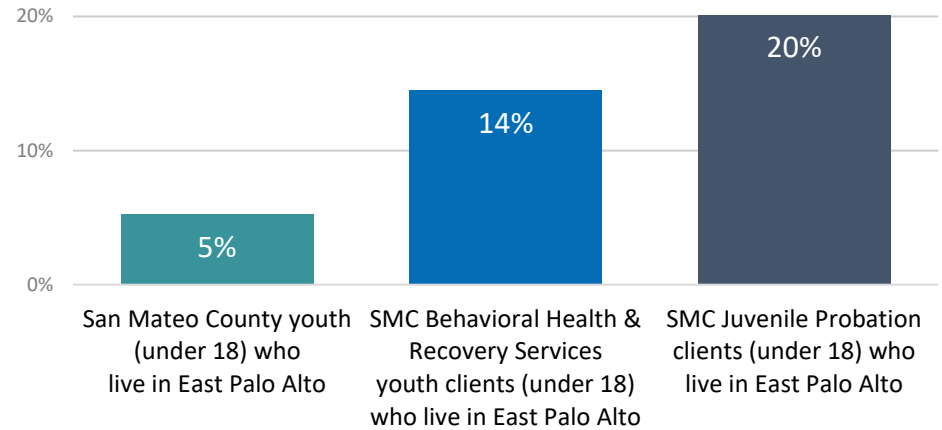
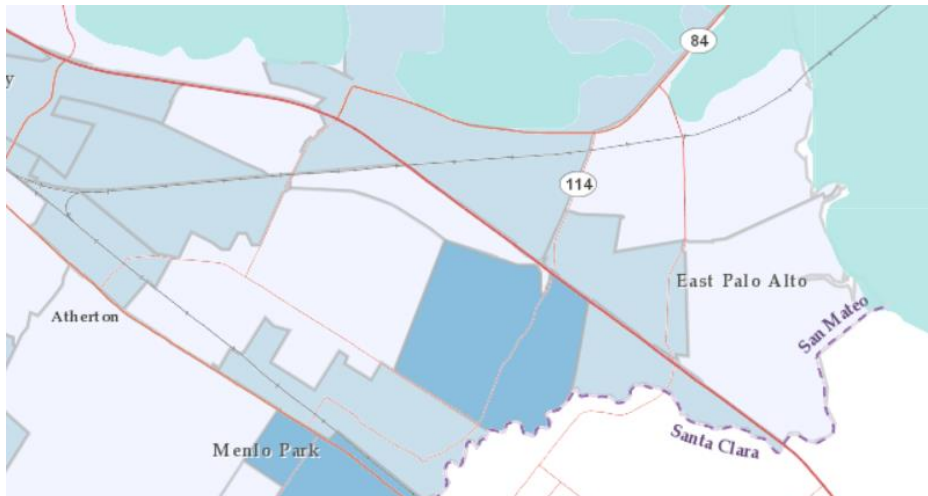


Youth who live in East Palo Alto are dramatically overrepresented in San Mateo County systems.

Even though only 5% of youth who live in the County reside in East Palo Alto, 14% of the clients under 18 served by the County's Behavioral Health & Recovery Services live in EPA—and 1 out of 5 youth in Juvenile Probation are EPA residents.



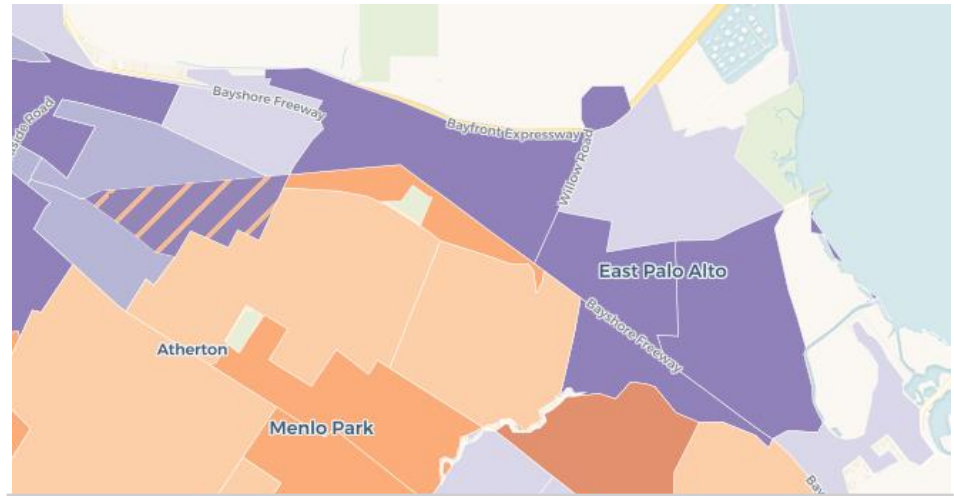
In 2013, part of East Palo Alto was categorized as being an area “at risk” of having low-income residents be displaced, while the rest of the City was considered as having very little risk of displacement. In 2015, most of the city was identified as experiencing ongoing gentrification and displacement (with a part of the city continuing to be categorized as not being at risk of gentrification/displacement or losing low-income households).



