



Community Collaboration for Children's Success

South San Francisco

Neighborhood Action Plan 2019-2024



Artists: Emerging Leaders Program at South San Francisco High School, 2013.

Acknowledgements

A special thank you to the South San Francisco Champions, Neighborhood Leadership Group participants, and the South San Francisco City Council.

Participating Organizations, Programs, & Agencies in CCCS South San Francisco

Asian American Recovery Services, a program of HealthRight 360	Leo J. Ryan Preschool, Peninsula Family Services	SSF Cultural Arts Commission
The Big Lift	North County Prevention Partnership (NCP)	SSF Economic & Housing Division
Boys & Girls Club: Orange Park Clubhouse	Northeast Community Service Area/Community Advisory Committee	SSF Library
Boys & Girls Club: Paradise Valley	Planned Parenthood Mar Monte	SSF Parks & Recreation Department
Boys & Girls Club: Sunshine Gardens	Prenatal to Three	SSF Parks and Recreation Commission
California Academy of Sciences	Project Read of North San Mateo County	SSF Police Department
Children & Family Services, SMC Human Services Agency	San Mateo County Behavioral Health & Recovery Services	SSF Unified School District
Community Learning Center	San Mateo County Human Resources/Jobs for Youth	StarVista
District 1, Supervisor Pine's Office	SF Hep B Free - Bay Area	Thrive Alliance
Edgewood	Skyline College	Watch Me Grow/Community Gatepath
Family Services Team	South City Clinic	YMCA Community Resource Center
Felton Institute	SSF Asian Alliance	YMCA Gateway Child Development Center
First 5 San Mateo County	SSF City Manager's Office	YMCA of SF - Urban Services
Help Me Grow		

Agencies and Organizations Represented on the CCCS Steering Committee

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

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

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

Mural featured on cover was painted in 2013 by the Emerging Leaders Program at South San Francisco High School with support from then-teacher Gustavo Lopez and the Peninsula Conflict Resolution Center.

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SUMMARY

Community Collaboration for Children's Success **South San Francisco**

Neighborhood Action Plan 2019-2024



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SSF CCCS 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 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**.

Key Outcomes for SSF CCCS



- Decrease youth and children involved in San Mateo County systems
- Increase household income and/or reduce costs
- Increase prevention and early intervention for youth mental health issues and substance use
- Increase amount of affordable or free afterschool, weekend, and summer activities for youth
- Increase availability of affordable childcare and preschool, including during evenings and weekends
- Increase supportive relationships between children/youth and caring adults

Top SSF Strategies



SSF Strategies	
 <p>Tier 1 Strategies Ensuring that all children, youth, and families live in safe, healthy, and supportive environments</p>	<ol style="list-style-type: none"> 1. Change school disciplinary policies to keep children/youth in class and linked to needed supports/resources. 2. Leverage local law enforcement along with a response team to connect community members to services. 3. Expand work to improve the school environment and sense of community/school climate. 4. Provide free and confidential counseling and service referrals via crisis lines, particularly for those with severe mental health concerns. 5. Expand services available at schools and develop/expand the community navigator, <i>promotores</i>, and/or peer-to-peer model to help caregivers learn about, connect to, and navigate supportive services. 6. Provide mental/behavioral health services at neighborhood schools.
 <p>Tier 2 Strategies Building resilient children + youth by expanding developmental assets</p>	<ol style="list-style-type: none"> 7. Promote use of evidence-based social-emotional learning curricula in schools and other environments, as well as related evidence-based early intervention programs.
 <p>Tier 3 Strategies Providing targeted support to address unmet needs at key ages</p>	<ol style="list-style-type: none"> 8. Expand subsidized preschool spots and childcare for lower-income families. 9. Expand affordable (or free) after school, weekend, and summer enrichment opportunities for lower-income children and youth. 10. Expand living wage job opportunities for identified at-risk parents/caregivers and youth. 11. Adopt and/or expand “housing first” approach to keep vulnerable families housed. 12. Pilot a targeted basic income initiative.

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INITIATIVE OVERVIEW

Community Collaboration for Children's Success
South San Francisco

Neighborhood Action Plan 2019-2024

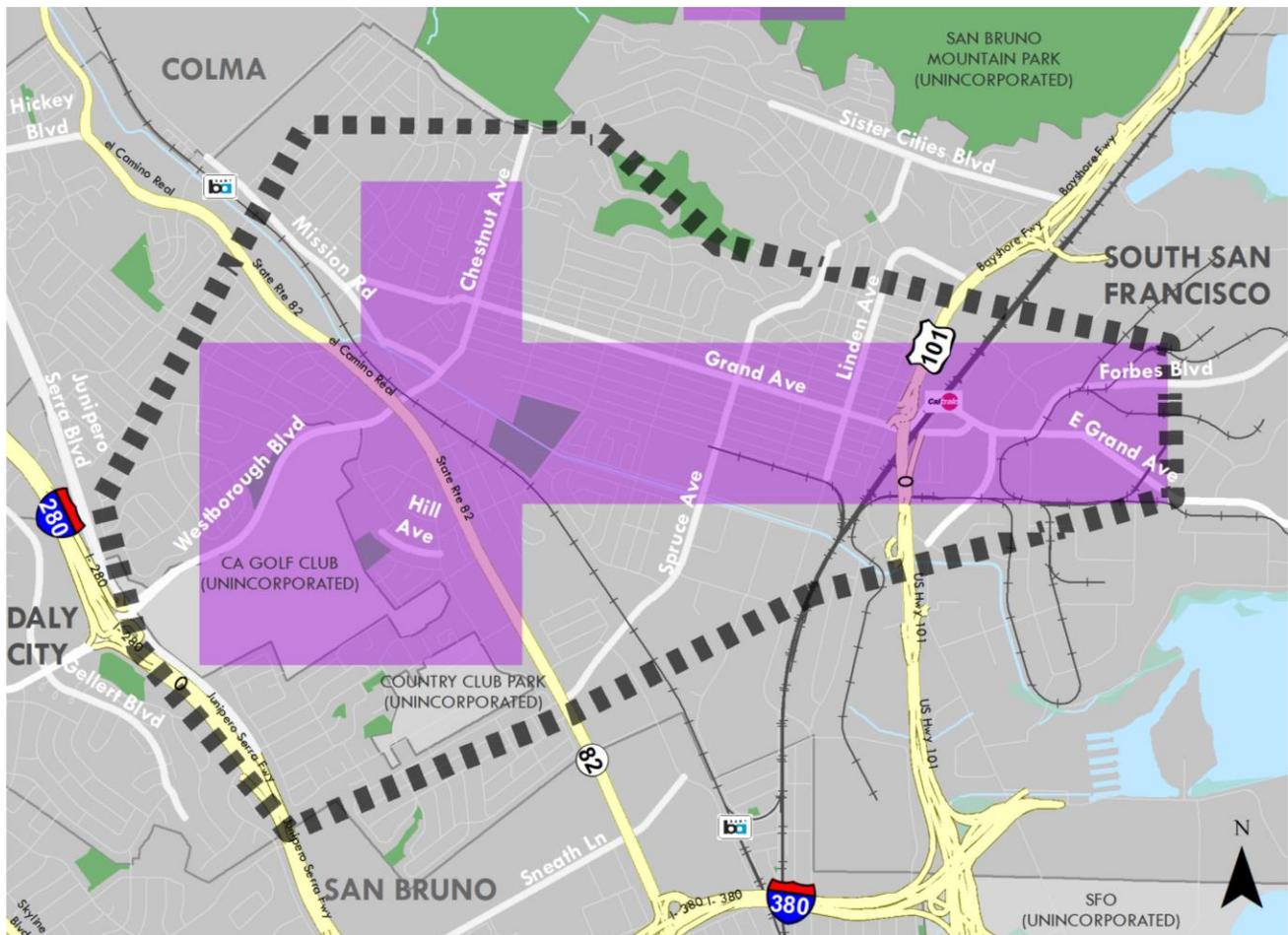


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Introduction

The Community Collaboration for Children’s Success (CCCS) initiative is a multi-agency initiative of San Mateo County Health, Human Services Agency, Juvenile Probation, County Office of Education and First Five and 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 other assets).

The area in South San Francisco that was identified is in purple in the map below, while the dotted line shows the approximate boundary for the CCCS focus area in SSF. Between May and December of 2018, community members, service providers, educators, law enforcement officers, and other stakeholders in SSF 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 identified and prioritized strategies to address the top issues in each community to support children’s success.



