OFF AGENDA REPORT MEMO

Date: April 21, 2020

To: Honorable Board of Supervisors
   Jeffrey V. Smith, County Executive
   Megan Doyle, Clerk of the Board

Cc: DCE David Campos
    COO Miguel Marquez
    County Counsel James Williams
    D1 Chief of Staff Christine Stavem
    D2 Chief of Staff Scott Strickland
    D3 Chief of Staff Don Rocha
    D4 Chief of Staff Derrick Seaver
    D5 Chief of Staff Kristina Loquist
    OBA Analyst Erica Kelly

From: Arcel V. Blume, Office of Cultural Competency

Subject: Off-Agenda Report Relating to the Universal Access Progress Report in Alum Rock and Franklin McKinley School Districts

Honorable Members of the Board of Supervisors, Dr. Smith, and Ms. Doyle:

Please find attached an off-agenda report relating to the progress of the Universal Access Pilot in Alum Rock and Franklin McKinley school districts. The second file includes all attachments referenced in the report.

To avoid discussion of this item among a majority of the Board, please do not hit “Reply to All” with any substantive comments.

Respectfully,

Arcel Vazquez Blume, Ph.D.
Director of the Office of Cultural Competency, CEO Division of Equity & Social Justice

Board of Supervisors: Mike Wasserman, Cindy Chavez, Dave Cortese, Susan Ellenberg, S. Joseph Simitian
County Executive: Jeffrey V. Smith
Universal Access Pilot Program Progress Report

April 2020

From
Office of Cultural Competency, Division of Equity and Social Justice Office of the County Executive

To
County of Santa Clara Board of Supervisors

Partners
FIRST 5 Santa Clara County
Santa Clara County Office of Education
Alum Rock Union School District
Franklin McKinley School District
City of San Jose Public Library
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Attachments:

Attachment 1: Update on 12 UAP Tasks
Attachment 2: UAP Leadership Team, Purpose, & Guiding Principles
Attachment 3: UAP Partner Roles
Attachment 4: UAP Partner Network Qualitative Stories
Attachment 5: UAP 2019 Evaluation Report
Executive Summary

Leadership Structure and Purpose Defined. The UAP has a fully defined working leadership and meeting structure to ensure system integration. UAP partners developed guiding principles and governance for its work. A Service Delivery Team in each school district meets regularly to coalesce and operationalize partnership and referral process to support “no wrong door” services.

UAP PartnersResponsive to the Emergency Covid19 Health Crisis. From the initial shelter in place order by the SCC Public Health Officer, UAP partners met weekly to identify and address emerging needs. Through the UAP partner network, biggest areas of need identified include navigation to housing rental assistance, food access, unemployment and benefit enrollment. UAP County staff activated to navigate support via videoconference apps, and worked with FIRST 5, Alum Rock and Franklin McKinley school districts to make adaptations to the service delivery model. The partner network has expanded to ensure that families are supported in all ways possible. A UAP Resource and Information Guide is distributed weekly and is posted online for access to the full network of providers.

Addressing Systemic Barriers. Identifying system barriers and creating new solutions or alternatives is a hallmark of the UAP. The UAP leadership is targeting improvements in connecting families to housing assistance. A recent change includes Health Trust Housing Navigators working out of the FRCs to better enroll and connect families to housing resources. UAP is working to improve linkages for families who can afford ongoing rent. Resources are more readily available for families in need of prevention housing supports (e.g., deposits, furniture, one-time costs).

UAP Pillars to Ensure Impact. As part of its strategic approach, UAP focuses service delivery on six UAP pillars of health and well-being. Connecting with families in a manner that is guided by quality customer service and is focused on target determinants of health and well-being supports impact in achieving outcome goals. UAP family navigators partner with families to address their presenting and emerging needs and in the process ensure: housing and food security, linkage to quality preschool and child care, developmental screenings, dental and medical homes for children and parents, and family engagement in early learning, including attention to student attendance.

County of Santa Clara Consent Form Operational. Completion of the County’s consent form allows full data entry, when signed consent is provided. Forms have been translated to Spanish and Vietnamese. During Covid19, family navigators adapted to support signing of consent forms.

Housing Security. Thirty-five percent of ARUSD and FMSD were moderately to very concerned about their housing situation (pre-Covid19). UAP partners are working to increase knowledge and resources by type of family housing need, develop stronger alignment with the Office of Supportive Housing, Destination Home and the Prevention Network to reduce homelessness and housing insecurity, and address systemic barriers in housing services.

