DATE: January 10, 2020, Race Equity through Prevention Workgroup (REP)
TIME: 9:00 AM
PLACE: Social Services Agency Building (AHC)
353 West Julian Street- 1st Floor – Andrew Hill Conference Room
San Jose, CA 95110

AGENDA

In compliance with the Americans with Disabilities Act and the Brown Act, those requiring accommodations in this meeting should notify the Clerk of the Juvenile Justice Systems Collaborative no less than 24 hours prior to the meeting at (408) 299-5001, or TDD (408) 993-8272.

Please note: To contact the Commission and/or to inspect any disclosable public records related to an open session item on a regular meeting agenda and distributed by the County to all or a majority of the Board of Supervisors (or any other commission, or board or committee) less than 72 hours prior to that meeting, visit our website at http://www.sccgov.org or contact the Clerk at (408) 299-5001 or 70 W. Hedding Street, 10th Floor, East Wing, San Jose, CA 95110, during normal business hours.

Persons wishing to address the Commission on a regularly scheduled item on the agenda are requested to complete a request to speak form and give it to the Deputy Clerk. (Government Code Section 54953.3.) Individual speakers will be called by the Chairperson and are requested to limit their comments to two minutes. Groups of speakers on a specific item are asked to limit their total presentation to a maximum of twenty minutes for each side of the issue.

COMMUTE ALTERNATIVES: The Board of Supervisors encourages the use of commute alternatives including public transit, bicycles, carpooling, and hybrid vehicles.

For public transit trip planning information, contact the VTA Customer Service Department at (408) 321-2300 Monday through Friday between the hours of 6:00 a.m. to 7:00 p.m., and on Saturday from 7:30 a.m. to 4:00 p.m. Schedule information is also available on the web at www.vta.org.

Bicycle parking racks are available in the James McEntee, Sr., Plaza in front of the County Government Center building. If this Board or Commission does not meet in the County Government Center, please contact VTA for related routes.

Opening

1. Call to Order/Roll Call.

2. Public Comment.

This item is reserved for persons desiring to address the Workgroup on any matter within the subject matter jurisdiction of the Workgroup that is not on this agenda. Members of the public who wish to address the Workgroup on any item not listed on the agenda should complete a Request to Speak Form and give it to the Deputy Clerk. The Chairperson will call individuals to speak in turn.

Speakers are limited to the following: three minutes if the Chairperson or designee determines that five or fewer persons wish to address the Workgroup; two minutes if the Chairperson or designee determines that between six and fourteen persons wish to address the Workgroup; and one minute if the Chairperson or designee determines that fifteen or more persons wish to address the Workgroup.
The law does not permit Board action or extended discussion of any item not on the agenda except under special circumstances. If Board action or response is requested, the Board may place the matter on a future agenda.

3. Approve Consent Calendar and changes to the Workgroup Agenda.

   Items removed from the Consent Calendar will be considered at the end of the regular agenda for discussion. The Workgroup may also add items on the regular agenda to the Consent Calendar.

Notice to the public: there is no separate discussion of Consent Calendar items, and the recommended actions are voted on in one motion. If an item is approved on the consent vote, the specific action recommended by staff is adopted. Members of the public who wish to address the Workgroup on Consent Calendar items should comment under this item. Each speaker is limited to two minutes total.

### Regular Agenda - Items for Discussion

4. Receive report from the Office of Cultural Competency relating to the 2020 Race Equity through Prevention Work Plan. (ID# 99872)

5. Receive report from the Office of Cultural Competency and Forward Changing Consulting relating to the research regarding the dismantlement of school-to-prison pipeline in Santa Clara County. (ID# 99880)

### Consent Calendar

6. Approve minutes of the October 11, 2019 Race Equity through Prevention Workgroup (REP).

### Adjourn

7. Adjourn to next meeting of the Juvenile Justice Systems Collaborative Race Equity through Prevention Workgroup on Friday, February 14, 2020 at 9:00 a.m. in the Andrew Hill Conference Room, Social Services Agency, 353 West Julian Street, 1st Floor, San Jose.
DATE: January 10, 2020

TO: Juvenile Justice Systems Collaborative

FROM: Arcel V. Blume, Director of the Office of Cultural Competency

SUBJECT: Receive report on the 2020 Race Equity through Prevention Work Plan

RECOMMENDED ACTION

Receive report from the Office of Cultural Competency relating to the 2020 Race Equity through Prevention Work Plan.

