Supportive relationships</b></p> <ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> </ul>	1	\$
0	i) Adopt policy protections for persons with substance use disorders/conditions who begin receiving Behavioral Health & Recovery Services (e.g., evictions, probation violations) -- especially those who are parents/caregivers and for transition age youth	<p><b>A. Access to resources</b></p> <ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul> <p><b>B. Economic inequities</b></p> <ul style="list-style-type: none"> <li>High cost of living</li> </ul>	1	\$
0	j) Adopt policies that expand paid parental leave (e.g., increased support for shift workers and low-income workers who become parents)	<p><b>A. Access to resources</b></p> <ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul> <p><b>B. Economic inequities</b></p> <ul style="list-style-type: none"> <li>High cost of living</li> </ul>	1	\$
0	k) Support/expand community policing	<p><b>B. Economic inequities</b></p> <ul style="list-style-type: none"> <li>High cost of living</li> <li>Not enough affordable, local childcare or preschool</li> </ul> <p><b>C. Supportive relationships</b></p> <ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> </ul>	1	\$\$
0	l) Shared family care opportunities where young families are placed with host family that is trained to mentor and support the young parents	<p><b>A. Access to resources</b></p> <ul style="list-style-type: none"> <li>Mental health issues and substance use in youth are not identified or addressed</li> </ul> <p><b>C. Supportive relationships</b></p> <ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> </ul>	1	\$\$\$
0	m) Provide or subsidize transportation for family members to/from family visitation for child welfare or the criminal justice system	<p><b>B. Economic inequities</b></p> <ul style="list-style-type: none"> <li>High cost of living</li> </ul> <p><b>C. Supportive relationships</b></p> <ul style="list-style-type: none"> <li>Not enough time for (or existence of) parents or other supportive adults in children’s lives</li> </ul>	2	\$\$