2021 Santa Clara County Children's Data Book
Key Indicators of Well-Being

Challenge Team
April 15, 2021

Kids in Common & the Children's Agenda Network

Kids in Common provides backbone support to the Children's Agenda Network (CAN) which works to improve outcomes for children, youth and families through cross-sector partnership, a data-driven framework, targeted and aligned action, and by promoting collective work, sharing knowledge, and aligning and coordinating resources.

The Children's Agenda Network

Shared Principles of Action:

- **Equity:** We must recognize and address structural and institutional racism, discrimination, harassment, and biases across systems that contribute to inequitable outcomes for children and their families.

- **Targeted Universalism**: We have common goals for all our children and recognize the need to redesign our structures to address the specific barriers to opportunity that exist between differently situated populations.

- **Strategic Action:** Aligning efforts and resources to magnify impact within my organization and in partnership with other organizations.

- **Results Focused:** Using data and evidence to tell us whether we are successful in our individual organizations' work as well as at the community level.

- **Continuous Improvement:** Disciplined and relentless commitment to improved results and to narrowing racial and economic disparities.

- **Stakeholder Engagement –** Ensuring those affected by the decisions are involved in making them.

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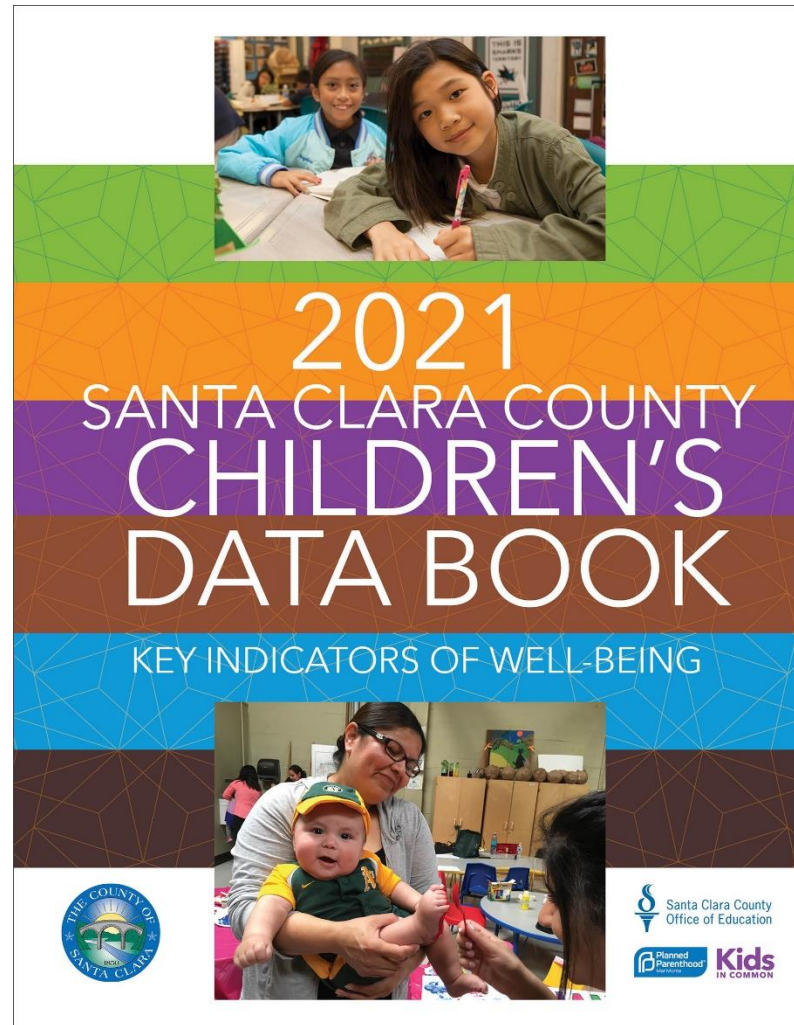A partnership of the Santa Clara County Office of Education, the County of Santa Clara and Kids in Common.