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

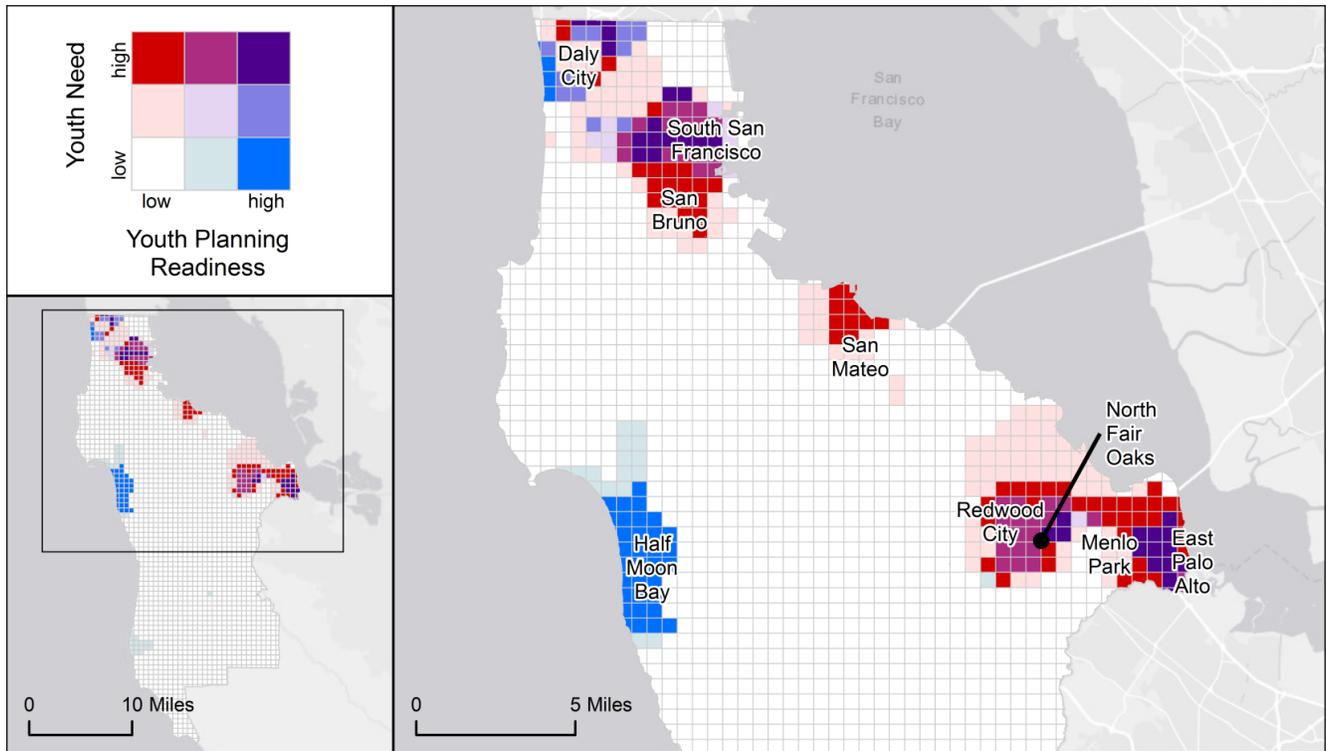
- **CCCS SSF Planning Process:** Provides a brief overview of the planning and community engagement process, and identifies how each component of the Action Plan was developed.
- **CCCS Framework:** The CCCS framework provides the overarching “buckets” that strategies fall into.
- **SSF Goals:** The neighborhood Action Plan goals are broad, long-term, and provide an overall vision for the work.
- **Top SSF Issues/concerns:** Community members and stakeholders identified a longer list of community issues and concerns through the extensive community engagement process in SSF. The Neighborhood Leadership Group members then prioritized top issues and concerns for the Action Plan.
- **Top SSF Strategies:** Strategies for SSF 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 certain 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 and can limit young people's ability to succeed.

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



Inclusive Definition of Children and Youth

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



Engaging Systems-Involved Youth and Families + Recognizing Structural Inequities

To ensure that all children and youth who live in San Mateo County are healthy, happy, and resilient, we know that we have to address existing inequities and focus resources where they are most needed. We also recognize that community members are the experts on their communities – which is why this process 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 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) to 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, we confirmed that there are many opportunities to provide supports *before* young people become involved in county systems. To reflect this information, we 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 then 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.

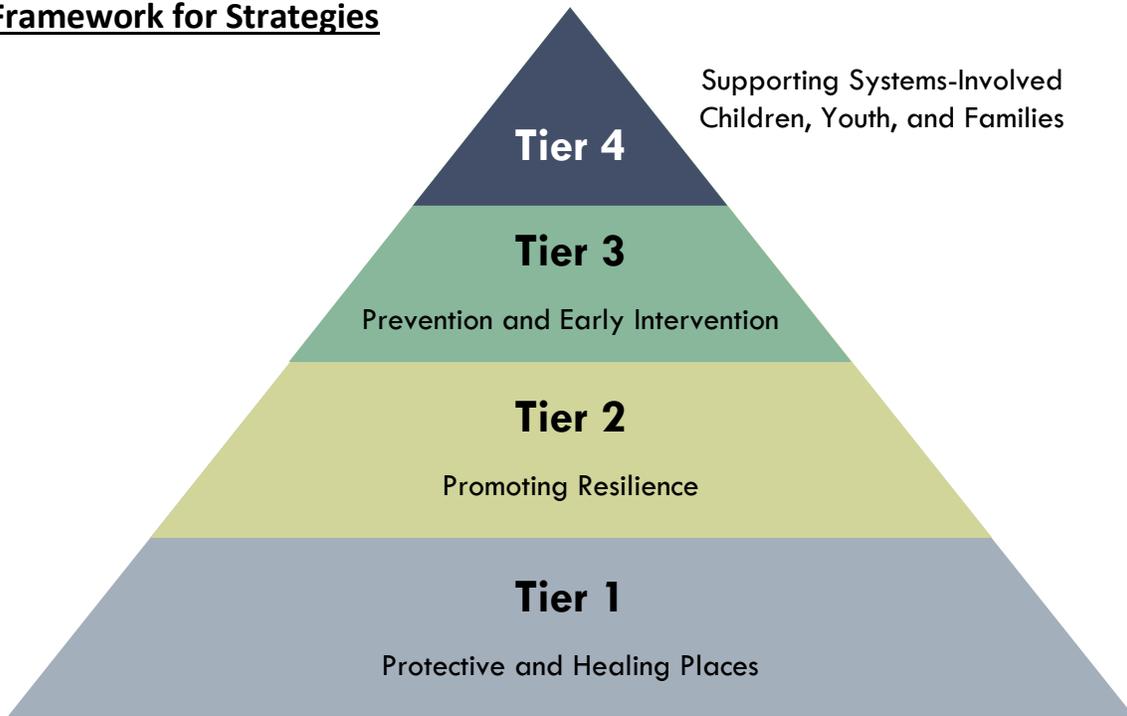
Tier 3: Targeted 2-Generation Prevention/Early Intervention. By targeting specific services to young people who have been identified at key ages as experiencing multiple challenges without adequate support, Tier 3 strategies seek to prevent crises and the need for more intensive services.

Tier 4: Strategies to Support Systems-Engaged Youth. This planning effort was designed to identify strategies that could 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 identifying 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



CCCS Planning Process

The planning process consisted of four main steps: 1) convening the SSF community, 2) gathering community input from residents of the SSF 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, community strengths and issues, prioritizing strategies for the neighborhood.



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 via email between April and October 2018. The roster of organizations and agencies represented on the Steering Committee is available [online](#).

- **4 SSF Neighborhood Leadership Group (NLG) meetings:** Approximately 65 SSF community members and stakeholders (unduplicated) participated in 4 meetings. These community members represented more than 32 organizations, schools, programs, and government agencies or departments. The 22 community members and stakeholders who attended the 3rd and 4th NLG meetings reviewed and prioritized the top issues/needs and top strategies, and NLG members who were not able to attend were invited to provide input on the prioritized issues and strategies via email. 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 gathered community input through:

- **3 Tell Us sessions** (small group conversations) with **22 parents/caregivers** and **10 youth**,
- **Surveys** were completed by **149 parents/caregivers** and **46 youth**, and
- **2 Dream Walls** (posters with key questions in English, Spanish, Tagalog, and Chinese on which community members could write or draw responses) with at least **9 adult respondents**.



The SSF 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 SSF. The aim of this Action Plan is to support that potential to deepen and grow.