Displacement Typologies - based on 2009-2013 data

- Advanced
- Ongoing
- At risk
- None or very little

Map above: Get Healthy San Mateo County's presentation of data from Urban Displacement Project. <GetHealthySMC.org/healthy-housing-data>

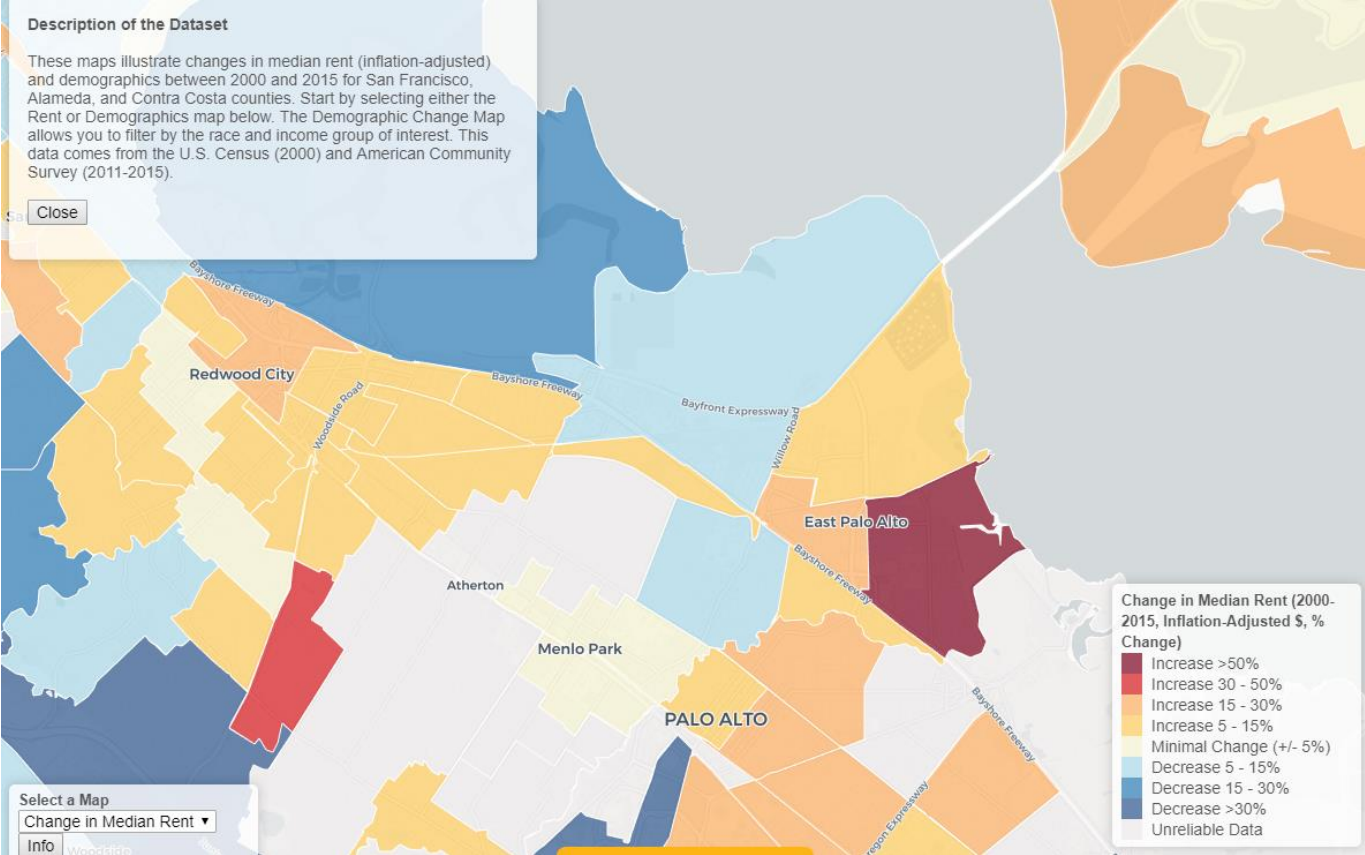


Displacement Typologies - based on 2015 data

- | | |
|--|--|
| <p>Lower income (LI) tracts</p> <ul style="list-style-type: none"> ○ 1. Not losing LI households ○ 2. At risk of gentrification and displacement ○ 3. Ongoing Gentrification/Displacement | <p>Moderate to high income (MHI) tracts</p> <ul style="list-style-type: none"> ● 1. Advanced gentrification ● 2. Not losing LI households ● 3. At risk of exclusion ● 4. Ongoing Exclusion/Displacement ● 5. Advanced exclusion |