Provides data and dashboards reflecting child safety, health, success in learning, and success in life. Whenever possible it brings a racial equity lens to its analysis.
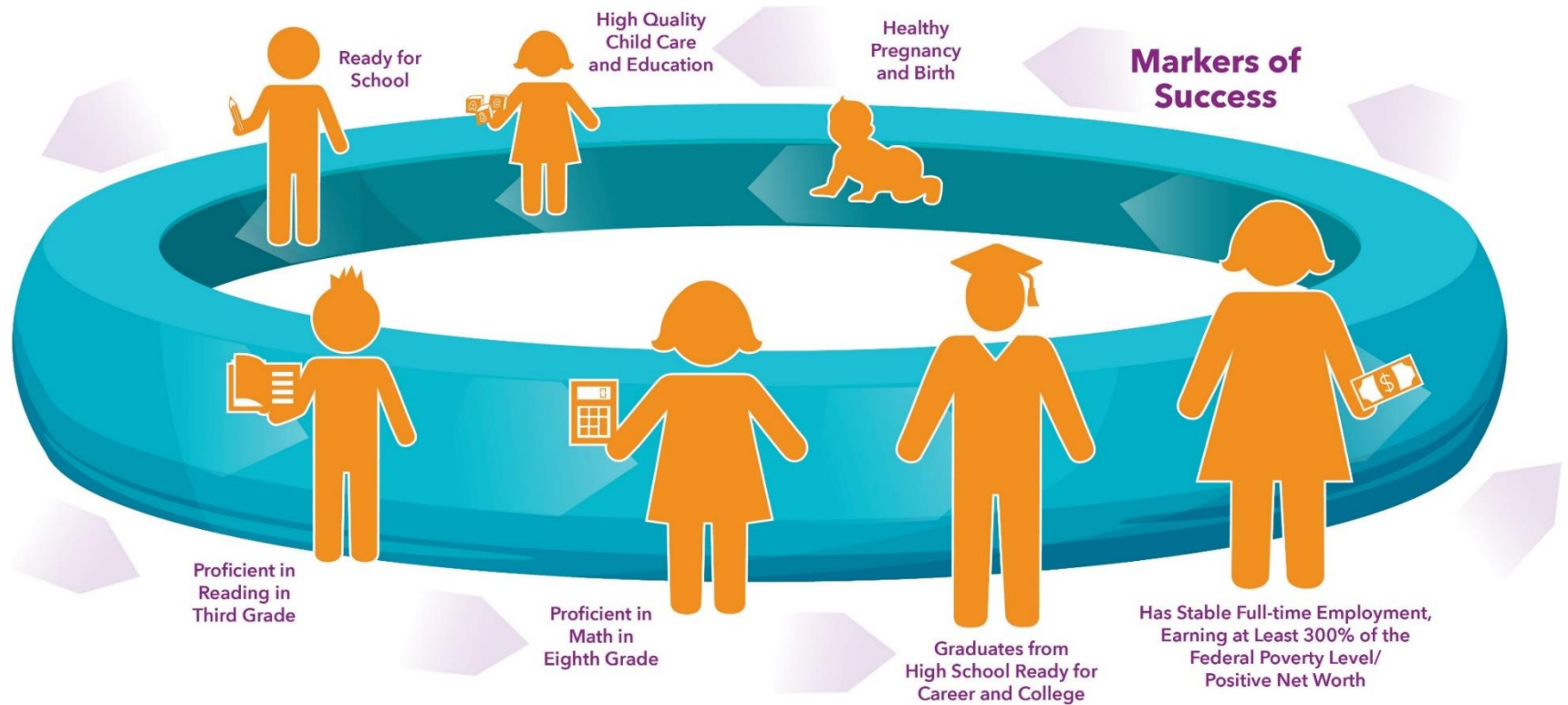

Available at
www.kidsincommon.org
To request a hard copy go to:
https://www.surveymonkey.com/r/DB2021

Life Course Framework

High Quality Child Care and Education

Healthy Pregnancy and Birth

Markers of Success

Ready for School

Proficient in Reading in Third Grade

Proficient in Math in Eighth Grade

Graduates from High School Ready for Career and College

Has Stable Full-time Employment, Earning at Least 300% of the Federal Poverty Level/ Positive Net Worth

Social Factors that Support Wellbeing and Success:

Housing & Food Security + Safe Families, Schools & Neighborhoods + Positive Family Support & Communication + Meaningful Adult Connections + Feeling Valued by the Community + Having a Sense of Agency & a Positive View of the Future.