Food Security. Twenty-five percent of families were moderately to very concerned about their ability to provide their family with enough healthy food. Increasing access to SSA CalFresh and Medi-Cal within the UAP was identified as an opportunity for coordination. Conversations are underway with SSA DEBS to discover the best mechanism for enrollment at the FRCs. Due to the public charge concerns, the process has been slow to ensure best method to engage families.

Quality Early Childhood Education Slots Close to Full Capacity and More Slots Added. SCCOE’s data of all subsidized early education child slots show that on March 4, 2020, 97 percent
of child slots were filled in ARUSD and FMSD. Approval of state licensing for both Adelante 1 and 2 preschool Spanish immersions programs added an additional 48 new slots and the Painter Parent Co-Op for half-day curriculum increased from 15 to 24 slots. The Painter Co-op is expected to become fully licensed by August 2020 for a total of 48 slots across the two half-day sessions.

**Children’s Developmental Screenings.** In both ARUSD and FMSD, total developmental screenings increased by hundreds between 2016-17 and 2018-19. In total, 2,056 developmental screenings were provided across the two districts in FY 2018-19.

**Dental and Medical Homes.** FIRST 5 coordinates the programming within the UAP with Healthier Kids Foundation to implement core health promotion strategies. Over 14,000 hearing, vision, and dental screens for children 0-9 years were completed. Of those children flagged for health issues, almost all had a successful outcome: 76 percent (vision), 80 percent (dental), 89 percent (hearing). Children served by FIRST 5 in Alum Rock and Franklin McKinley communities had high levels of primary health assets, in terms of medical and dental coverage. Ninety-four percent of children had both designated regular doctor and a 12-month well-child check-up.

**Family Engagement in School and Early Learning.** The majority of Alum Rock and Franklin-McKinley families read or showed picture books to their children, engaged in singing and story-telling at least three times per week. As part of leveraged activities, FIRST 5 trained all FRC staff to utilize the Strengthening Families model on a consistent basis. FIRST 5 has worked with UAP partners to understand the different family engagement models, tools, and resources being utilized. Once establishing a clear definition for family engagement for UAP, FIRST 5 will evaluate the districts’ needs for the Strengthening Families training and arrange for training as needed.

**Making Progress across the Original 12 UAP Tasks.** Progress continues across the 12 UAP tasks with several completed. The UAP partner network convenings, which includes SLS, FIRST 5, FRC and OCC, have been established and are focused on fine-tuning the service delivery model for each district. SSA DEBS completed the application for the Home Visitation Program and is now receiving funding to serve parents of infants born into poverty; staff have been hired; implementation began in January 2020; and by March 2020, 27 families had enrolled in the program. UAP fully leverages FIRST 5’s housing staff, a prevalent need among families served by County UAP family navigators, and requested the Housing Assistance Program be integrated into the FRC models at Educare and Chavez to decrease the number of process steps for families; this will be included in FIRST 5’s next RFP cycle. UAP housing assistance funding of $120,000 met 24 percent of the needs of households across the two districts for homelessness prevention with children under five years of age. (See Attachment 1.)

**UAP Partners Presented at a Statewide FIRST 5 Summit.** UAP collaborative work was featured at the statewide FIRST 5 Child Health, Education and Care Summit in Irvine, Feb 2020.

**UAP Budget Challenges.** Due to a changing economy, the UAP budget and staffing have been delayed, requiring significant advocacy and time to secure funding for each fiscal year. The Board of Supervisors approved the funding of nine full time permanent codes to support quality family navigation and coordination of cross-system partnership.

**Data Collection Challenges.** There have been data collection and reporting challenges due to having multiple data systems, collection of client confidential forms, training and staff database access. UAP partners worked through system barriers related to data entry for families with children over six years and families outside the school districts or FRCs.
Introduction

On April 2018, the Board of Supervisors approved the launch of the Universal Access Pilot (UAP) through the Office of Cultural Competency, Office of the County Executive. In May 2019, the Board of Supervisors approved a three-year extension of the UAP.

The UAP is committed to cross-system coordination and integration in service to family navigation that is culturally-responsive and applies a whole child, whole family approach where all doors lead to support. The target population includes all children, zero through third grade, and their families in the Alum Rock Union School District (ARUSD) and Franklin McKinley School District (FMSD). To support cross-system work focused on connection to quality early education programs, child care, and access to services and supports that strengthen social determinants of health and well-being, the UAP partnership includes: SCC, FIRST 5 Santa Clara County, Santa Clara County Office of Education (SCCOE), ARUSD, FMSD, City of San Jose Public Library, Social Services Agency (SSA), Behavioral Health Services Department School Linked Services (BHSD SLS), and Public Health Department (PHD).