|--|--|

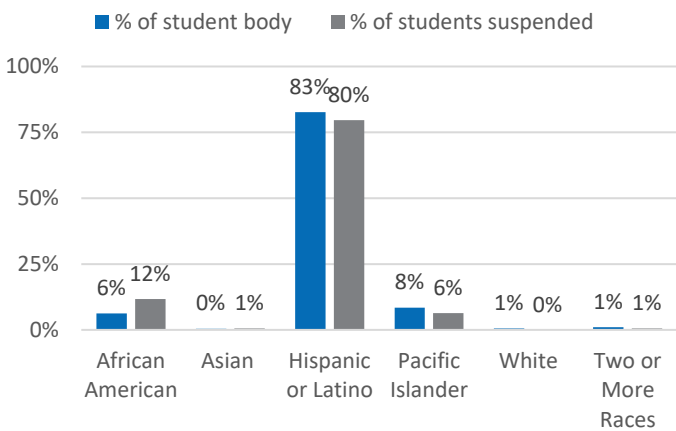
Map to right: Urban Displacement Project <UrbanDisplacement.org/map/sf>

Between 2000 and 2015, the median rent in part of East Palo Alto increased by *more than 50%*.

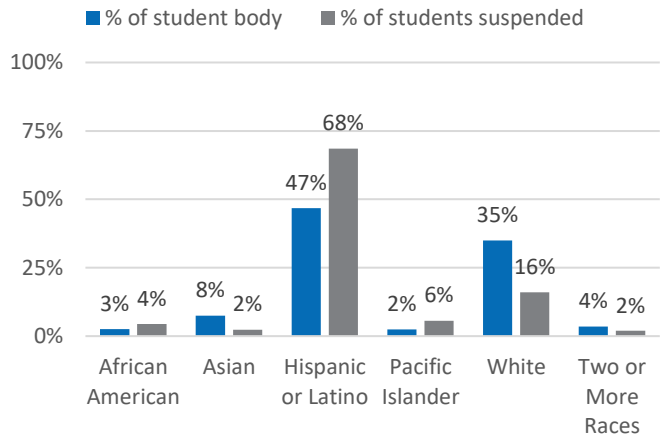


Map above: Urban Displacement Project <UrbanDisplacement.org/RentChangeMap>

Ravenswood City Elementary School District



Sequoia Union High School District

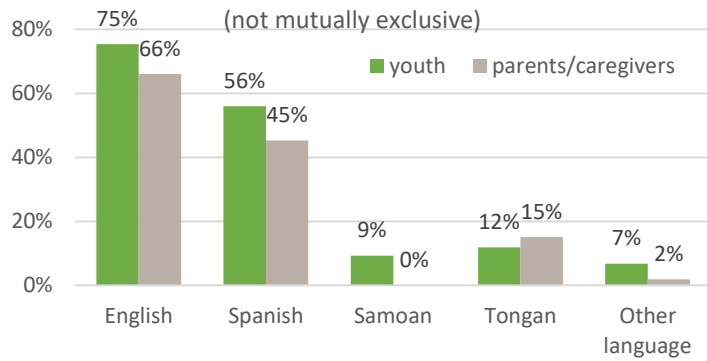


Charts above: DataQuest, California Department of Education, data from school year 2017-2018. Data for American Indian/Alaska Native students and Filipino students are suppressed for Ravenswood to protect student privacy.