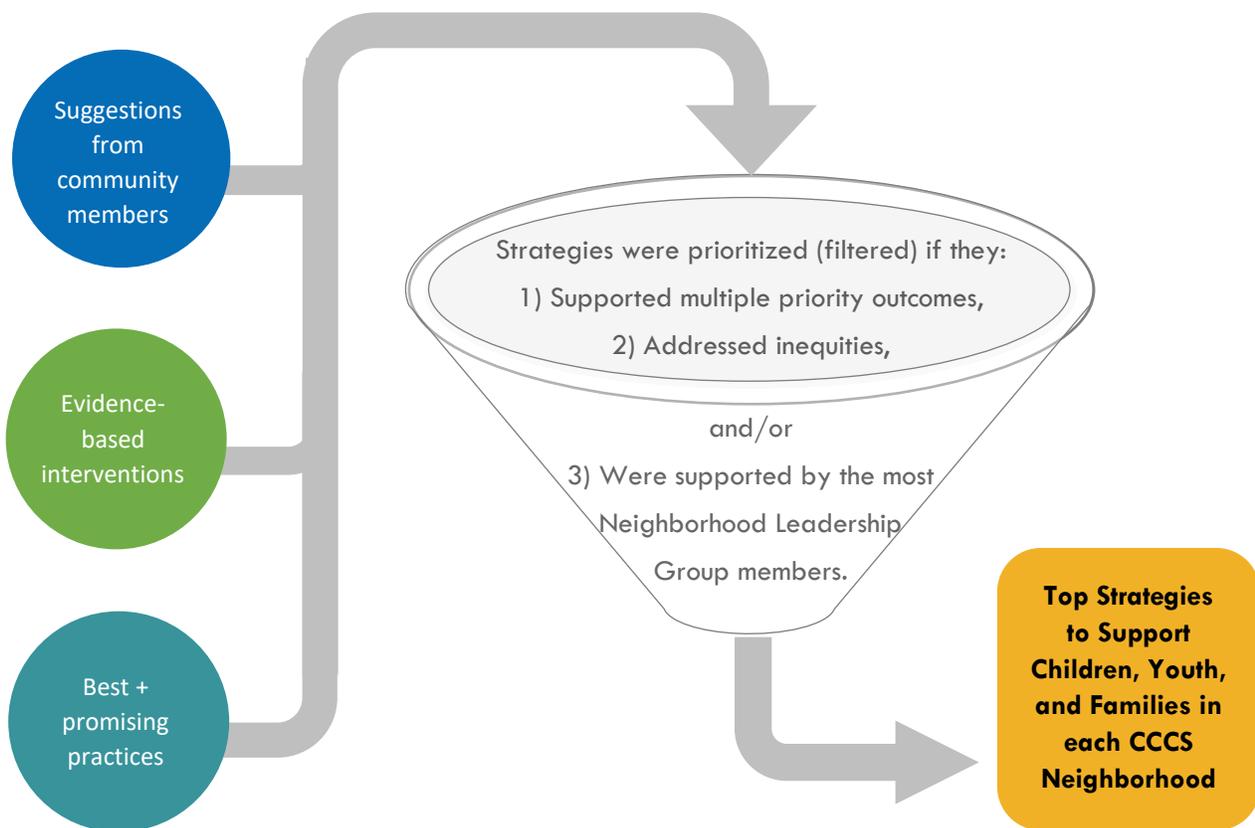
The programs, policies, and systems/environmental changes that were considered as possible strategies to address the top issues in South San Francisco were identified in the following ways:

- By the Neighborhood Leadership Group members.
- Through the community input (i.e., surveys, *Dream Wall* posters, *Tell Us* sessions).

- Through a review of best and promising practices to support children’s success in the following areas: criminal justice, child welfare, education, and health systems, and from multiple sectors, as well as to address identified top issues in each community.
- By CCCS Steering Committee members.

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

The top strategies for SSF 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
South San Francisco

Neighborhood Action Plan 2019-2024

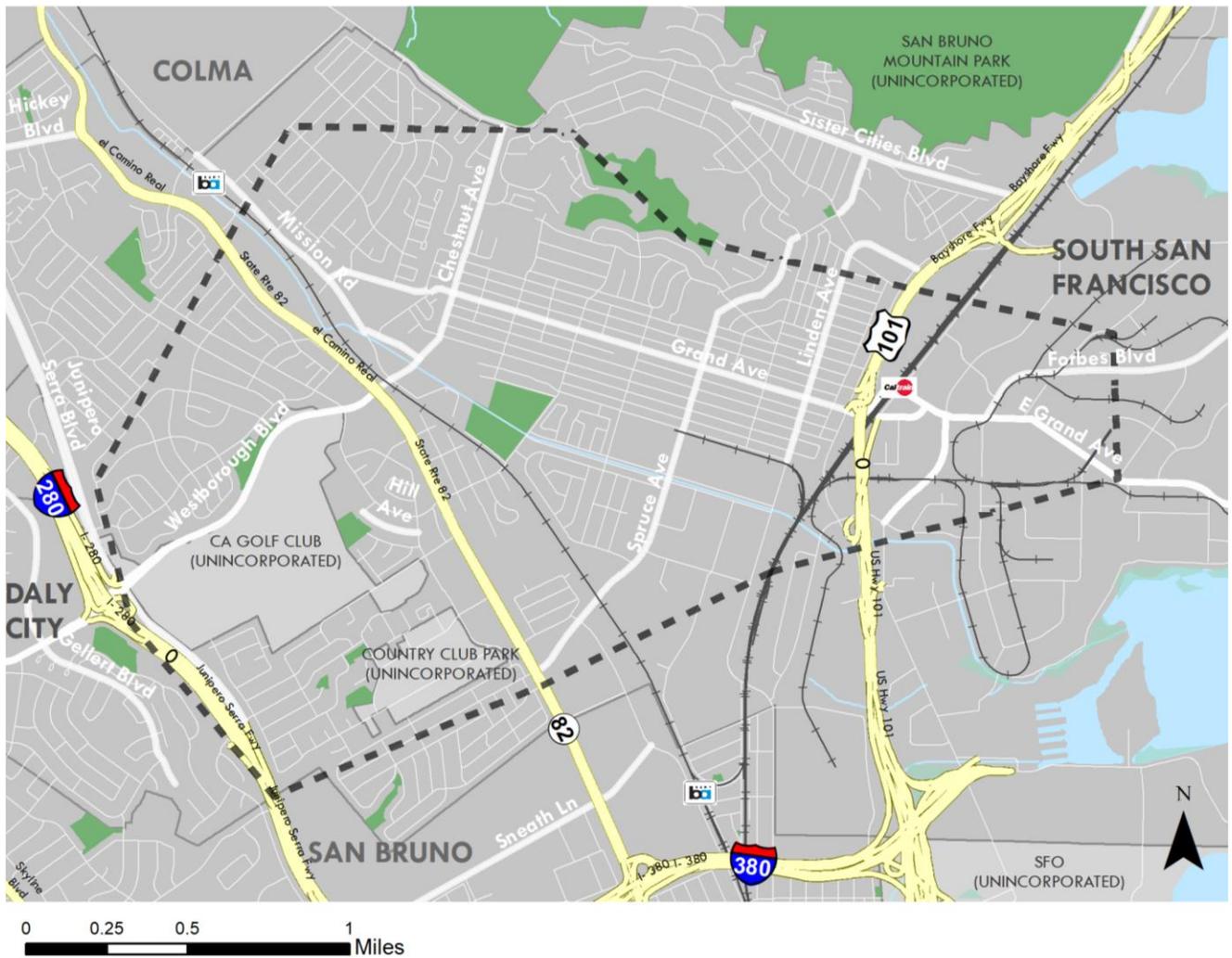


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Systems-Involved Youth in SSF

The specific area identified for the CCCS planning process within South San Francisco is outlined in the map below. 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 the City Council might adopt a city-wide policy that impacts all residents).

Even though only **8%** of San Mateo County’s children and youth live in South San Francisco, **15%** of Juvenile Probation’s clients and **9%** of youth served by Behavioral Health & Recovery Services live here.¹

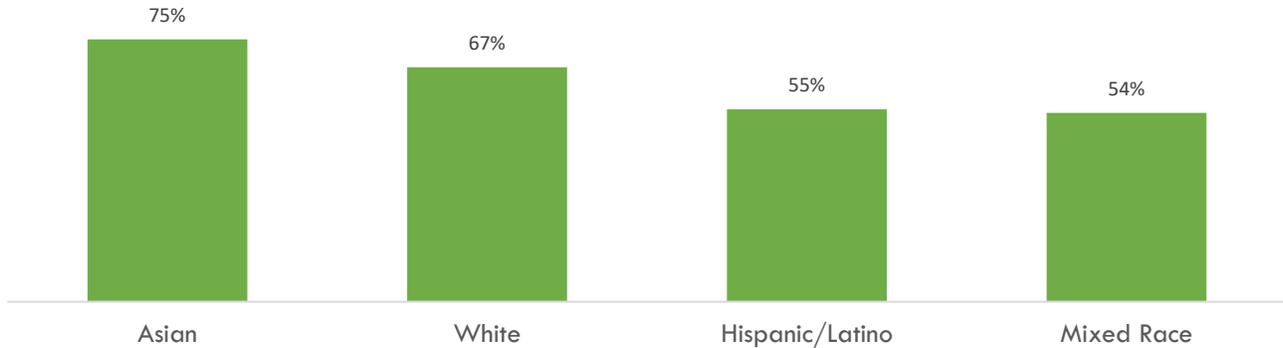


³ Community Collaboration for Children’s Success data analysis, 2017.