Using the Pathways to Success Logic Model developed and adopted by the two school districts (with adaptation to meet the specific needs and priorities of each), cross-system coordination is expected to improve child and family outcomes. As the diagram indicates, for young learners to succeed by third grade, supports need to be nested within each layer of families’ ecosystems and across children’s early developmental lifespan, from prenatal through third grade.

UAP partners are committed to developing cross-system partnerships that bridge alignment toward a shared vision that is holistic, unified and integrated between the educational system, FIRST 5 FRCs, SLS coordinators, community-based supports, and county safety net programs. In this manner a service delivery system is built in each school district through partner coordination to align services in the best interest of families and children. (See Attachments 2 for the UAP Leadership Roster, Purpose and Guiding Principles; and Attachment 3 for the UAP Partner Roles.)

UAP Partner Network Response to Family Needs as a Result of the Covid19 Pandemic

On March 16, 2020 Santa Clara County issued a county-wide shelter in place order to tamp down community transmission of the coronavirus. County UAP family navigators, being non-essential employees, began to work from home to respond to the anticipated emerging community needs in the Alum Rock and Franklin McKinley school districts. Utilizing multiple technology platforms, staff have been able to maintain contact with current clients and creatively assist new clients in obtaining needed supports. With the inability to meet clients in person, the team began using multiple video platforms as well as the phone to connect with families in English, Spanish and Vietnamese. Families have responded positively to the option of being able to “see” the person helping them during the shelter-in-place order. Therefore, County UAP navigators continue to provide high quality navigation support to families and will continue to do so in a manner that
abides by the orders of the Public Health Officer. Biggest family needs identified are navigation to housing rental assistance, access to food, unemployment and benefit enrollment.

The wider UAP partner network has worked diligently to stay abreast of changing information streams and new resources in order to continue to meet the needs of families and their young learners. During this time, additional resources are being made available throughout the County, across government, education, and service providers. UAP partners meet weekly via video conference to share updates and identify emerging community and student needs. Examples include:

- **ARUSD and FMSD** have been providing daily breakfast and lunch boxes to families in their school districts, as have other school districts across the county.

- **FIRST 5 and SCCOE** have partnered to put together calming and learning kits that include well-being activities, learning activities for young children, toothbrushes donated from Healthier Kids Foundation (HKF), and contact information for additional resources in multiple languages. The kits are being distributed through FIRST 5 Family Resource Centers (FRC) and school districts.

- **Distance learning** has been a central focus of school district partners for both school age students and preschool-aged children.

- **Mental health and wellness supports** have emerged as a community need, in addition to pre-existing concerns prior to the shelter-in-place order. A hotline number and coordinator support through the Behavioral Health Services Department is fully operational and has been broadly shared. BHSV has been able to connect families to telehealth providers.

- **SSA’s Department of Employment and Benefits Services** is an essential community service need. DEBS has informed partners that families with existing cases will not have their services terminated during the pandemic and that eligibility requirements will be relaxed for new families needing support.

- **FIRST 5, SCCOE, the City of San Jose, and the County of Santa Clara** are working in partnership and alongside each other to secure childcare slots for essential County and City workers. SCCOE conducted a survey to understand capacity and ability of existing preschool centers to receive children of essential workers. HKF is calling all essential hospital County staff to provide linkage to quality childcare. Finding that not all slots were being utilized, the list of essential County staff has been expanded. Once capacity and usage are understood, childcare slots may be made available to the community, as feasible. In addition, FIRST 5 with UAP supports connected with the City of San Jose to help guide their efforts in developing essential licensed quality childcare programming for their workforce.

- **FIRST 5 stepped up to add resources into the UAP service area with diaper and wipe distribution** with support from Supplybank.org and are available through the FRCs with both Catholic Charities and SOMOS Mayfair to coincide with school district drive by meal delivery.

- **The UAP team immediately got into gear with Second Harvest Food Bank** to promote food access points and coordinate with them on specific needs within the UAP service area.

- **Since the shelter in place order, UAP** has provided intensive navigation services to at least 38 families with access to unemployment, Federal CARES funding and benefits assistance.
services where the majority (84%) of families were monolingual Vietnamese (61%) or Spanish (24%) speakers. The intensity of the navigational support derived from testing innovative ways to lend support via remote methods, as well as assisting families with very limited understanding of internet technologies.