BACKGROUND

Discussion continued from the December 13, 2019 Race Equity through Prevention (REP) workgroup meeting. The REP Workgroup is focused on race equity, promoting child well-being, and reducing racial and ethnic disparities through collaborative prevention efforts to reduce youths entering the juvenile justice system. These efforts encapsulate a whole person, whole family approach by identifying systemic barriers, resource gaps and opportunities to strengthen or make changes to existing policy and programming.

The REP workgroup will review and finalize the work plan goals and objectives to determine priorities and needs for 2020. Additional items to be considered in revision of the work plan include:

- K-12 grade Suspension/Expulsion Evaluation,
- State and Federal policy changes affecting school attendance and suspensions (e.g., SB419- Eliminates suspensions in K-8 for defiance or disruption),
- Review and evaluate all Santa Clara County School Districts to further examine disparities and invite districts or specific schools to partner with REP to address racial and other types of disparities. Partnership may include providing assessment and evaluation assistance of best practices, and other cross-system support through The Burns Institute, Santa Clara County Office of Education, SJSU professor and expert on positive school climate, and the Office of Cultural Competency. Emphasizing efforts and needs by region (North County, Central, South County).

Workgroup members will review this final draft to finalize the 2020 workplan.
ATTACHMENTS:

- REP 2020 WorkPlan- PDF 11-26-19 (PDF)
## 2020 Race Equity through Prevention (REP) Workgroup Work Plan

### Overall Goals and Objectives

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
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</table>
| a) Reduce suspensions and expulsions for youth of color, particularly African American and Latinx youth, in Santa Clara County | 1. Invite partnership with Santa Clara County School Districts or specific schools to co-develop an assessment and recommend changes to policies and practices that address racial and ethnic disparities and other inequities, including:  
   a. Partner with the Santa Clara County Office of Education to build relationships with district and school administrations.  
   b. Partner with one or two districts or schools that have significant disparities based upon the data, offer assistance or when invited by partners to evaluate student data for racial/ethnic disparities.  
   c. Leverage existing frameworks in districts and/or schools (e.g., MTSS, LCAP).  
   d. Assist in the development of policies, initiatives and programs that improve school climate and student engagement (e.g., attendance).  
   e. Co-create alternatives to suspension and expulsion that are not exclusionary and do not remove students from the learning environment.  
   f. Monitor data to assess progress, including qualitative data, particularly from students who have been suspended or expelled.  
  2. Identify recommendations and implement advocacy steps that can have greater impact across systems.  
  3. Support other partnerships that inform the work of REP and the JJSC.  
   a. The VERA Institute and Office of Women’s Policy to end girls’ incarceration within Santa Clara County  
   b. Tia Martinez and SCCOE to review the school-to-prison pipeline holistically and identify avenues for cross-system coordination to address family and youth needs, as well as student engagement in school and prosocial activities. |

Revised 11/25/2019
## Overall Goals and Objectives

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</table>
| b) Eliminate use of suspension for 48900(k) violations, also known as willful defiance. | 1. Work with partner districts/schools to find alternatives to suspensions for willful defiance.  
2. Identify strategies to inform and engage administrators and teachers around supports for students.  
3. Work with the County Office of Education and school districts to develop recommendations and implement advocacy steps to expand the ban on willful defiance from K-8 to all grades, K-12, and provides alternatives and supports to administrators, teachers, and families. |
| c) Increase community engagement in the Race Equity through Prevention (REP) Workgroup. | 1. Work with the W. Burns Institute and JJSC workgroups to review and implement the community engagement framework, including:  
   a. Coordination across workgroups to maximize reach of these efforts and avoid duplication.  
   b. Partner with Community, which may include scheduling evening meetings and at locations accessible to the community.  
2. Work with Youth Advisory Council (YAC) to create a space that is youth-friendly, where young people feel comfortable and equipped to authentically engage. |
DATE: January 10, 2020

TO: Juvenile Justice Systems Collaborative

FROM: Arcel V. Blume, Director of the Office of Cultural Competency

SUBJECT: Receive Report on School to Prison Pipeline Research

RECOMMENDED ACTION

Receive report from the Office of Cultural Competency and Forward Changing Consulting relating to the research regarding the dismantlement of school-to-prison pipeline in Santa Clara County.