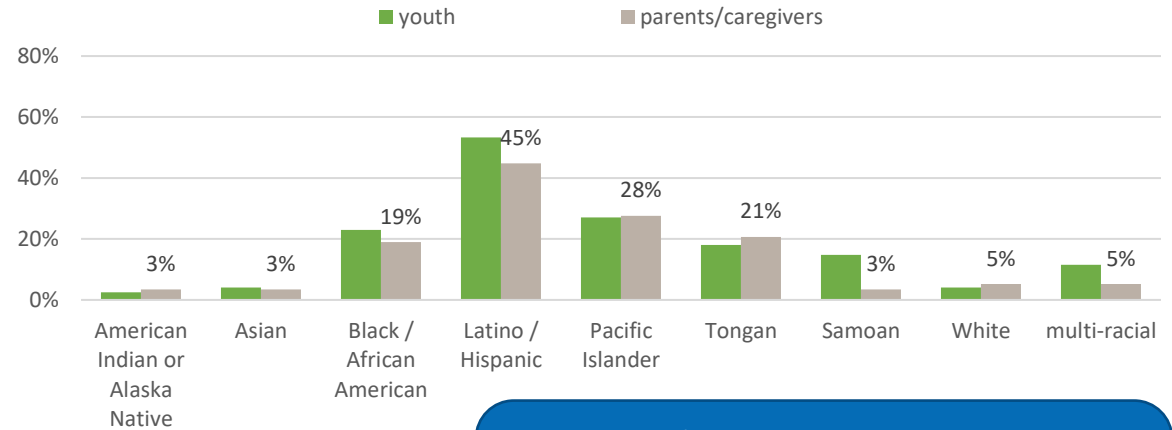
CCCS EPA data collection process gathered input from:

- 126 youth and 59 parents/caregivers through surveys (185 surveys in total)
- 51 participants (10 youth and 41 parents/caregivers) in 4 Tell Us sessions (small group conversations)
- 21 youth and 11 adult respondents via 4 Dream Walls (posters with key questions)

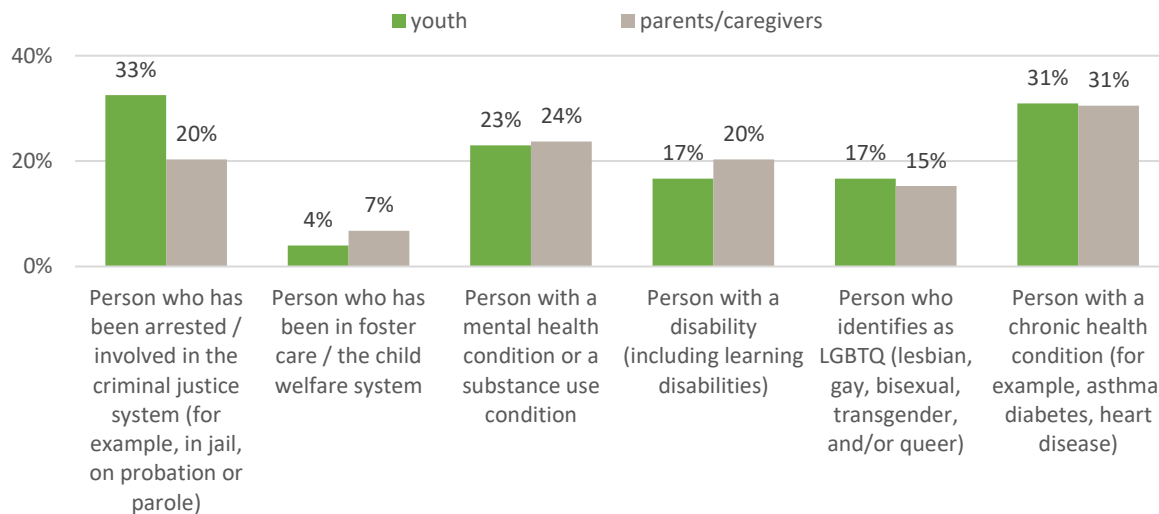
Languages that respondents speak at home/with their families



Respondent's race/ethnicity (not mutually exclusive)

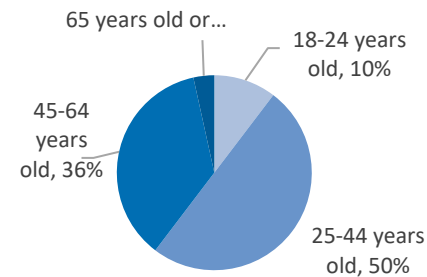


Respondent and/or their family includes 1 or more...