- The entire system provided immediate linkage to the Housing Navigators and Housing Rental Assistance Program, until the program closed due to high volume needs beyond allocated funding. Outreach to The Health Trust Housing Navigators were increased in the UAP service region and provided direct information to 34 families affected by Covid19 where 95 percent needed rental assistance 5 percent were homeless. Due to the high need, families are now being placed on a waitlist. Challenges in serving emerging needs include the need for more housing navigators who speak Spanish and working in systems that require documentation when some of the most affected communities navigate a cash economy.

OCC is sending a weekly UAP Information and Resource Guide to its partners and expanding stakeholder network. The resource guide is updated almost daily and is available through OCC’s webpage to ensure partners and stakeholders have access to the most current resources and information to address emerging community needs (link: Office of Cultural Competency; or https://bit.ly/3aLPKVv).

Additionally, OCC UAP has committed to support a Covid-19 related emergency outreach program. Existing navigations resources are being tailored to respond to emerging needs, as well as making adaptations to points of access. FIRST 5 is working with HKF to call families and screen for needs. HKF will be screening families that have been served through their program and refer families who have high or complex navigation needs and reside in either the Alum Rock Union School District or the Franklin McKinley School District to County UAP staff. During this time of Covid-19, OCC UAP will be assessing whether County UAP staff would be available to help HKF families outside of these two school districts, however, as the program has just begun data to make such a decision is not yet available.

Finally, DFCS approached UAP to identify whether the UAP family navigation could be extended to resource families, young parents, and/or other families connected to child welfare services. OCC is working with DFCS, FIRST 5, ARUSD and FMSD to develop a referral and triage process to connect families to UAP family navigators and by extension to the UAP partner network in each school district. In this manner, families may be assisted with their priority need and connected to community supports. In response to the shelter in place order, families with any children, residing in either ARUSD or FMSD, and who meet certain criteria that would make them appropriate candidates for UAP family navigation support may be referred. This strategy may lead to systemic changes in how families referred to child welfare and non-minor dependents who are young parents may be connected to community, SLS, and FRC supports through the UAP partner network.

**UAP is Beginning to Show Signs of Success**

Based on the 10 UAP ZIP Codes and enrollment at both districts, there are 24,000 children, ages 0-9. Through the UAP partner network, thousands of Santa Clara County families were connected to resources that directly supported healthy child development, resulting in over 25,000 service connections. Unduplicated client counts across partners is not currently possible, but the following illustrates unique contacts.
Progress Report on Key Efforts and Activities

1. The UAP now has a fully defined working leadership structure with two leadership teams that meet regularly to ensure system integration.
   a) UAP Leadership Team guides direction, reviews data, ensures service collaboration and identifies key barriers and successes in the UAP. The UAP Leadership Team completed its Governance Structure that defines roles and responsibilities and Guiding Principles for the collaborative structure.
   b) The Service Delivery Team focuses on improving the coordination and ongoing operation of the UAP including implementation of the Service Delivery Models. The UAP Service Delivery Team has been building their bandwidth for service delivery resulting in the finalization of both the FMSD and ARUSD Service Delivery Plans. The full UAP staff teams are now trained on their specific models including clarification of roles and responsibilities of the UAP County Staff, FRC’s, school staff, SLS Teams, and FIRST 5.

2. UAP leadership teams are building momentum, creating synergy and increasing collaboration. Partners are working stronger, more strategic and more integrated in their approach to serve children and families, resulting in system changes and improvements in the service delivery system. Cross-system collaboration is cementing stronger partnerships toward system transformation.
   a) Coalescing the UAP Teams is a significant step. The UAP Leadership Team has focused on early planning efforts such as a plan to address Family Engagement in 2020, improving alignments in housing resources for families and approving a family success plan.

3. Approval of the state licensing for both Adelante 1 and 2 preschool Spanish immersions programs for a total of 48 new childcare slots as well as movement of the Painter Parent Co
Op from half day services for 24 children toward fully licensed in August 2020 for 48 children in half day preschool.

4. County Consent Form is now operational. County Counsel approved the UAP Individualized Consent Form. Presently, the form is only available in English, Spanish and Vietnamese.

5. The UAP was featured in a panel at the Statewide FIRST 5 Child Health, Education and Care Summit in Irvine, February 2020, to highlight cross-system collaborative work and outcomes. The presentation was titled: Kindergarten Readiness Across Santa Clara County: Building Sustainable Systems to Create Universal Access for Every Child.