Racial/Ethnic Inequities in SSF

In reviewing educational data for young people in this neighborhood, we looked at attendance as a key predictor of academic and social-emotional success.^{4,5} Hispanic/Latino and mixed race/multiracial students at SSF Unified report lower “school connectedness” than their White and Asian peers. School connectedness means that students feel close to other people at the school, are happy to be at school, have a sense of belonging, feel that teachers at the school treat students fairly, and feel safe at school.

SSFUSD 7th, 9th, and 11th Graders with a High Level of School Connectedness

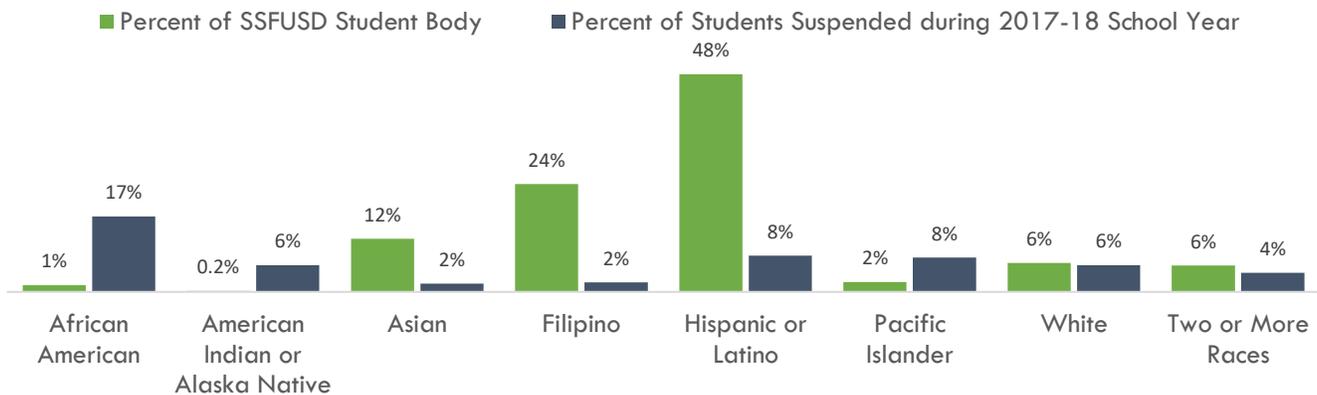


Note: The responses for students who identified as American Indian and Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander were not included in the SSFUSD Secondary Main Report because fewer than 25 students in these groups participated in the survey.

Source: California Healthy Kids Survey, 2015-2016.

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

Disproportionate Suspensions (SSF Unified School District)



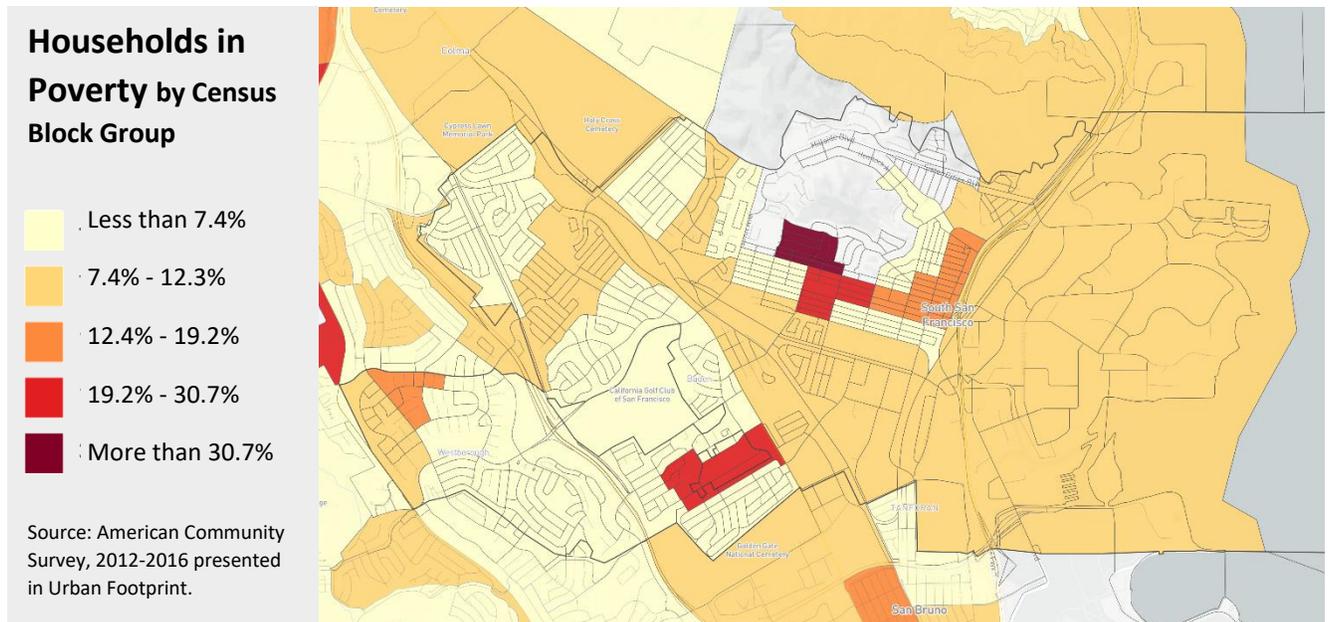
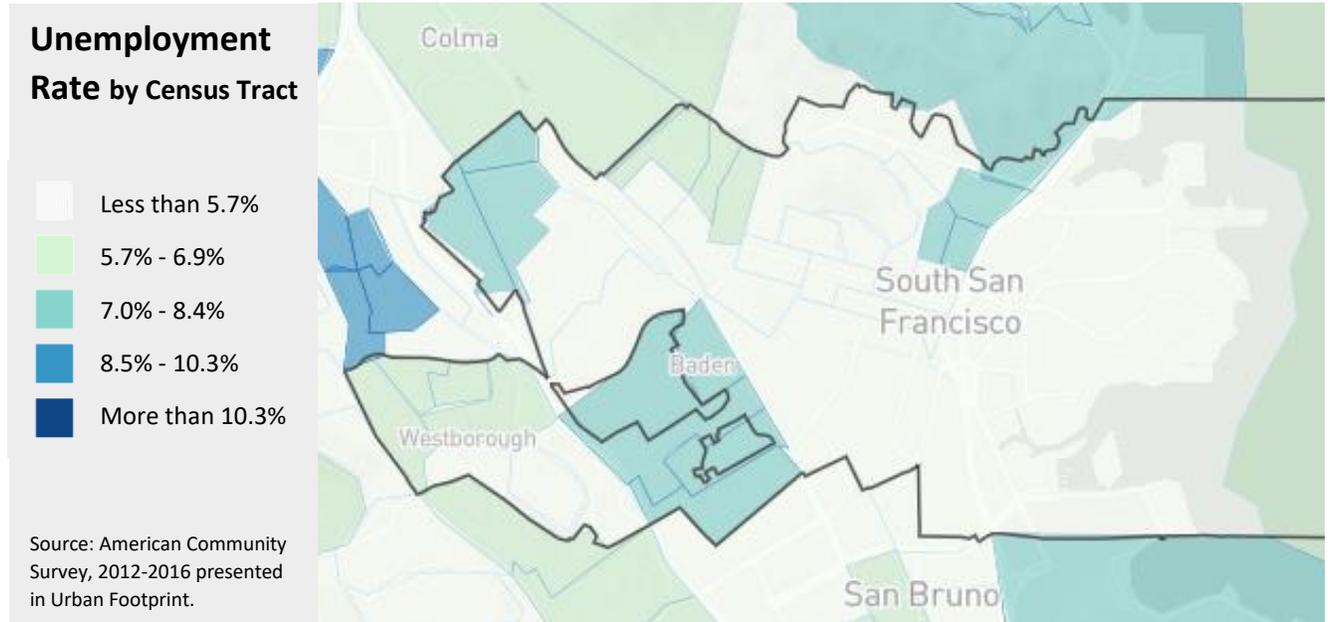
Source: DataQuest, California Department of Education, 2018.