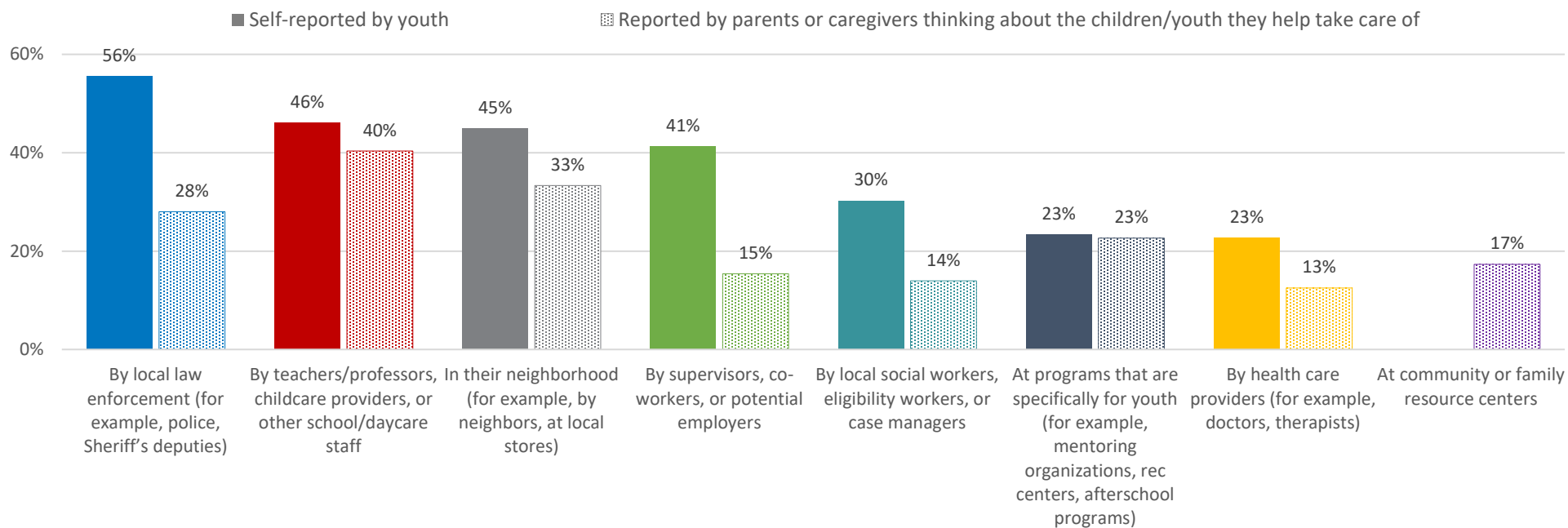
62% of parent/caregiver respondents were a parent, 26% were extended family members, and 10% were siblings to the child(ren) they help take care of. The children they help take care of ranged in age from 1 to 24 years old, with the average 11 years old.