6. Identifying system barriers and creating new solutions or alternatives is a hallmark within the UAP. We continue to lead and change systems to be more responsive to children and families. We have identified streamlining census outreach, housing assistance, homelessness, emergence of encampments near school campuses, eligibility access for benefits, delays of childcare licensing, alignment with School Linked Services and streamlining client intake forms.

   a) The UAP Leadership has been focusing on improvements to connecting families who need housing assistance. Due to recommendations from UAP, The Health Trust Housing Navigators are now at the FRCs to better enroll and connect families to available housing resources. Though it continues to be a struggle to find affordable rental properties, landlords that offer rental housing and the many challenges of the rental market, there are supports for families to qualify for housing assistance if they can afford the ongoing rent payments. There are resources for families who can afford ongoing rent in terms of deposits, furniture, etc. UAP is working to improve these linkages.

7. In December 2018, OCC submitted to the Board of Supervisors a 12 UAP task workplan to help guide priorities in the first phase of the UAP. An update on this workplan is included in Attachment 1.

Findings for the 6 UAP Pillars

1. **Housing Security**
   Housing and Homelessness are a key barrier for family success in the UAP pilot program. Ensuring families are referred to the appropriate resource for housing financial assistance to prevent homelessness is a critical need. Homeless encampments and RV parking near schools was identified as a barrier for families to safely attend school.

   **UAP Action**
   - A key goal is to increase the knowledge of UAP partners in homeless and housing programs and services. To develop stronger alignment with the Office of Supportive Housing, Destination Home and the Prevention Network in efforts to reduce homelessness and housing insecurity.
   - UAP is hosting ongoing meetings to develop system improvements and changes to allow more families to access housing programs throughout the county system.
   - UAP funded 24 percent of the those served with children 0-5 years (see Attachment 1).
• Almost 50 percent of parents in the Alum Rock and Franklin McKinley communities were not concerned about their housing situation, but 35 percent were “moderately” to “very concerned” about housing.

**Figure 2. Percent of Parents Reporting Concern Regarding Housing Security, 2018-19**

<table>
<thead>
<tr>
<th>Concern Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all concerned</td>
<td>48%</td>
</tr>
<tr>
<td>A little concerned</td>
<td>17%</td>
</tr>
<tr>
<td>Moderately concerned</td>
<td>24%</td>
</tr>
<tr>
<td>Very much concerned</td>
<td>11%</td>
</tr>
</tbody>
</table>

Source: Family Intake Form, n=711.

2. **Food Security**

Increasing access to SSA eligibility for CalFresh, CalWORKs, CalWORKs Childcare and Medi-Cal within the UAP has been identified by UAP and FRC staff as needing greater coordination for families. Initial exploratory meetings were held this quarter with the Department of Employment and Benefit Services (DEBS).

**UAP Action**

- Conversations are underway with SSA DEBS to discover the best mechanism to link CalFresh and Medi-Cal enrollment at the FRCs. Due to the concerns with public charge this has been a slow process to launch in these communities. New ways to engage that provide safe space for families are being explored.

- Food access points within both school districts have been documented. Next steps include beginning conversations with Second Harvest Food Bank to create a stronger partnership and leverage their resources to address food insecurity within the UAP service area.

- Almost 60 percent of families in Alum Rock and Franklin McKinley reported no concerns about their ability to provide themselves and their family with enough healthy food. However, 25 percent were “moderately” or “very concerned.”

**Figure 3. Percent of Parents Reporting Concern Regarding Food Security, 2018-19**

<table>
<thead>
<tr>
<th>Concern Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all concerned</td>
<td>56%</td>
</tr>
<tr>
<td>A little concerned</td>
<td>18%</td>
</tr>
<tr>
<td>Moderately concerned</td>
<td>18%</td>
</tr>
<tr>
<td>Very much concerned</td>
<td>7%</td>
</tr>
</tbody>
</table>

Source: Family Intake Form, n=700.

3. **Quality Preschool and Early Learning**

FIRST 5 leads efforts to provide training for Family Day Care Home and Center providers within the Quality Matters framework. In partnership with SCC and SCCOE, FIRST 5 leads a community partnership that focuses on both increasing the quality of early learning programs serving children birth through five years within a mixed delivery system and access to quality early
education experiences. This quality improvement system model is designed to support different levels of readiness. For family childcare programs that are new to professional development, there is an emphasis on quality improvement support and early literacy.

UAP Action

- Across Alum Rock and Franklin McKinley communities, Quality Matters is supporting 816 teachers at 177 sites who serve 4,305 children. Quality improvement efforts have led to 104 early educators, funded by UAP, to participate in myTeachstone, and 23 staff within two districts were trained on SEEDS for Early Literacy.

- A focus this year has been increasing childcare access within ARUSD. Opening of Adelante 1 and 2 and the half day Co Op at Painter Preschool are two ways to increase families’ access to quality early learning preschool.