REASONS FOR RECOMMENDATION

In efforts to address the racial disproportionality of youth within the County of Santa Clara juvenile justice system, the County had made the commitment to uphold racial equity and combat racism in all its forms throughout the youth justice system. The Juvenile Justice Systems Collaborative (JJSC) and its Workgroups (Race Equity through Prevention and Race Equity in Justice Systems) work to address disproportionally through prevention and systems change while working with all partners that may impact a child involved in the juvenile justice system. Research surrounding the school-to-prison pipeline has shown how multiple systems have an impact on families and children from an early age, beginning from birth in some cases. Research and data can help guide conversations and lead to changes that will improve the outcomes for young people within our community.

BACKGROUND

Tia Martinez from Forward Change will present to the Race Equity through Prevention (REP) workgroup information gathered through her school-to-prison pipeline research. The research and experience that Tia Martinez has will provide a new perspective in completing the current work that REP is doing through its workplan. The Race Equity through Prevention (REP) workgroup proposes to utilize the research and expertise that Tia Martinez can provide to give direction to the workgroup’s workplan.

Tia Elena Martinez has over 25 years’ experience working for social justice in working class communities of color in the United States. Over the decades, her work spanned a wide range of issues including K-12 education, the HIV/AIDS epidemic, the war on drugs, homelessness, affordable housing, disconnected youth, and immigration. She is currently the
Executive Director of Forward Change, an organization that helps advocates and community organizers use data, strategy and research to advance racial, economic, and gender justice. Her focus is on dismantling the school to prison pipeline, ending mass incarceration, and transforming life chances for children of color.

The REP workgroup members will use the information from this presentation and discussion for best practices within the REP and JJSC workplans.

**ATTACHMENTS:**

- SC County REP Meeting 1.10.20 (PDF)
Breaking the School to Prison Pipeline in Santa Clara County: Building an Integrated System of Support Across Agency Silos

January 10, 2020
Race Equity through Prevention (REP) Workgroup
Tia Martinez

*Information provided in this presentation is intended for use within the County of Santa Clara and working partners.
School Climate Leadership Team: The past year

**July 2018**
- Interviewed key stakeholders at the county wide level including SCCOE, Probation, Behavioral Health, Public Health, DFCS, Mayor’s Gang Prevention Taskforce, ESJ Division
  - Describe what it looks like when collaboration with the school system goes right
  - Describe what it looks like when collaboration with the school system breaks down
  - Identify use cases or “pain points”
  - Describe frameworks that you currently use to tier clients (tirage) by need and match them with differentiated services

**August 2018**
- Introductory training on Multi-Tiered Services and Support (MTSS)
- Built familiarity with the school system’s accountability systems
- Create a shared and consistent definition of the three tiers of services used in MTSS and how our agency services map onto this framework
- Increase knowledge of the range of initiatives, interventions, and services happening across county agencies with the potential to dismantle the school to prison pipeline
- Increase familiarity with systems thinking approaches and the system dynamics driving the school to prison pipeline

**April & August 2019**
- Define and reaffirm our Why: Data Review and Value Exchange Definition
- Report out on findings from the interviews
- Report out on the tiering and mapping of services to the school to prison pipeline
- Co-create a shared analysis of the current system’s problem
- Co-create a shared hypothesis for potential solutions
- Identify entry points and break into working groups
Remaining Challenges
Overuse of out-of-school suspension is best understood as a proxy indicator flagging five general categories of challenges:

1. School culture, classroom management, teacher/student relationships, students’ sense of belonging
2. Students’ and adults’ social emotional skills
3. Students and family facing material deprivation including food insecurity, lack of childcare, homelessness, lack of healthcare, and poverty
4. Student, family, and community dealing with complex trauma and behavioral and physical health challenges – often across generations
5. Explicit and implicit bias in the education system

There’s an urgent need to think about how we change, measure and hold systems accountable for addressing these problems...
Children and Families in Santa Clara County

415,333 children 0-17 years old
277,874 students enrolled in public school
116,658 students eligible for Free / Reduced Lunch
$47k annually for a family of 4, $917 dollars a week

According to MIT’s living wage calculator, housing costs alone for a family of four = $30,264, Food = 10,529, Transportation = $10,425