Age of Parent/Caregiver Respondents

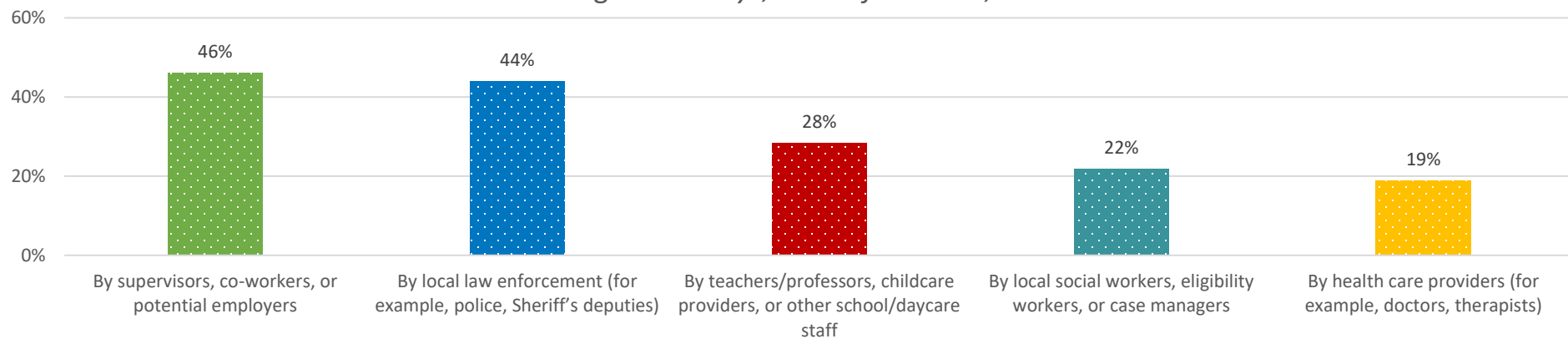


Youth respondents ranged in age from 13 to 24 years old with an average age of 16.

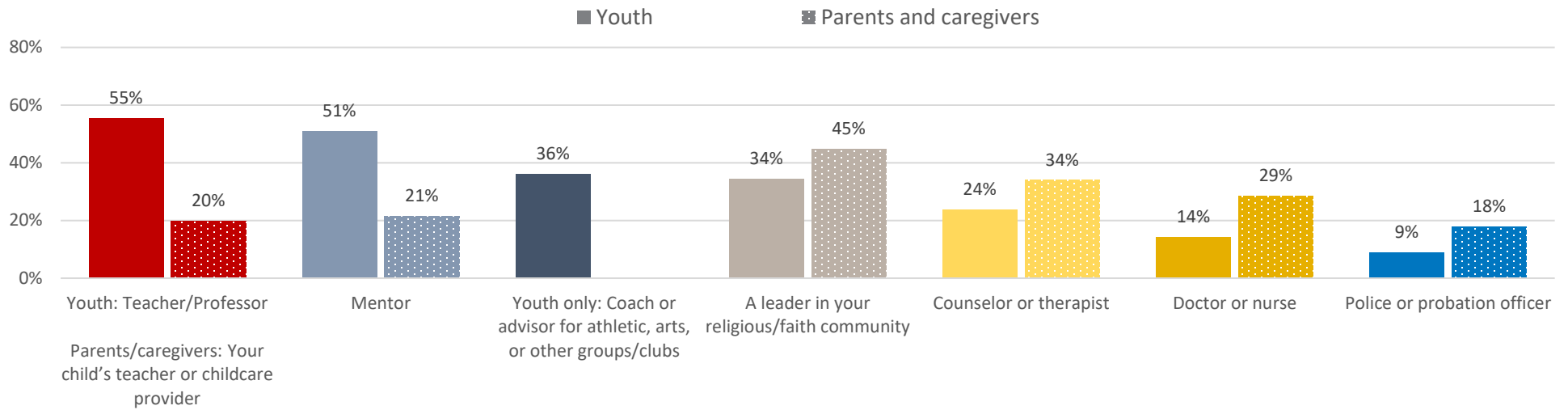
Percent of EPA children/youth who, in the past year, have been discriminated against *always, most of the time, or sometimes...*



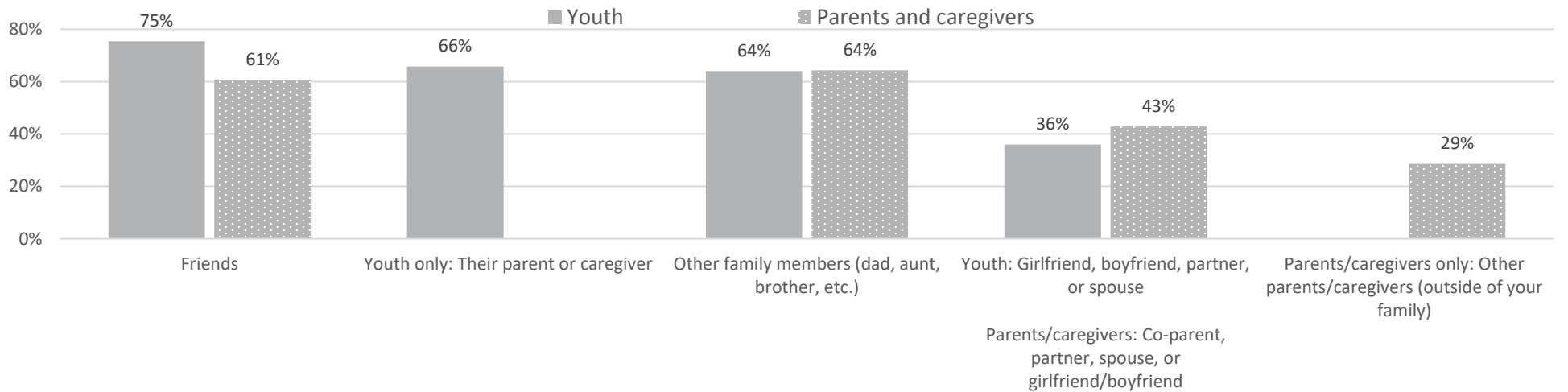
Percent of EPA parents and caregivers of children/youth 0-24 who, in the past year, have been discriminated against *always, most of the time, or sometimes...*