- SCCOE tracks enrollment data for all early childhood education subsidized slots under their supervision. In the most recent period, 97 percent of subsidized early education slots were filled. These data were last updated on March 4, 2020, a little before the shelter in place order. Data across the two time periods shows that initial efforts to fill all available slots were successful with percent enrollment at 89 percent. By March 2020, ARUSD experienced 100 percent enrollment and FMSD had 94 percent enrollment. For FMSD, State preschool child slots were slightly less likely to experience equal levels of enrollment as fully-subsidized Federal or Blended enrollment slots. In terms of waitlisted children, by March 2020, ARUSD had 23 children and FMSD had 34 children.

**Figure 4. Early Childhood Education Slots in ARUSD and FMSD (SCCOE Early Learning Services).**

<table>
<thead>
<tr>
<th>District and by ECE Funding Type</th>
<th>November 2019</th>
<th>March 2020*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alum Rock Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blended (Fed, State)</td>
<td>446</td>
<td>401</td>
</tr>
<tr>
<td>State Preschool</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Head Start</td>
<td>301</td>
<td>265</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>UAP Co-Op</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Franklin McKinley Total</strong></td>
<td>587</td>
<td>523</td>
</tr>
<tr>
<td>Blended (Fed, State)</td>
<td>344</td>
<td>317</td>
</tr>
<tr>
<td>State Preschool</td>
<td>144</td>
<td>109</td>
</tr>
<tr>
<td>Head Start</td>
<td>50</td>
<td>49</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>49</td>
<td>48</td>
</tr>
<tr>
<td>UAP Co-Op</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>ARUSD and FMSD Total</strong></td>
<td>1033</td>
<td>924</td>
</tr>
</tbody>
</table>
4. **Children’s Developmental Screenings**

In both Alum Rock and Franklin McKinley school districts, total developmental screenings increased by hundreds between 2016–17 and 2018–19. In total, 2,056 developmental screenings were provided across the two districts in FY 2018–19.

**Figure 5. Developmental Screenings per District, by Year.**

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**Helping a Family with Financial Assistance**

“We are deeply grateful for your help and support offered to us when we were in emergency financial crisis. I’m very appreciative and I wish there can be more similar organizations in our community to support other families who are in need…”

The Universal Access to Early Child Education, Care and Health Program (UAP) team had previously assisted the Lee family with navigating local community resources and connecting them to subsidized preschool for their young child.

In late 2019, a parent in the family was diagnosed with a chronic disease and had to take a medical leave. The other parent in the home attends school full-time to pursue a vocational program certification. When the single source of employment income was reduced, the family was impacted by the financial stress of paying routine rent and utility bills.

The family reached out to UAP again for support. The UAP team provided resources for temporary financial assistance available in the local community, which the family was eligible for. The family was interested in seeking the financial assistance, but they were reluctant to go through with the process at first due to the overwhelming paperwork that they would need to prepare. The application process was complex in addition to the stress the family was enduring in the crisis. To mitigate the stress that the family was facing, UAP worked together with the family to assist with filling out the forms, collecting the required documents, and accompanying them to the application interview appointments.

Through the partnerships with Health Trust and Sacred Heart Community Services, the family received assistance with their electricity and rent bills. The family also received a gift card to assist with gasoline expenses incurred when driving to frequent doctor visits. In addition, UAP provided resources for the family to access free or discounted local recreations and community events with hopes that the parents and their child can still thrive despite the hardships. The parent’s medical condition has been stabilized and they intend to return to work once their doctor approves. The family expressed that they feel connected to the community they are living in and hope other families can also receive the support to navigate and access services that they need. (See Attachment 4 for additional qualitative examples of a “no wrong door” service delivery model.)

Source: Healthier Kids Foundation, 2019
UAP ACTON

FIRST 5 is our key partner in this work through their funding to Gardner Health Services and network. This service fast tracks families’ ability to identify and seek supports in a timely fashion.

5. Dental and Medical Homes

FIRST 5 coordinates the programming within the UAP with our lead partner Healthier Kids Foundation to implement core health promotion strategies: (1) Healthy Lifestyle Workshops (10 Steps to a Healthier You! and Oral Health Education); (2) Vision, and oral health screenings with connection to early intervention services (VisionFirst Program, and DentalFirst Program).

UAP Action

- 10 Steps to a Heathier You! supported 836 parents in the targeted UAP zip codes with implementing healthy habits in their homes.