Living Wage Salary for a family of 4 = $75K
Aligning County Systems
Interviewed key stakeholders at the county agency level

• Describe the ways that your agency interacts with / touches school districts?
• Describe what it looks like when collaboration with the school system goes right
• Describe what it looks like when collaboration with the school system breaks down
• Identify use cases or “pain points”
• Describe frameworks that you currently use to tier clients (triage) by need and match them with differentiated services? How close or far is this framework from MTSS’s framework?
• What type of barriers / challenges from your department head/middle management/direct providers to adopting / aligning MTSS’s framework?
Findings from interviews with county stakeholders

- SCCOE and Districts
- SCC-Probation
- SCC-Behavioral Health
- SCC-Public Health
- SCC-DFCS
- San Jose Mayor’s Gang Prevention Taskforce
- SCC-ESJ Division, Cultural Competency, LGBTQ, OWP, OIR
Defining the problem: Lack of Interoperability

32 School Districts
411 Schools
292K Students

13 Police Departments
Lots of Precincts
2,734 Arrests of Minors
Defining the problem: Lack of interoperability
Interview findings demonstrate the high costs for County Agencies of having to figure out how to connect with 30 to 400 different systems. One huge challenge is getting MOU’s in place. Tons of energy is devoted to getting into the district and finalizing the MOU. Internally, we get a grant or funding allocation and there is the pressure to deliver - we need to get into schools but there are gatekeepers and we have really limited time because once April hits the year is over. Can get delayed if you are reliant on one person at the district or school and that one person leaves and you have to start over again. And you have the teacher waiting, waiting, and they don’t get what they want and they begin to lose faith.

Even when we do finally get the MOU, we still face barriers. Challenges at the school level because schools will either take everything or implement nothing. Or even take everything AND implement nothing. Teachers and administrators treat our interventions like a passing thing, the “flavor of the month” that they know will soon pass. Even when we get the superintendent to buy in it isn’t communicated down to principals, admins, and teachers…

The county lead of this program is ALWAYS hustling to build relationships. Usually districts reach out when there has been an incident. It’s really difficult for our county lead to establish in-roads because the teachers are inundated with competing programs and curriculums. She has been struggling with one particular district to establish an MOU. Each silo within Public Health has to negotiate their own MOU. NO master agreement. NO systematic way to even know which programs are in which schools!
When connections are made, they are based on personal relationships and are rarely systematized – and this dynamic contributes in inequity.

What has worked is building deep trusting relationships with specific school district personnel that work placing kids - then have meeting with them directly. Talk about youth and family needs, come up with a good match. By building that relationship this person got more appropriate placements. Things changed though - used to be just one person that made the decision but now there are three people making that decision. All of our “solutions” are so person dependent.

Because we tend to go where we have good relationships – this means that often services are not going to the schools and districts with highest need. Instead they go to the schools and districts with the most collaborative leaders with whom we’ve built great relationships. And, unfortunately, those leaders and relationships don’t map onto level of need. So the existing relationship based way of resourcing districts can actually exacerbate inequity.
Hypothesized Solution: SCCOE as the universal adapter hub that connects districts and schools to county agencies
Hypothesized Solution: Santa Clara County Ecosystem

SSCOE builds capacity at the district and school level to assess students, tier services, deliver differentiated, positive school-based supports AND creates coherent school to district systems through which connections to non-school services can be made.

Increase coordination and cooperation between county and city departments and school districts around alignment of referrals and provision of non-educational services.

SC County Office of Education

SC County Probation

SC County Behavioral Health

SC Department of Family and Children’s Services
School Linked Service Coordinators as **the school level** as a potential conduit linking families to services across agency silos

**Potential “glue” function**

SLS Coordinators are the potential “glue” for the system. But the model where you have one coordinator for the district isn’t as effective as having a coordinator at each school site. They are most effective when they are embedded in the network of families in the community, teachers and admins in the school, and services in the community. The first two – school and family networks – can’t really be authentically connected with at the district level. You need to be at the school site.

**Concerns exists...**

Quality and training of SLS coordinators varies greatly. Need more attention to consistent and quality implementation, standard training, and a program model which is delivered with fidelity.

The SLS coordinator changes so much that they don’t build trust or they don’t know the network of providers well enough.