Based on the work of Arnold Chandler and Tia Martinez at Forward Change Consulting http://ForwardChangeConsulting.com .

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What we need to remember as we work together to improve children's lives:

- **RACE, PLACE, AND HISTORY MATTER:** The legacy of past inequalities shape current realities.

- **EARLY IMPACTS LATER – ADDRESS UPSTREAM FACTORS**: Today's experiences and exposures influence tomorrow's life outcomes. Re-focus resources and strategies on upstream determinants of health and well-being.

- **LATER IMPACTS EARLIER – INTERGENERATIONAL APPROACH:** What happens later in the lifespan – late adolescence and emerging adulthood – of one generation, powerfully impacts the early life outcomes of the next generation.

- **CHANGE SYSTEMS AND ENVIRONMENTS:** Dismantle the structural off ramps or chutes that funnel young people to prison and poverty while simultaneously building new structural ladders that link to expanded opportunity.

- **BUILD RESILIENCE AND PROMOTE HEALING:** Because changing systems and environments is long-term work, we must simultaneously build youth and family's resilience in the face of current adverse conditions.

- **TAKE A CROSS-SECTOR, CROSS-SYSTEMS, AND CROSS-LIFE STAGE APPROACH:** There are no "one and done" answers. Our collective approach must weave together work across sectors, systems, and life stages.

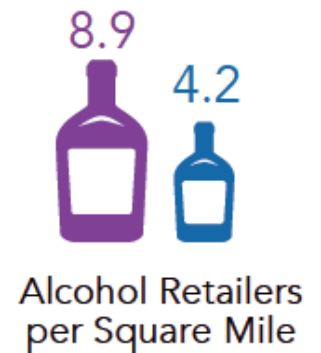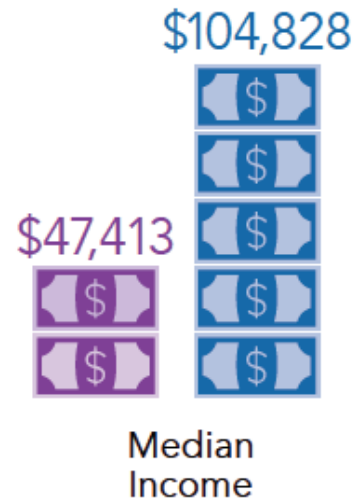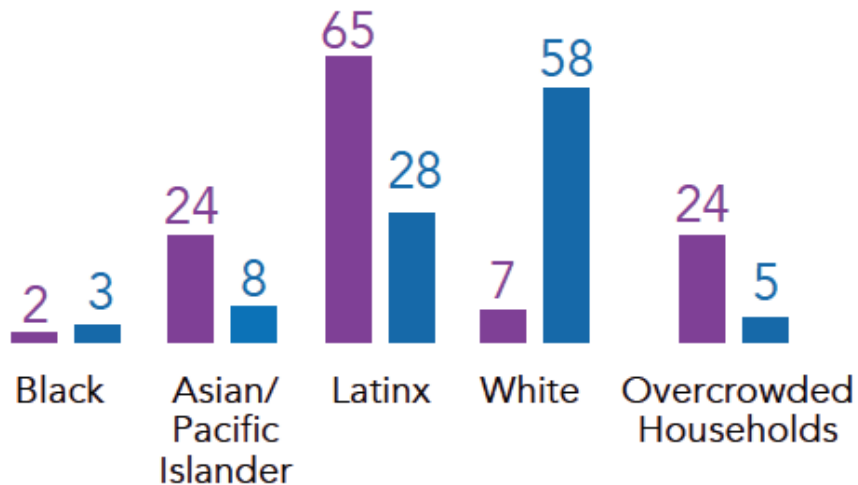*Source: Tia Martinez, Arnold Chandler, Forward Change Consulting*

Racial and Social Justice
The Impact of Redlining in San Jose

Discriminatory lending and housing practices such as redlining – excluding people of color from "white only" neighborhoods – lead to disparate outcomes:

% 95116 – East San Jose ("redlined")
% 95125 – Willow Glen (not "redlined")

| Category	95116	95125
Black	2	3
Asian/Pacific Islander	24	8
Latinx	65	28
White	7	58
Overcrowded Households	24	5
Median Income	$47,413	$104,828
Alcohol Retailers per Square Mile	8.9	4.2

Intersectionality of Race, Poverty, Disability, Housing Instability

% Students Graduating
% Students who are Low Income
% Students with Disabilities
% Students in Foster Care
% Students who are Homeless

Percentage of students graduating on time, Class of 2020

	Asian	White	Black	Latinx
% Students Graduating	88	86	78	73
% Students who are Low Income	84	76	73	70
% Students with Disabilities	62	69	61	65
% Students in Foster Care	*	48	51	50
% Students who are Homeless	61	57	34	30
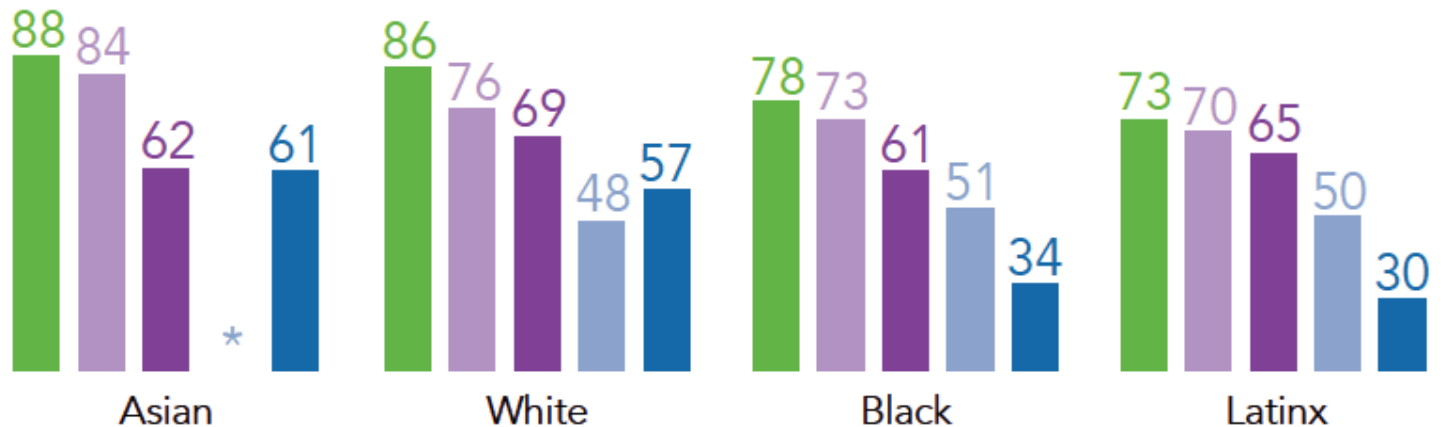
* The number of Asian students in foster care is too low to report and protect the students' identity.

See Figure Sources and Methodology on page 69.