- Over 14,000 hearing, vision, and dental screens for children 0-9 years were completed. Of those children flagged for health issues, almost all had a successful outcome: 76 percent (vision), 80 percent (dental), 89 percent (hearing).

- Children served by FIRST 5 in Alum Rock and Franklin McKinley communities had high levels of primary health assets, in terms of medical and dental coverage.

Figure 6. FRC Connections: Parent and Child Insurance Rates in ARUSD and FMSD, 2018-19, N=563-625.

<table>
<thead>
<tr>
<th>Parent Insured</th>
<th>88%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Insured</td>
<td>99%</td>
</tr>
</tbody>
</table>

Figure 7. FRC Connections: Health and Dental Connections and Services for Children in ARUSD and FMSD, 2018-19, N=563-625.

| Regular Doctor | 94% |
| 12 Month Well-Child | 94% |
| Regular Dentist | 76% |
| 6 Month Dental Exam | 65% |

The Baby Gateway program, operated by the Healthier Kids Foundation, screened 1,007 newborns for insurance coverage across the Alum Rock and Franklin McKinley districts in FY 2018-19. Of these total children, 973 (97%) were successfully enrolled in a health insurance program – see next chart.
6. **Family Engagement in School and Early Learning**

Family and School Engagement occurs throughout the UAP, schools, FRC, SLS and more. Trainings are provided to staff by FIRST 5 and Grail Family Services.

FIRST 5 ensures that grantees and partners are trained and have ongoing access to training on the Strengthening Families family engagement model. Strengthening Families is an approach to working with children and families to build "Protective Factors" to prevent child abuse and child neglect. Five protective factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children.

**UAP Action**

- As part of leveraged activities, FIRST 5 trained all FRC staff prior to the start of work associated to the Universal Access Pilot. For this reason, most staff working within the pilot districts have been trained and utilize the Strengthening Families model of family engagement on a consistent basis as they work with families.

- During this past program year, FIRST 5 has worked with UAP partners to better understand the different family engagement models, tools, and resources being utilized within the two districts. Focus has been on researching current happenings and partnering to align the work of family engagement we have not focused on the Strengthening Families training offerings this program year. Once a clear definition for family engagement is established for this pilot, FIRST 5 will evaluate the districts need for the Strengthening Families training and arrange for this training as needed.

- The majority of Alum Rock and Franklin-McKinley families read or showed picture books to their child or engaged in singing and story-telling at least three times per week.

**Figure 9. Family Engagement in Parent-Child Activities, 3x or More per Week, 2018-19**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Alum Rock</th>
<th>Franklin-McKinley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read or show picture books</td>
<td>56%</td>
<td>62%</td>
</tr>
<tr>
<td>Tell stories or sing songs</td>
<td>66%</td>
<td>68%</td>
</tr>
<tr>
<td>Color, draw, or paint</td>
<td>48%</td>
<td>40%</td>
</tr>
<tr>
<td>Exercise or play sports together</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Go on outings (park, library, museum)</td>
<td>37%</td>
<td>53%</td>
</tr>
</tbody>
</table>

FIGURE 10. TOTAL PARTICIPANTS IN PARENT EDUCATION SERVICES, BY SCHOOL DISTRICT.


Other Key Challenges and Next Steps

1. Identifying system barriers and creating new solutions or alternatives is a hallmark within the UAP. UAP partners lead and change systems to be more responsive to children and families. The following have been identified for streamlining census outreach, housing assistance, homelessness, emergence of encampments near school campuses, eligibility access for benefits, delays of childcare licensing, alignment with School Linked Services and streamlining client intake forms.

2. Operations and staffing issues within the UAP, including the numerous delays in UAP contracting and funding pathways and hiring of permanent staff.
   a. Finalization of MOUs and funding for system partners were seriously delayed due to the budget process and BOS calendaring of the UAP allocation, which impacted contracting with UAP partners. Therefore, CBO Partners funded through the partnership with FIRST 5 have had contracting delays.
   b. Hiring of UAP County permanent staff and staff transitions have resulted in staffing gaps within the UAP.

3. Data collection and reporting are difficult due to having multiple data systems, collection of client confidential forms and training of staff to enter information in the Persimmony database. Additionally, identification of some system barriers for data entry for tracking families with children over six years, and those that enter the system outside the school districts or FRCs.

Next Steps

1. Develop a sustainability plan to include the key criteria and factors to allow for UAP to be adopted by other school districts.
   a. UAP Leadership will define the components needed such as in-kind, leverage, cash, grants, other funding etc. This will help us define based line investment for sustainability and replication
   b. Financial Planning and in-kind tracking will occur in Q3 with a goal to complete end of Q4 FY 20

2. Developing a list of key program and service delivery components to a successful UAP
   a. Review of the Family Engagement Visioning work
3. Expand the UAP Partnership. In 2020 to look at including the City of San Jose, District Attorney Office, and others into the UAP collaborative in the future.