⁴ Niehaus, K., Moritz Rudasill, K., and Rakes, C. (2012). “A longitudinal study of school connectedness and academic outcomes across sixth grade.” *Journal of School Psychology*, 50.

⁵ Division of Adolescent and School Health, Centers for Disease Control and Prevention (2018). “School Connectedness.” *U.S. Department of Health and Human Services*. <https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm>

Cost of Living in SSF

Many parents/caregivers in SSF emphasized their struggles to meet basic needs because of the high cost of living—despite working one or more job. As the maps below highlight, the area in South San Francisco with the highest poverty rate (more than 30% of households in poverty) also has one of the lowest unemployment rates (below 6%)—because the wages that people are earning are insufficient.



Community members also expressed that, although high-paying jobs exist in the city, young people have limited opportunities to develop the skills to make them qualified candidates or the networks needed to find out about job opportunities at technology companies.

[We need] workshops to help kids get into jobs (almost like unions), and more exposure to rising jobs in biotech, technology, etc.

SSF parent/caregiver

Mental Health Issues + Substance Use

Many community members identified untreated mental health issues and drug use among youth as barriers to youth success in South San Francisco. Mental health services and drug and alcohol prevention initiatives were also identified as being needed in SSF.

Instead of suspending kids, [connect them to] therapy or counseling.
SSF youth

There is not enough parent or school support... [there is no counseling for drugs - teachers are aware [students use drugs] and don't do anything about it.

Some youth in SSF use a lot of drugs or they may have a mental illness such as anxiety or depression.

SSF parents and caregivers

[Necesitamos] programas para jóvenes de 11 a 18 años, especialmente en el verano, ya sea que no califican para guardería y la vez muy joven para trabajar (hasta los 16 años que cuando pueden sacar permiso). Crear programas pagados para jóvenes que pueden aprender a la misma vez.
Translation: [We need] programs for youth 11-18, especially in the summer, since they don't qualify for daycare and they are too young to work [until they are 16 and they can get a permit]. Create paid programs for youth where they can learn at the same time.

Hace falta mucho apoyo a los niños y jóvenes y sus familias en salud mental.
Translation: There is a lack of support for children, youth and their families related to mental health.

Not Enough Affordable Enrichment Activities

Parents and caregivers emphasized the limited availability of affordable or free afterschool, weekend, and summer activities for children and youth. Youth expressed their desire for a youth center and more places where they could be safe, learn skills, and have fun.

Kids need somewhere positive to hang out and things to do, otherwise they will end up getting in trouble.

Para evitar pasar por experiencias negativas, deberíamos invertir antes de que tengan el trauma o problema. En sus comunidades en deportes, bibliotecas, clubs accesibles.
Translation: To avoid negative experiences, we need to invest before the trauma or problem occurs. We should invest in accessible communities, sports, libraries, and clubs.

SSF community members

[We need] after school homework help free/or [at a] reasonable cost.

Not Enough Affordable Childcare + Preschool

Not enough affordable, local childcare (including on weekends, in evenings, and during the summer) or preschool

[It would help children and families if there were] no waitlist for daycare or preschool.

Universal preschool, no matter [a parent's] income.

I feel that we need to look into weekend daycare - if we want to be involved with our kids during the week [we need to be able to work on the weekends].

SSF parent/caregiver

[Necesitamos] mas acceso a preschool.
Translation: [We need] more access to preschool.

Lack of Supportive Adults in SSF

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.

What gets in the way of children and youth (0-24) who live in [neighborhood] being healthy, happy, and successful in the future?



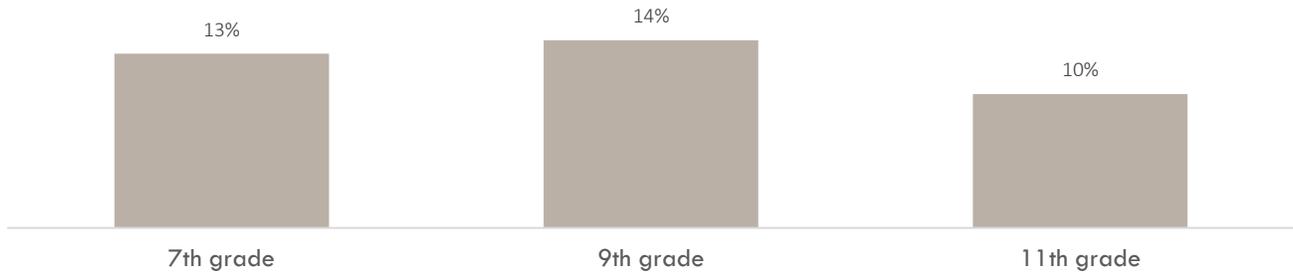
Alto costo de vivienda los padres tienen que trabajar más tiempo para poder pagar su vivienda lo cual impide tengan más atención y tiempo con sus hijos.
Translation: High cost of housing, parents have to work longer to be able to pay for housing which prevents them from having more attention and time with their children.

SSF parent/caregiver

31% 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.

Additionally (and as is shown on the following page), 10% of 7th, 8th, and 11th grade students in SSF Unified reported the statement, "At my school, there is a teacher or some other staff who notices when I'm not there," was "Not at all true."

Students Reporting No Adult at Their School Notices When They Are Absent or Not There



Source: California Healthy Kids Survey, 2015-2016.

Community-Identified Needs and Issues

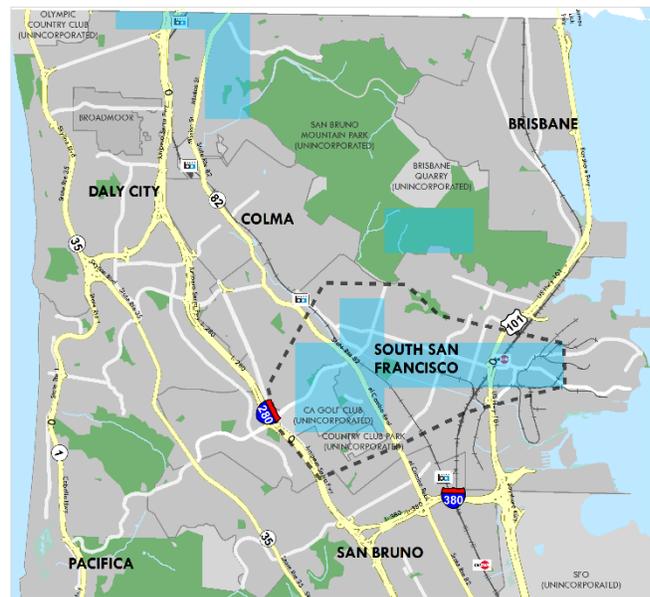
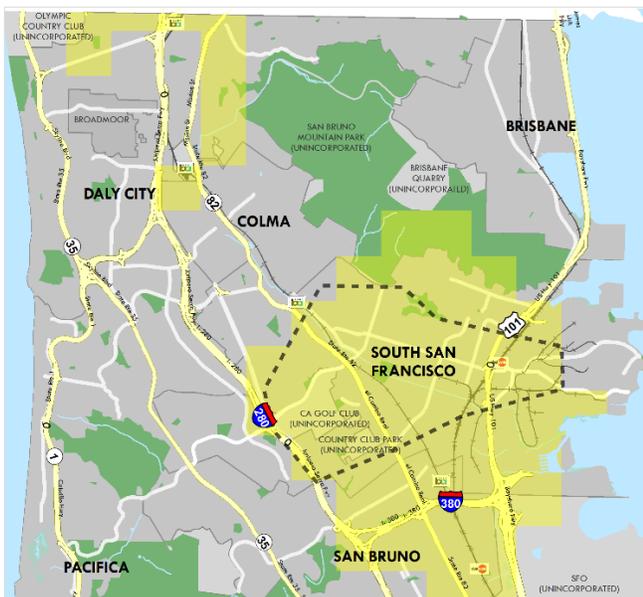
Community input gathered from the surveys, small group conversations, and meetings generated a long list of issues and concerns (presented below and on the following page). Neighborhood Leadership Group members prioritized concerns, which were then summarized into the five top issues for children and youth in South San Francisco.