Often the needs of the kids and families are too high or intense for the SLS’s capacity. SLS will refer to services, but the warm hand off is just not enough. You need to take the family by the hand and make sure they make the connection.
However, currently we lack a sustainable funding model to place SLS coordinators at the school level.
Work Groups

• **Barrier: One to Many; Solution: Standardized Adaptor:**
  - Create and vet model MOU’s with key departments
  - Develop county agency specific workflows / processes from point of referral to receipt of services
  - Integrate Intro to County Systems into SSCOE’s MTSS training for cohorts; District leadership teams introduced, trained on model MOUs, standardized processes
  - Pilot in one system

• **Barrier: Lack of Information; Solution: Searchable catalogue of services by tier**
  - Web based catalogue of Tiered Services across County and City Agencies

• **Barrier: Lack of school level connector; Solution: Scale the SLS Program**
  - Create an SLS work group to tackle sustainable funding model, implementation and standardized program model, coordination of all school navigators
Aligning Tiers

Primary, Secondary, and Tertiary prevention can mean very different things depending on where you sit in the system

For instance, from DFCS perspective, Differential Response would be considered pushing back into Tier 1 and Tier 2 type services

However, from the perspective of the school system, differential response into a family system would be seen as Tier 2 or Tier 3
<table>
<thead>
<tr>
<th>Services</th>
<th>Student</th>
<th>Family</th>
<th>System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Social Emotional Curriculum</td>
<td>Home Visits</td>
<td>Teacher and administrator training on PBIS</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Check In Check Out</td>
<td>Triple P</td>
<td>Cohort Training + Coaching on MTSS</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Wrap Around Services</td>
<td>Multisystemic Therapy</td>
<td>SSCOE’s Differential Response</td>
</tr>
</tbody>
</table>
County agencies tiered their services and then identified those most relevant to the school system
School and Community Builds Agreement on Core Values and Behavioral Expectations:

- Student Voice:

Reconnecting Disconnected Youth:

- Youth Organizing and Leadership

Pre-Adjudication Diversion:

- IEPs, Student Support Teams, Wrap around
- Collaboration with Probation Officer and DFCS Case Worker
- Family and Individual Therapy

Out of School Suspension

- Teacher makes an office referral

Rigorous, culturally relevant instructions

High expectations for all students

School Police and PO's no longer involved in discipline issues

End Transfers to Adult System and Close Youth Prisons:

- Alternatives to incarceration;
- School Police and PO’s no longer involved in discipline issues

Social Emotional Learning

- Rites of Passage Programs/Character Development
- Community Circles/Restorative Practices

District level systems and processes that connect schools and students to county and CBO services

- IEPs, Student Support Teams, Wrap around
- Collaboration with Probation Officer and DFCS Case Worker
- Family and Individual Therapy

PD for Teachers on classroom management and positive behavioral supports

- Trauma informed teaching
- Implicit Bias and Culturally Relevant Pedagogy

Social Emotional Support

Dropping out of high school doubles to quadruples the probability of going to prison

- Family and Community Supports and Partnership
- Parent Leadership
- Housing
- Food
- Healthcare
- Living Wage

Police Accountability:

- Youth Development: Summer jobs, arts and sports, manhood development, healing circles
- Substance abuse treatment

Rigorous, culturally relevant

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- Student Voice:
Defining the Value Exchange for County Agencies
Two distinct sets of reasons that county agencies have “skin in the game”

• For agencies like DFCS and Probation, they want to know that their clients – all of who are students - are embraced, accepted, and get access to a great education. They don’t want their youth labeled or pushed out.

• They also want to make sure there’s clear communication across systems about needs, services and roles coming from different agencies and CBO’s. And that the confidentiality of their clients is protected.

• Finally, they want to make sure that their young people aren’t confined to just “tier 3” services – but are integrated into the range of tier 2, small group interventions, including mentoring, CICO, rights of passage, and that the universal tier 1 services fully reflects their academic and social emotional needs.
Concerns voiced about the labeling of kids involved in deep end systems...

Kids and families are labeled. Are the teachers and admins being educated about trauma informed training? School is supposed to be a place of learning.

What happens to the siblings of older kids who are younger - they get labeled as well.