Decreasing the Chutes
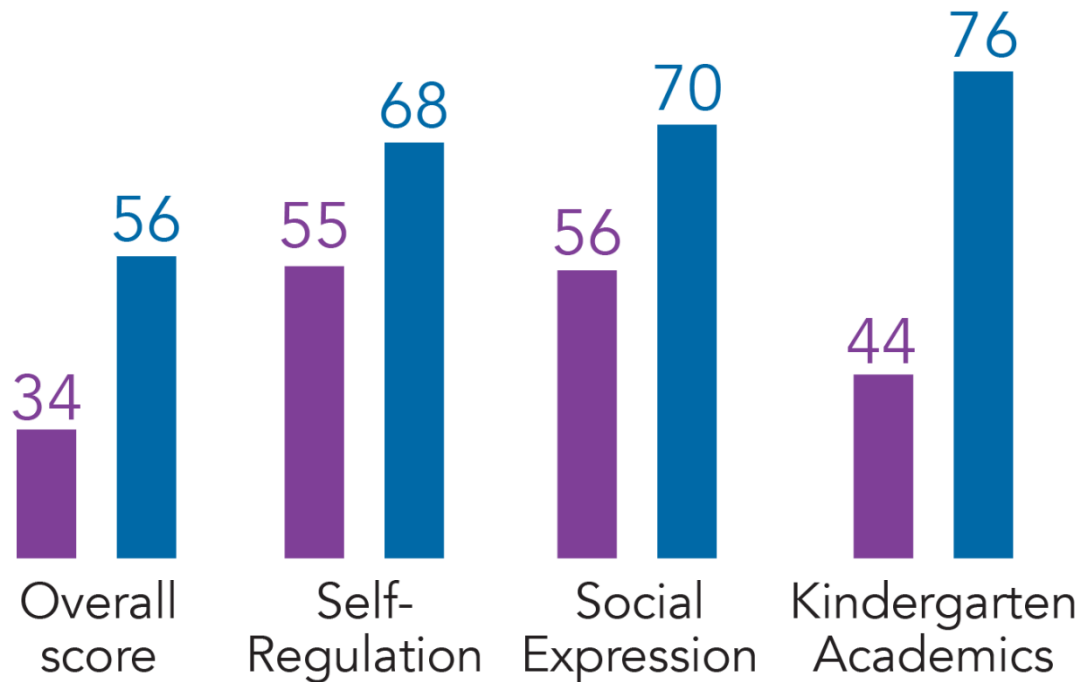# Building the Ladders
Invest Early and Often

- Utilization of early and regular prenatal care, and health, vision, dental & behavioral health care.

- Housing and food security.

- Safe and healthy families, neighborhoods and schools.

- High quality early care and education that supports school readiness.

- Access to extended learning programs and other supports such as tutoring, athletics and arts leading school achievement & engagement.

- Schools and programs focused on positive youth development, building community & supporting meaningful adult connections.

- Youth are supported to develop agency and a positive sense of the future.

- When issues do arise, they are addressed early and in a positive, supportive manner that preserves the agency of the child and family.

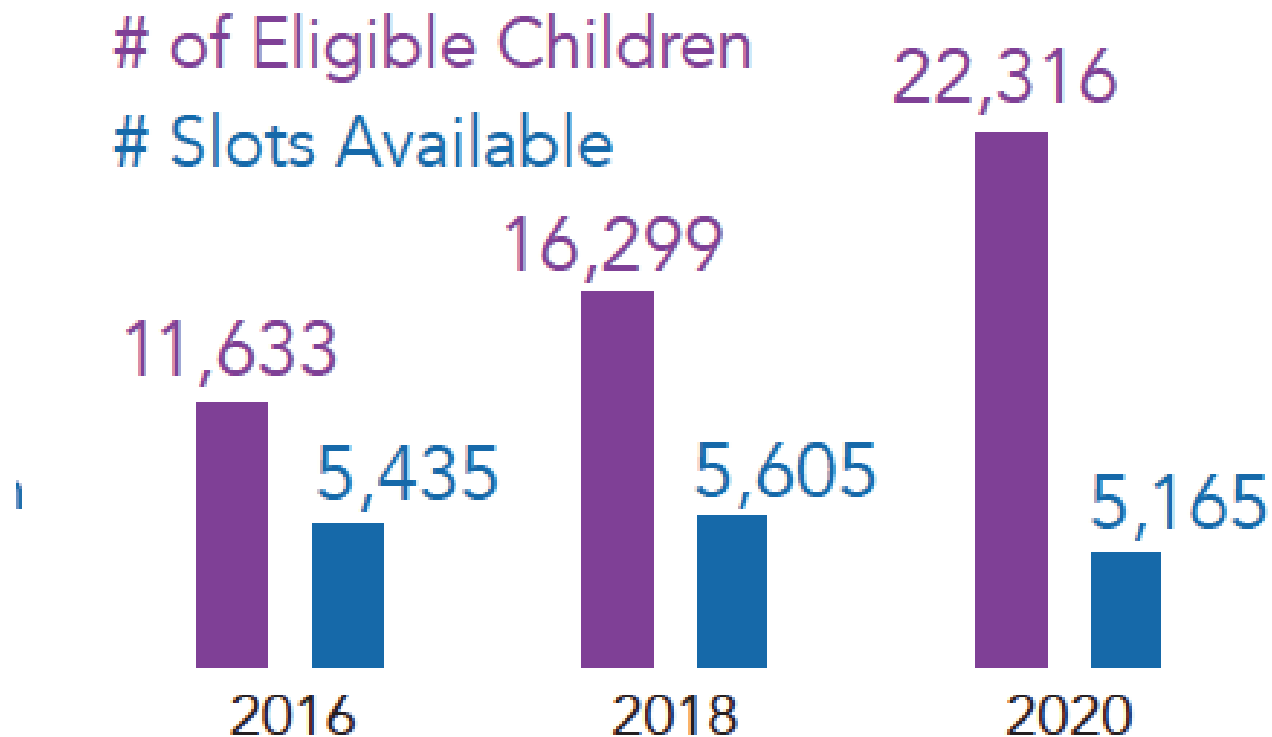# High Quality Early Care and Education and School Readiness Can Be a Ladder