Identified by youth	Identified by parents + caregivers	Issues Identified in Community Input	Top Issues
✓	✓	Not enough high paying jobs for young people	Housing costs, high cost of living, and lack of living wage job opportunities (and lack of opportunities to build needed skills/knowledge needed to get living wage jobs)
✓	✓	Not enough housing for low-income families	
✓	✓	Being able to afford rent	
✓	✓	Not enough (safe, affordable) transportation for youth	
✓	✓	Too much poverty	
✓	✓	Too much gentrification	
✓	✓	Not enough mental health support	Mental health issues and substance use in youth are not identified or addressed
✓	✓	Children/youth are too stressed out	
✓	✓	Too much drug use	
✓	✓	Not enough affordable/free afterschool programs/activities	Not enough affordable or free afterschool, weekend, and summer activities
✓	✓	No teen/youth center	
✓	✓	Not enough affordable/free summer programs	
✓	✓	Not enough free/affordable sports programs	
✓	✓	Not enough affordable daycare available	Not enough affordable, local childcare (including on weekends, in evenings, and during the summer) or preschool
✓	✓	Not enough time for parents to be with kids	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)
✓	✓	Foster children/youth have too many placements	
✓	✓	Not enough opportunities to build community (relationships and sense of community)	

Identified by youth	Identified by parents + caregivers	Issues Identified in Community Input	Top Issues
✓	✓	Not enough job training programs	Issues/Needs that Were <u>Not</u> Prioritized by Neighborhood Leadership Group Members
✓	✓	Not enough job workshops/fairs	
✓	✓	Not enough academic support or affordable/free tutoring available to students who need it	
✓	✓	Inequities (resources vary for different schools, students at different HSs are treated differently)	
✓	✓	Kids come to school hungry, don’t have lunch	
✓	✓	Not enough support for children/youth with disabilities	
✓	✓	Not enough family-oriented community activities	
✓	✓	Not enough parks, playgrounds	
✓	✓	Not enough libraries	
✓	✓	Not enough safe spaces for youth	
✓	✓	Fear of family members being deported	
✓	✓	Too much community violence/gangs	
✓	✓	Being able to <i>get into</i> college (or knowing how to)	
✓	✓	Youth don’t know about resources/services	
✓	✓	Being able to <i>afford</i> college	
	✓	Not enough services with flexible hours	
	✓	Bullying	
	✓	Not enough healthy food in schools	

Community Assets in SSF

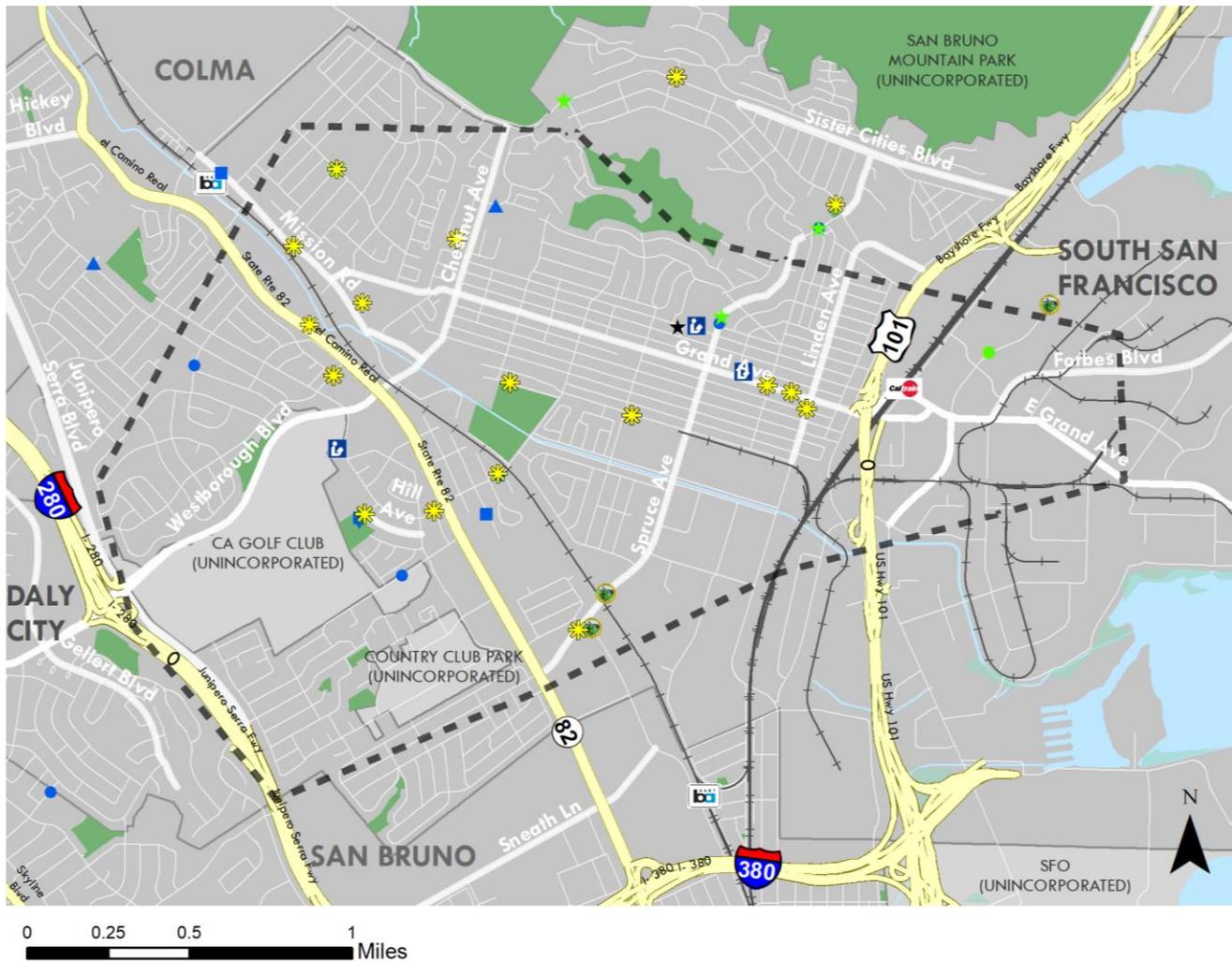
The area outlined includes almost all of the area originally identified as having a high level of need (yellow) as well as all of the area originally identified as having a high level of youth planning readiness (blue).



The map below presents community resources that already exist in the South San Francisco area that support the children, youth, and families who live there. The assets shown here are listed on the following pages.



South San Francisco



LEGEND

Area Public Schools

- Elementary School
- ▲ Middle School
- High School
- ◆ Adult 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

South San Francisco Unified School District Sites		Assets co-located at SSFUSD school sites	
●	Elementary Schools		San Mateo County Offices and/or Services
▲	Middle Schools (6th-8th grade)	★	Big Lift Preschool (supported by County funding)
■	High Schools	●	Youth/family asset supported by County funding
◆	Adult School	✱	Other youth/family asset
●	Martin Elementary 35 School Street, SSF	★	SSFUSD Martin Child Development Center
		●	StarVista Children and Family Resource Center, Martin School
■	Baden High School 825 Southwood Drive, SSF	★	IHSD, INC - South San Francisco Head Start Center
●	Spruce Elementary 501 Spruce Avenue, SSF	★	Little Steps
●	Sunshine Gardens Elementary 1200 Miller Avenue, SSF	★	Leo J. Ryan Child Development Center
		✱	Boys and Girls Club - Sunshine Gardens
—	Hillside Child Development Center, 1400 Hillside Boulevard, SSF		
●	Buri Buri Elementary, 120 El Campo Drive, SSF		
●	Junipero Serra Elementary, 151 Victoria Street, Daly City		
●	Los Cerritos Elementary, 210 West Orange Avenue, SSF		
●	Monte Verde Elementary, 2551 St. Cloud Street, San Bruno		
●	Ponderosa Elementary, 295 Ponderosa Road, SSF		
▲	Alta Loma Middle, 116 Romney Avenue, SSF		
▲	Parkway Heights Middle, 650 Sunset Drive, SSF		
▲	Westborough Middle, 2570 Westborough Blvd, SSF		
■	El Camino High School, 1320 Mission Road, SSF		
■	South San Francisco High School, 400 B Street, SSF		
◆	SSF Adult School, 825 Southwood Drive, SSF		