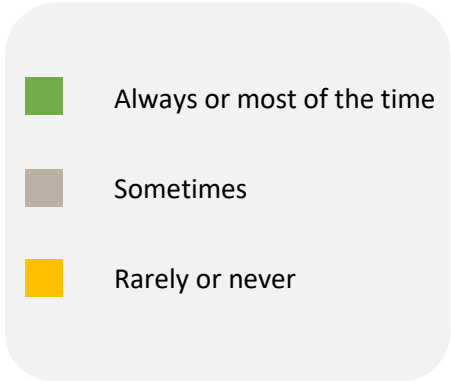
Types of people with clear roles EPA CCCS survey respondents said they were likely to go to if they need help or information



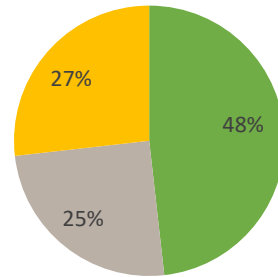
Types of community members EPA CCCS survey respondents said they were likely to go to if they need help or information



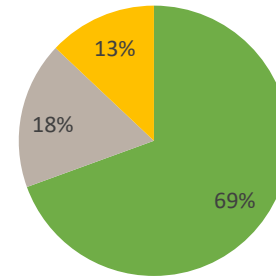
Frequency with which youth EPA CCCS survey respondents have experienced the specific challenges and kinds of support



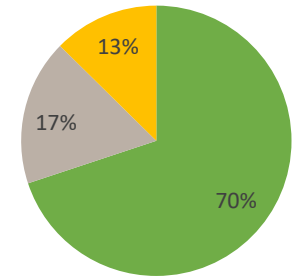
I have talked to a supportive adult
 (for example, my parent, teacher, mentor) **about what I am thinking or feeling.**



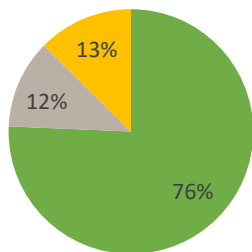
When things haven't gone my way, I have been able to handle it without hurting myself or other people
 (for example, without hitting or calling someone names).



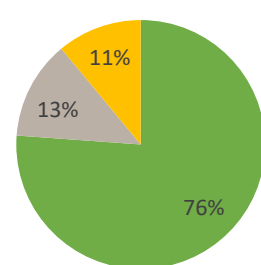
I have felt safe
 (for example, I have not witnessed or experienced violence or abuse, people have not threatened to hurt me, I have not been bullied).



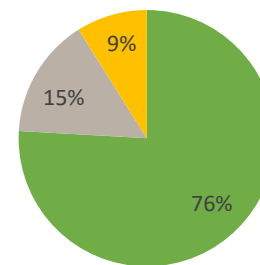
A family member or other caregiver has actively supported my education
 (for example, by attending school events or encouraging me to do homework).



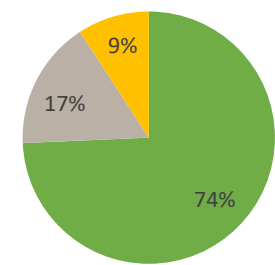
My family has had stable housing
 (for example, we have lived in a house or apartment, we have been able to afford rent or the mortgage, we have not had to move many times).



My family has been able to afford basic necessities
 (for example, medicine, clothes, transportation).



My family has had enough healthy/nutritious food to eat.