Percent Children Ready for School by Early Childhood Experience (ECE) (School Readiness Assessment 2018)

% no ECE
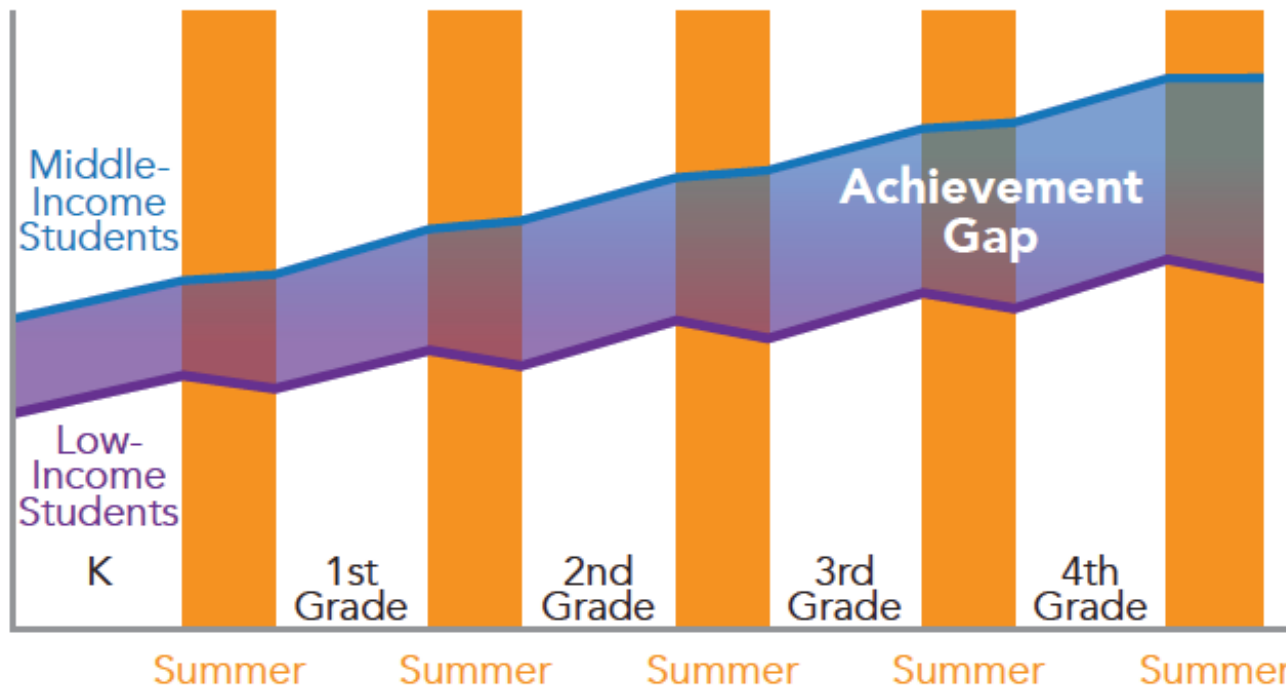% any ECE

	Overall score	Self-Regulation	Social Expression	Kindergarten Academics
% no ECE	34	55	56	44
% any ECE	56	68	70	76