Youth/Family Assets not co-located at an SSFUSD school site	
 County Offices and/or Services	<ul style="list-style-type: none"> • California Children's Services-Administration Office, 801 Gateway Boulevard, SSF • Human Service Agency, 1487 Huntington Avenue, SSF • SSF County Health Clinic, 306 S Spruce Avenue, SSF • San Mateo County Superior Court Northern Branch, 1050 Mission Road, SSF
 Youth and Family Assets supported with County Funding	<ul style="list-style-type: none"> • YMCA of San Francisco NP, 559 Gateway Boulevard, SSF • YMCA of South San Francisco, 1486 Huntington Avenue, SSF
 Big Lift Preschools (supported by County funding)	<ul style="list-style-type: none"> • SSF Children’s Center, 530 Tamarack Lane, SSF
 Other youth/family assets	<ul style="list-style-type: none"> • 4H Club SSF / San Bruno, 1st Avenue, San Bruno • Artists on Wheels, 611 West Orange Avenue, SSF • Boys and Girls Club - Orange Park, 201 W Orange Avenue, SSF • Boys and Girls Club - Paradise Valley, 291 Hillside Boulevard, SSF • Community Preservation Task Force, 400 Grand Avenue, SSF • Dragonfly Designs (Art Studio), 55 Nursery Way, SSF • Early Head Start, 825 Southwood Drive, SSF • Kaiser Foundation Hospital - South San Francisco, 1200 El Camino Real, SSF • Kiwanis, 599 Railroad Avenue, SSF • Paradise Valley Rec. Center, 1121 S San Francisco Drive, SSF • Parks Alive, 781 Tennis Drive, SSF • Rotary Club Youth Exchange, 599 Railroad Avenue, SSF • Salvation Army, 409 S Spruce Avenue, SSF • Salvation Army, 1170 Mission Road, SSF • Second Harvest Food Distribution, 1051 Bing Street, SSF • SSF Chamber of Commerce internships/scholarships, 213 Linden Avenue, SSF • SSFPD Youth Explorers - Cadet Police Explorers, 33 Arroyo Drive, SSF • St. Vincent, 344 Grand Avenue, SSF

Community members also identified the following positive qualities of youth and parents/caregivers in the South San Francisco community.

Qualities of Youth

- "Caring, welcoming, outgoing."
- "Motivation in youth, everyone is very engaged."
- "United community."
- "The youth is influenced by our environment and is aware of what's going on. This is a powerful thing."
- "Creativos y sinceros." *Translation: Creative and honest.*
- "Que les gusta mucho el deporte y involucrarse en eventos con su comunidad." *Translation: That they really like sports and getting involved in community events.*
- "They are very friendly, helpful."

Qualities of Parents and Caregivers

- "Respect - lots of diversity and different ways of parenting - seems like people are interested and open."
- "I see a lot of caring people, but [SSF] needs more of a physical change."
- "Sharing, cooperating, protecting each other."
- "Most Latino parents tend to sacrifice everything in order for their kids to have a well-rounded job and future."
- "Willing to sacrifice, but there are a lot of barriers like language."
- "Que nos apoyamos y somos unidos para el bien de nuestros niños." *Translation: That we support each other and are united for the good of our children.*
- "Involucrarnos en las reuniones de padres y compartir información con otros padres." *Translation: We are involved in parent meetings and share information with other parents.*

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ACTION PLAN

Community Collaboration for Children's Success
South San Francisco

Neighborhood Action Plan 2019-2024

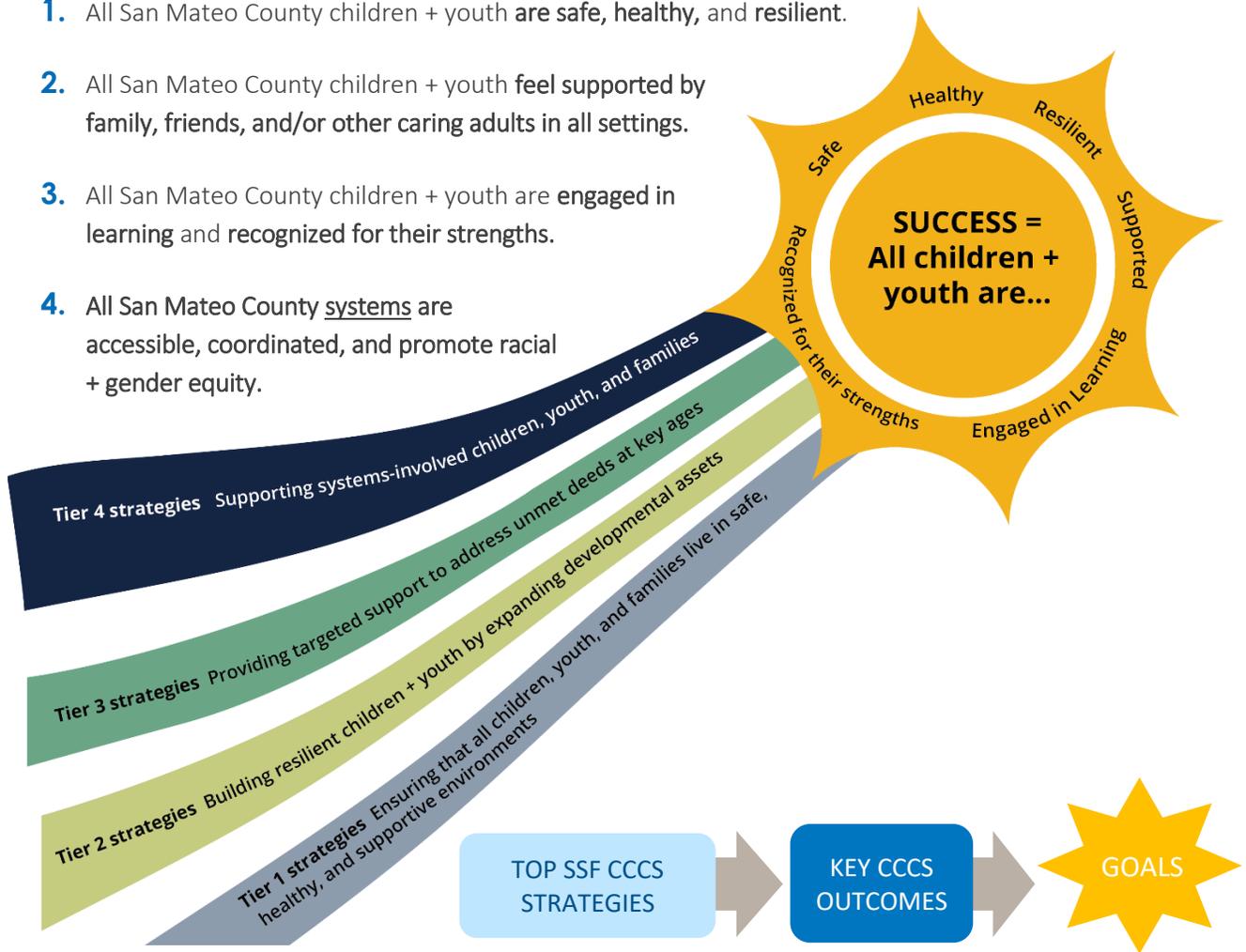


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SSF CCCS Goals + Key Outcomes

The goals for the CCCS focus area in South San Francisco 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 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.

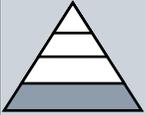


The **key outcomes** for the CCCS area in South San Francisco represent the change resulting from addressing the issues identified as the most important for local children and youth.

- Decrease youth and children involved in San Mateo County systems
- Increase household income and/or reduce costs
- Increase prevention and early intervention for youth mental health issues and substance use
- Increase amount of affordable or free afterschool, weekend, and summer activities for youth
- Increase availability of affordable childcare and preschool, including during evenings and weekends
- Increase supportive relationships between children/youth and caring adults

Top SSF CCCS Strategies

The process to develop the SSF CCCS Action Plan involved community members prioritizing strategies for the SSF neighborhood area that would best support children and youth success. The table below presents the final set of strategies that were prioritized for implementation in the SSF 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.