Any youth that has the probation label - I think that young person is completely at a disadvantage at any district in the county. When I think of typical high school behavior - when you are on probation suddenly all this behavior is criminalized. The first person that gets called is not the family - but its the Probation Officer.
...and framing of the young people as a threat to teacher safety

Teacher narrative is that these kids are a safety risk. That’s when they bring in the police and the PO. Paradigm that sees them as a student that is not safe or conducive to the learning environment.

Because schools have pushed out these kids for so many decades – they’ve lost the skills to deal with them. There’s this teacher attitude - that I'm not safe I am no longer safe in these schools because I didn't sign up for this.

Some districts are really training up their teachers to deal with kids. Asking ‘when you say you're unsafe - what does that mean?’ What role does implicit bias play in you thinking you're unsafe?
Second reason goes beyond the two to three thousand families they serve; it is about the ability of these agencies to reinvent themselves as prevention providers.

Unlike schools, in Child Welfare and Probation more kids involved in these systems is not a good sign. In fact, the goal is to keep families and children safe while limiting the number of young people incarcerated or removed from their homes.

**PROBATION**
- 3,668 arrests/citations
- 947 arrests diverted to services
- 1,212 detained at juvenile hall
- 1,535 petitions filed
- 174 in OHP

**DFCS**
- 14,517 children with referrals alleging child abuse or neglect
- 2,029 children with substantiated reports
- 622 children entered out of home care

Ranch=99; Juvenile Hall=41; Foster care =27; DJJ=7

Relative =; NREFM = ; Resource Family; Short Term RTP
Ultimately, both systems are looking for ways to intervene earlier before things get to the point where things are so bad that they need to do things like removal or incarceration.

That means Probation is interested in the 2,000 young people who didn't get referred or petitioned and understanding what it is that is leading to arrest – and how they can prevent future arrests. Hence the Neighborhood Service Unit – and School Probation Officers doing Joven Noble.

That means DFCS is interested in how to do the crucial preventative work among some subset of the 12,000 call that weren't substantiated and didn't risk to the level of requiring removal but clearly identified families in need. Hence we see this through the expansion of differentiated response to families.
In order to do this they have a vested interest in partnering with the one state institution that has daily contact with all kids before things go sideways – the school system....

... and ultimately building its capacity to partner with them and to fully include and serve all the youth they work to screen out of the deep end...
1. Call to Order/Roll Call.

The meeting was called to order by Chair Arcel Blume at approximately 9:08 a.m.

<table>
<thead>
<tr>
<th>Committee Position/Organization</th>
<th>Member</th>
<th>Status</th>
<th>Named Alternate</th>
<th>Status</th>
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<tr>
<td>Behavioral Health Services</td>
<td>Sheri Terao</td>
<td>Absent</td>
<td>Sue Nelson</td>
<td>Present</td>
</tr>
<tr>
<td>Social Services Agency</td>
<td>Robert Menicocci</td>
<td>Absent</td>
<td>Debra Pochia-Usher</td>
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<td>Parent Advocate</td>
<td>Dana Bunnett</td>
<td>Present</td>
<td>Vacant</td>
<td>Present</td>
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<tr>
<td>SCC Police Chief’s Association</td>
<td>Michael D’Antonio</td>
<td>Absent</td>
<td>Peter Decena</td>
<td>Absent</td>
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<td>Faith Community</td>
<td>Danny Sanchez</td>
<td>Absent</td>
<td>Vacant</td>
<td>Present</td>
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<td>SJPD, Mayor’s Gang Task Force</td>
<td>Shawny Williams</td>
<td>Absent</td>
<td>Anthony Mata</td>
<td>Absent</td>
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<tr>
<td>City Manager, City of San Jose</td>
<td>Julie Edmonds-Mares</td>
<td>Absent</td>
<td>Angel Rios Jr.</td>
<td>Absent</td>
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<tr>
<td>SCC Office of Education</td>
<td>Mary Ann Dewan</td>
<td>Absent</td>
<td>Jennifer Del Bono</td>
<td>Present</td>
</tr>
<tr>
<td>Superintendent, School District</td>
<td>Chris Funk</td>
<td>Absent</td>
<td>ShaKenya Edison</td>
<td>Present</td>
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<tr>
<td>SEIU Local 521</td>
<td>Mary Hernandez</td>
<td>Absent</td>
<td>Mullissa Willette</td>
<td>Absent</td>
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<tr>
<td>Youth Advocacy Organization Representative</td>
<td>Susie Rivera</td>
<td>Absent</td>
<td>Vincent Cabada</td>
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<td>Youth Advocacy Organization Representative</td>
<td>Craig Pasqua</td>
<td>Absent</td>
<td>Hilda Morales Lucio</td>
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<tr>
<td>Office of Cultural Competency</td>
<td>Arcel Blume</td>
<td>Present</td>
<td>Protima Pandey</td>
<td>Absent</td>
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<tr>
<td>Public Health Department</td>
<td>Rhonda McClinton-Brown</td>
<td>Present</td>
<td>Maritza Rodriguez</td>
<td>Absent</td>
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</tbody>
</table>