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Availability of Subsidized, High-Quality Preschool for Low-Income 3- & 4- year olds

# of Eligible Children
Slots Available

Year	# of Eligible Children	# Slots Available
2016	11,633	5,435
2018	16,299	5,605
2020	22,316	5,165

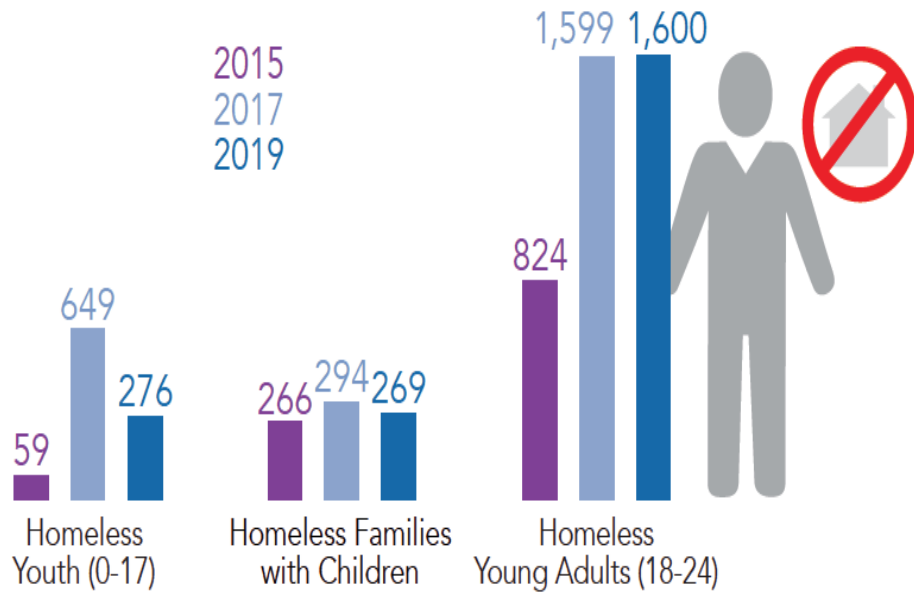Planned Parenthood® Care. No matter what.

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Extended Learning Opportunities Can Be a Ladder

The Impact of summer learning loss may account for two-thirds of the disparity in achievement by 9th grade.
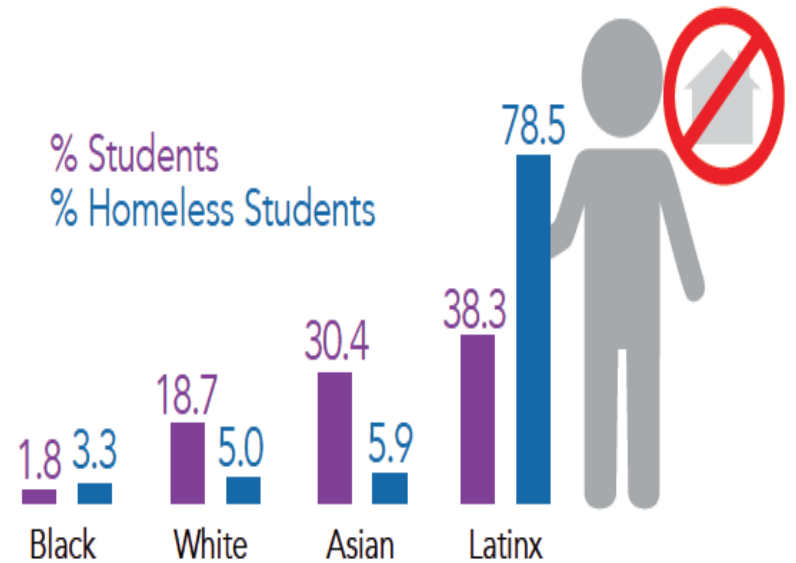
A Chute: Housing Instability

Point-in-Time Count of Unsheltered Children and Families

2015
2017
2019

Homeless Youth (0-17): 59, 649, 276
Homeless Families with Children: 266, 294, 269
Homeless Young Adults (18-24): 824, 1,599, 1,600