SSF Strategies	Key Outcomes					
	Decrease children/ youth involvement in County systems	Increase household income and/or reduce costs	Increase prevention + early intervention for mental health issues + substance use	Increase affordable afterschool, weekend, + summer activities for youth	Increase availability of affordable childcare + preschool	Increase supportive relationships between children/youth and caring adults
 Tier 1 Strategies Ensuring that all children, youth, and families live in safe, healthy, and supportive environments						
1. Change school disciplinary policies to keep children/youth in class and linked to needed supports/resources. ^{6,7,8,9}	✓	✓	✓			✓
2. Leverage local law enforcement along with a response team to connect community members to services. ^{10,11}	✓		✓			✓

⁶ ChangeLab Solutions (2019). “School Discipline Practices A Public Health Crisis and an Opportunity for Reform.” <<https://changelabsolutions.org/sites/default/files/SchoolDisciplineAndPublicHealth-IssueBrief-FINAL-20190128.pdf>>

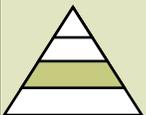
⁷ Advancement Project, American Federation of Teachers, National Education Association, and National Opportunity to Learn Campaign (2014). “Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools. A Guide for Educators.” <<https://advancementproject.org/resources/restorative-practices-fostering-healthy-relationships-promoting-positive-discipline-in-schools/>>

⁸ 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>>

⁹ 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>

¹⁰ Kane, E., Evans, E., and Shokraneh, F. (2018). “Effectiveness of current policing-related mental health interventions: A systematic Review.” *Criminal Behavior and Mental Health*, Volume 28 (2). <<https://onlinelibrary.wiley.com/doi/abs/10.1002/cbm.2058>>

¹¹ Shapiro, G.K., et al. (2015) “Co-responding Police-Mental Health Programs: A Review.” *Administration and Policy in Mental Health and Mental Health Services Research*, Volume 42 (5). <<https://link.springer.com/article/10.1007/s10488-014-0594-9>>

SSF Strategies	Key Outcomes					
	Decrease children/ youth involvement in County systems	Increase household income and/or reduce costs	Increase prevention + early intervention for mental health issues + substance use	Increase affordable afterschool, weekend, + summer activities for youth	Increase availability of affordable childcare + preschool	Increase supportive relationships between children/youth and caring adults
3. Expand work to improve the school environment and sense of community/school climate. ^{12,13,14}	✓	✓	✓			✓
4. Provide free and confidential counseling and service referrals via crisis lines, particularly for those with severe mental health concerns. ¹⁵	✓		✓			
5. Expand services available at schools and develop/expand the community navigator, <i>promotores</i> , and/or peer-to-peer model to help caregivers learn about, connect to, and navigate supportive services. ^{16,17}	✓	✓	✓			✓
6. Provide mental/behavioral health services at neighborhood schools. ^{18,19}	✓		✓			✓
 Tier 2 Strategies Building resilient children + youth by expanding developmental assets						
7. Promote use of evidence-based social-emotional learning curricula in schools and other environments, as well as related evidence-based early intervention programs. ^{20,21}	✓		✓			✓

¹² 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](https://www.academicpedsjnl.net/article/S1876-2859(17)30148-1/pdf)>

¹³ 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>

¹⁴ 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>

¹⁵ Gould, M.S., Munfakh, J.L.H., Kleinman, M., and Lake, A.M. (2012). “National Suicide Prevention Lifeline: Enhancing Mental Health Care for Suicidal Individuals and Other People in Crisis.” *Suicide and Life-Threatening Behavior*. <<https://onlinelibrary.wiley.com/doi/full/10.1111/j.1943-278X.2011.00068.x>>

¹⁶ 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>>

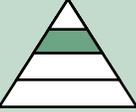
¹⁷ Kim, K. et al. (2016) Effects of Community-Based Health Worker Interventions to Improve Chronic Disease Management and Care Among Vulnerable Populations: A Systematic Review. *American Journal of Public Health*. <<https://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2015.302987>>

¹⁸ 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>

¹⁹ 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>

²⁰ Jones, S., and Kahn, J. (2017). “The Evidence Base for How We Learn: Supporting Students’ Social, Emotional, and Academic Development.” Consensus Statements of Evidence From the Council of Distinguished Scientists. The Aspen Institute National Commission on Social, Emotional, and Academic Development. <https://assets.aspeninstitute.org/content/uploads/2018/03/FINAL_CDS-Evidence-Base.pdf?_ga=2.27262205.1736255608.1553798812-306611706.1545153072>

²¹ Institute of Education Sciences. (2016) “Functional Behavioral Assessment-based Interventions.” U.S. Department of Education. <<https://files.eric.ed.gov/fulltext/ED572042.pdf>>

SSF Strategies	Key Outcomes					
	Decrease children/ youth involvement in County systems	Increase household income and/or reduce costs	Increase prevention + early intervention for mental health issues + substance use	Increase affordable afterschool, weekend, + summer activities for youth	Increase availability of affordable childcare + preschool	Increase supportive relationships between children/youth and caring adults
 Tier 3 Strategies Providing targeted support to address unmet needs at key ages						
8. Expand subsidized preschool slots and childcare for lower-income families. ^{22,23}	✓	✓			✓	✓
9. Expand affordable (or free) after school, weekend, and summer enrichment opportunities for lower-income children and youth. ^{24, 25}	✓	✓		✓		✓
10. Expand living wage job opportunities for identified at-risk parents/caregivers and youth. ^{26,27}	✓	✓				✓
11. Adopt and/or expand “housing first” approach to keep vulnerable families housed. ^{28,29}	✓	✓	✓			
12. Pilot a targeted basic income initiative. ³⁰	✓	✓		✓	✓	✓

²² 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>

²³ 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>>

²⁴ Afterschool Alliance (2014). Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices. <http://afterschoolalliance.org/documents/deeper_dive_into_afterschool.pdf>

²⁵ Kremer, K., et al (2015) “Effects of After-School Programs with At-Risk Youth on Attendance and Externalizing Behaviors: A Systematic Review and Meta-Analysis.” *J Youth Adolesc*, 44 (3). <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4597889/pdf/nihms723883.pdf>>

²⁶ 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>>

²⁷ 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>

²⁸ Collins, C. et al. (2019). “Implementing housing first with families and young adults: challenges and progress toward self-sufficiency.” *Children and Youth Services Review*, Volume 96. <<https://www.sciencedirect.com/science/article/pii/S0190740918304675>>

²⁹ United States Interagency Council on Homelessness (2016). “Ending Family Homelessness, Improving Outcomes for Children.” <<https://www.sciencedirect.com/science/article/pii/S0190740918304675>>

³⁰ 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](https://www.academicpedsjnl.net/article/S1876-2859(16)00024-3/pdf)>

Next Steps

This Action Plan is a community call to action! It presents the input of many community members from the SSF neighborhood and is an important and bold step to ensure children and youth success in SSF. 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 SSF neighborhood, San Mateo County will explore how existing investments can better address the prioritized issues and ways to support implementing all four CCCS neighborhood action plans.

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

Key Outcomes	Indicators
 Fewer children and youth involved in high-intensity County systems	<ul style="list-style-type: none"> Number of children and youth in foster care, on Juvenile Probation, and/or receiving BHRS services Length of time children/youth are engaged in high-intensity County systems
 Increased income	<ul style="list-style-type: none"> Median household income for households with children and youth Percent of families with children below 300% Federal Poverty Level
 Decreased costs for families with children/youth	<ul style="list-style-type: none"> Number of low-income children and youth participating in subsidized or free summer and/or afterschool enrichment activities Number of subsidized childcare/preschool slots
 Increase prevention + early intervention for mental health issues + substance use	<ul style="list-style-type: none"> Percent of youth who report having been drunk or high at school in the past month Percent of students referred to the Coordination of Services Team (COST) who are successfully linked to supportive services
 Increase affordable afterschool, weekend, + summer activities for youth	<ul style="list-style-type: none"> Number of low-income children and youth participating in subsidized or free summer and/or afterschool enrichment activities
 Increase availability of affordable childcare + preschool	<ul style="list-style-type: none"> Number of subsidized childcare/preschool slots Number of local childcare providers that accept subsidies and offer childcare outside of 8am-6pm on non-holiday weekdays
 More supportive relationships between children/youth and caring adults	<ul style="list-style-type: none"> 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)

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.

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APPENDICES

Community Collaboration for Children's Success **South San Francisco**

Neighborhood Action Plan 2019-2024



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Type of Strategy	Additional Information about Top Strategies to Support Children + Youth in South San Francisco
 <p>Tier 1 Strategies</p> <p>Ensuring that all children, youth, and families live in safe, healthy, and supportive environments</p>	<ol style="list-style-type: none"> 1. Change school disciplinary policies to keep children/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). 2. Leverage local law enforcement along with a response team 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). 3. Expand work to improve the school environment and sense of community/school climate (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). 4. Provide free and confidential counseling and service referrals via crisis lines, particularly for those with severe mental health concerns. 5. Expand services available at schools (including screening in preschool and for new students for both strengths and needs) and develop/expand community navigator, <i>promotores</i>, and/or peer-to-peer model to help caregivers learn about, connect to, and navigate supportive services that are related to identified strengths and needs. 6. Provide mental/behavioral health services at neighborhood schools (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>Tier 2 Strategies</p> <p>Building resilient children + youth by expanding developmental assets</p>	<ol style="list-style-type: none"> 7. 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>Tier 3 Strategies</p> <p>Providing targeted support to address unmet needs at key ages</p>	<ol style="list-style-type: none"> 8. Expand subsidized preschool spots and childcare (including for evenings and weekends) for lower-income families. 9. 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, as well as project-based learning). 10. Expand living wage job opportunities for identified at-risk parents/caregivers and youth (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). 11. Adopt and/or expand “housing first” approach to keep vulnerable families housed (e.g., with a focus on Transitional Age Youth and families with minor children). 12. 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).