Also Signed-in as Present:

Oscar Inzunza, Office of Cultural Competency
Kassie Hernandez, Office of Cultural Competency
Glenn O’Nan, Lighthouse of Hope
Brandon Aguilera, Youth Advisory Council
Juliana Vanmeter, Office of Cultural Competency
Rose Litvin, Office of Cultural Competency
Khoi Nguyen, Social Services Agency
Fannie Rackover, Office of Cultural Competency
Morena Cruz, Santa Clara County Probation
Damon Silver, Public Defender’s Office
Daisy Cortez, Santa Clara County Probation
Kris Scott, Fresh Lifelines for Youth
2. Public Comment.

- Jennifer Del Bono from the County Office of Education stated they received a Youth Transformation Grant (3 received in Santa Clara County). Also, Tobacco Use and Prevention Program received Dept. of Justice Grant to reduce suspensions around vaping and vaping issues.
- Sue Nelson from Santa Clara County Behavioral Health Services stated County received an Opioid treatment grant to work with youth that have opioid issues.
- Glenn O’Nan from Lighthouse of Hope introduced they have a new program called Sons and Fathers which is a 13-week program and is seeking referrals.

3. Approve consent calendar.

No Items on Consent

4. Discuss and approve revised meeting location for November and December 2019 meetings at SSA Bldg, 353 W. Julian Street, 1st Floor, Andrew Hill Conference Room, San Jose (ID # 98814)

Oscar Inzunza from the Office of Cultural Competency announced the change in venue with the moving of the FRC to Julian. Suggested to come early for the next meeting to locate the space and find adequate parking. Will have to vote in the next two months if we want to remain at that space, or relocate to another space. Motion to move location and approved by present members.

Motion: Sue Nelson
Second: Kenya Edison
Unanimously approved.
5. Receive verbal report from the W. Haywood Burns Institute relating to 2019 High School Suspension Analysis (ID # 98693)

Joanna Lowry from Burns Institute completed her presentation that was continued from the previous September REP meeting and requested the workgroup narrow down efforts to one or two schools based on the previously chosen 4 (San Jose Unified, East Side Union High, Gilroy Unified, or SCCOE). The workgroup requested a motion to approach Gilroy Unified and San Jose Unified in attempts to partner with them and then examine other possible partnerships. Kenya Edison suggested putting together a strategic meeting before approaching them.

Motion: Sue Nelson
Second: Kenya Edison
Unanimously approved.

6. Receive verbal report from the Office of Cultural Competency and New Hope for Youth relating to the Si Se Puede project (ID # 98682)

Phillip Rodriguez with New Hope for Youth presented an update of the work they’re doing with their Si Se Puede program. The program is part of the Innovative Ideas contract through the JJSC to examine different approaches in reducing juvenile justice involvement.

Workgroup received report with no action taken.

7. Receive report from the Office of Cultural Competency relating to the 2020 Race Equity through Prevention Work Plan (ID # 98683)

Arcel Blume from the Office of Cultural Competence began discussion about the workgroup project list to direct the workplan for the next year. The workplan will be changed to include recent REP efforts and examine disparities holistically in districts from Elementary to High School. This discussion will be continued at the next REP meeting November 8, 2019.

Item was continued for the November 8, 2019 meeting.

8. Adjourn to next meeting of the Juvenile Justice Systems Collaborative Race Equity through Prevention Workgroup on Friday, November 8, 2019, at 9:00 am
in the Santa Clara County Social Services Agency Building, 353 West Julian Street, Andrew Hill Conference Room, San Jose.

The meeting adjourned approximately at 10:57 a.m.

Respectfully submitted,
Oscar Inzunza