School Year 2019-2020 – McKinney-Vento Count of Students Facing Housing Instability n = 2,899

% Students
% Homeless Students

Black: 1.8, 3.3
White: 18.7, 5.0
Asian: 30.4, 5.9
Latinx: 38.3, 78.5

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Not Graduating on Time: Some of the Chutes

Disengaging from school is a slow process. In SY 2017, 2,323 students left school without graduating:

- 59 Middle School students
- 852 Frosh
- 280 Sophmores and Juniors
- 1,132 Seniors

Early Warning Signs a student may not graduate:

- Absent more than 10% of the time
- Not reading at grade level in 3rd grade; and/or
- A suspension or an "F" in Middle School

Keeping Students on Track for Graduation Building Ladders

Responding to the Early Warning Signs:

- Having an adult at school form a meaningful connection with the student

- Addressing social service and out-of-school needs of the student

- Taking steps to see that the student receives additional academic supports, such as tutoring, summer programming and afterschool learning opportunities

Youth in the Juvenile Justice System Some of the Chutes

Child Abuse and Neglect

> 49% of youth had at least one referral as an alleged victim.

> 43% of girls reported abuse/neglect, compared to 21% of boys.

Education

> 41% of boys and 43% of girls reported school inadequacy (no additional supports available to address learning needs).

> Issues due to lack of intellectual capacity (boys 23%, girls 19%) and due to achievement problems (boys 37%, girls 42%).

Behavioral Health

> 35% of girls attempted or thought about committing suicide, versus 10% of boys.

> 82% of girls and 62% of boys had significant issues with depression, anxiety, and other emotional factors.[18]

A Pennsylvania State University Study found Black and low-income students were far more likely than white students to be punished rather than being offered behavioral treatment when they misbehaved.

What Kids Need to Succeed Building More Ladders

(Search Institute)

Agency, purpose and hope all play a role in a young person's success in life. Adults can support this by:

- Helping young people think and write about their dreams and passions;

- Drawing connections between learning and opportunities, and needs and issues in the world;

- Involving youth in volunteering in the community;

- Recognizing their skills and accomplishments;

- Exposing students to positive role models whose backgrounds are similar to their own; and

- Creating a climate of optimism. Expect them to succeed.

Working to Build Ladders During COVID-19

Many community-based and governmental organizations stepped up to support children, youth and families during the pandemic. Some of these efforts are highlighted here:

- SV Community Foundation, SCCOE, the County, public libraries, the City of San Jose´, schools and elected officials came together to raise $14.5 M to address the digital divide providing 15,100 students with internet services, 19,600 computing devices and 13,600 hotspots.
- FIRST 5 Family Resource centers delivered calming kits, food, formula resource guides and nearly 633,000 diapers.
- Second Harvest Food Bank doubled the number of people served (250,000 – 500,000 individuals) and the amount of food delivered growing from an monthly average of 4.3 million pounds of food to 7.9 million.
- The YMCA provided on-site learning support and enrichment to thousands of students of essential workers and at Title 1 schools. The Y also distributed nearly 500,000 meals to youth throughout SV.

Working to Build Ladders During COVID-19 (con't)

-SV Strong, the SV Community Foundation, Destination Home, Sacred Heart Community Services raised $31 million to provide direct financial assistance to cover rent payments, legal resources, and other critical needs to 14,000 low-income families. More than 4,000 people experiencing homelessness were referred to congregate or non-congregate care and nearly 3,000 individuals were connected to permanent housing.

Working to Build Ladders During COVID-19 (con't)

Organizations such as Community Solutions, Family Engagement Institute, Uplift Family Services, Alum Rock Counseling Center, Parents Helping Parents, the SJ Public Libraries, Alum Rock Counseling Center, and the Healthier Kids Foundation, pivoted to provide "distance" and "virtual" programs, or deployed their staff differently, so children and families could get the help they needed to make it through the pandemic.

We Are Better Together

Lots of resources available at:

www.KidsinCommon.org

Check out the Data Book, videos from the 2021 Children's Summit held in March and workshop listings.

Contact Dana at Dbunnett@kidsincommon.org.