Identified by youth	Identified by parents + caregivers	Issues Identified in CCCS EPA Community Input
Disconnect between cost of living and wages / Housing costs and high cost of living (top of 1)		
✓	✓	Youth, families aren't able to afford rent or cost of living / Too much gentrification and displacement
✓		Youth have to work to contribute to the family instead of focusing on school
✓		Families not having financial stability
✓		Families living in overcrowded conditions because they can't afford housing otherwise
Employment and Job Skills / Lack of living wage job opportunities (middle of 1)		
✓	✓	Not enough opportunities to develop skills and connections to get living wage jobs (e.g., in tech)
✓	✓	Not enough education about entrepreneurship, financial, or work skills
✓	✓	Not enough jobs available for youth and/or paid internships, especially in summer
✓		Wage gap
Supportive Relationships (bottom of 1)		
✓	✓	Parents and caregivers cannot spend enough time with their children because: They work long hours/have multiple jobs to afford rent and other basics and/or Spend so much time in traffic
✓	✓	Not enough mentors
✓	✓	Youth are not supported or encouraged enough, adults do not have high expectations for them
✓	✓	Too many barriers to youth having supportive relationships and interactions with other community members/Lack of a sense of belonging: <ul style="list-style-type: none"> Physical environment (e.g., not enough sidewalks, neighbors don't know one another) Youth spend too much time on their phones, Social media makes youth feel isolated, alone when they experience challenges or are struggling Teachers don't care about youth Displacement disconnects young people from their community and their culture
✓		Not enough safe community spaces in which youth and families can spend time (e.g., community centers, playgrounds, skate parks, movie showings)
	✓	Too much peer pressure/"bad influences"
Structural + institutional racism (top of 2)		
✓		Racial inequities, structural racism (e.g., available resources, being policed by neighboring affluent communities)
✓	✓	Dealing with discrimination and being stereotyped
Education (bottom of 2)		
✓	✓	Education is not high quality / Elementary and middle schools don't prepare students for area high schools
✓		Too much use of detention and suspension instead of other responses (e.g., restorative justice, meditation)
✓		Curricula are not diverse, culturally relevant, and/or interactive enough
✓	✓	Schools are under resourced, lack equipment and opportunities
✓	✓	Not being able to afford college or get scholarships (including for undocumented youth)
	✓	Low school attendance
✓		High teacher turnover (teachers don't have as much experience, don't know available resources, there aren't consistent people in children/youth's lives)
✓	✓	Not enough skilled/knowledgeable school counselors
✓	✓	Not enough tutoring support/opportunities
✓	✓	Youth are tracked based on where they are from, are given limited academic/educational opportunities

Identified by youth	Identified by parents + caregivers	Issues Identified in CCCS EPA Community Input
Behavioral Health (Mental Health and Substance Use)		(top of 3)
✓	✓	Dealing with past and current trauma
✓	✓	Too much use of drugs (including vaping/juuls) and alcohol among youth
✓	✓	Youth who have mental health issues are not identified or connected to help
✓		Youth don't have adequate coping mechanisms so use drugs to deal with stress and mental health issues (e.g., anxiety, depression)
✓		Not enough support for youth experiencing mental health issues that do not meet criteria of "serious mental illness," there is not enough mental health support in neighborhoods/locally
Access to/Availability of Types of Resources		(bottom of 3)
✓	✓	Limited exposure to enrichment opportunities contributes to youth not being motivated (because they don't have opportunities that interest or motivate them and because their friend/social groups are not motivated)
✓	✓	Not enough spaces in free afterschool and summer programs/activities
✓	✓	Not enough affordable, local daycare and other childcare
✓		Youth and parents do not know what their rights are or how to get legal help (e.g., related to immigration, police, jobs)
✓		Eligibility threshold for support (e.g., free lunch, rental subsidies) is too low
✓		Youth/families do not know about existing resources/services
✓		Not enough support for community members in reentry from jail/prison/juvenile detention
Safety		(top of 4)
✓	✓	General safety concerns, feeling the neighborhood and/or local park is not safe
✓	✓	Domestic/family violence
✓	✓	Gangs
✓	✓	Too much bullying
Other Issues		(bottom of 4)
✓	✓	Family stress
✓		Too many programs have underqualified (and/or undertrained/supported) mentors and staff
✓		Procrastination and poor time management
✓		Police don't have training in (or focus on) de-escalation
✓		Not enough alternatives to arrests/incarceration (diversion programs or early interventions)
✓		Not enough healthy food
✓		No respite center for youth
✓		No LGBT center for youth