4. Evaluate and ensure service delivery model at ARUSD and FMSD are aligned with the six UAP pillars: housing security, food security, quality early childhood education, developmental assessments, dental and medical homes for both children and parents and family engagement. Make modifications as needed.

5. In partnership with FIRST 5 and Grail Family Services develop a vision and key components in a Family Engagement Model (scheduled to begin in Jan 2020).

**Attachments:**
- Attachment 1: Update on 12 UAP Tasks
- Attachment 2: UAP Leadership Team, Purpose, and Guiding Principles
- Attachment 3: UAP Partner Roles
- Attachment 4: UAP Partner Network Qualitative Stories
- Attachment 5: UAP 2019 Evaluation Report
Attachment 1: Update on the 12 UAP Tasks

In December 2018, OCC submitted to the Board of Supervisors a 12 UAP task workplan to help guide priorities in the first phase of the UAP. Progress continues to be made across all 12 UAP tasks, and several have been completed. The following provides detail on progress and status.

**Task One:** Working with both School Districts, childcare providers and family care provider networks, the Healthy Kids Foundation and FIRST 5, develop a Coordination Plan to include information for an Education Passport.

Coordinated efforts are underway to understand how student database systems used by respective school districts and FIRST 5 are interoperable with SCCOE’s DataZone system. It was clarified that interoperability is not an issue, meaning that it is possible for data from one system to be exported to the DataZone system. This process also allows the retention of individual student-level information. Children in the two pilot districts will have a unique California Student Identifier created on their behalf.

a. The team will explore the process to ensure family knowledge and permission. MOUs between community partners and FIRST 5 are being finalized and will identify roles as it regards entity(ies) responsible for inputting children’s information.

b. Pilot partners continue to meet to clarify and finalize information needed for the Education Passport that will live in DataZone. Prelimarily, Ages and Stages 3rd edition Questionnaires (ASQ-3), dental and vision screenings, and pre-school reports will also be included.

c. FIRST 5 and SCCOE are working collaboratively with all Universal Access Pilot partners on early learning data mapping that directly informs the strategic approaches needed in order to achieve the implementation of a unified early childhood database to inform policy and practice through DataZone.

d. DataZone’s integrated system of early childhood data will provide dashboards that link the following data elements: demographics, referral and connection information for identified family needs (food, housing, employment), school attendance, developmental and health screening information, and behavioral health related items. These data elements will make up the “education passport” for the child. The intention of this passport is to assist teachers and providers in better understanding the physical, cognitive and social-emotional development of our pre-kindergarteners and to support a more informed transition to kindergarten.

e. To date, the early learning data workgroup has identified all data systems being used to collect these data elements and are working diligently to establish organizational MOUs for data sharing and integration which includes the formation of a universal parent consent form.

f. Currently, Healthier Kids Foundation, and SCCOE’s preschool programs (Head Start and pilot State Preschool programs) have been able to successfully assign unique identifier numbers; State School IDs, to the children served by their programs through the
DataZone workgroup. This has resulted in the formation of preliminary data dashboards that highlight data integration and collaborative whole child approaches to services.

**Task Two: Establish protocols for School Linked Services (SLS) Early Childhood staff duties and monthly provider communication network meetings. (Completed)**

In the County role as the UAP coordinators and conveners, strong protocols and procedures have been developed for service delivery, defined the roles and responsibilities for leadership, which resulted in launching interdisciplinary team meetings by school district. A UAP Service Delivery Team met monthly in 2019 but will meet quarterly moving forward. To build consensus on the appropriate service delivery model for each district, UAP partners met individually with each school district as well as collectively across the UAP network.

In ARUSD, a service delivery service flow chart has been finalized. It delineates a referral system and establishes regular meetings within each geographic quadrant for system of care coordination. In FMSD, the school district finalized a service delivery flow chart and system. To engage and strengthen the system of care, meetings on Service Coordination have been held with the Educare Collaborative, providers, childcare operators and others. An online system has been created to share common information and resources that can support the leadership with the UAP service delivery system.

**Task three: Apply for funds from the California Department of Social Services in partnership with the Social Services Agency, Public Health and FIRST 5 Santa Clara County to fund the Nursing Home Visitation program and the expansion of the current Home Visitation program for CalWORKS parents to serve children birth through three years of age. (Completed)**

The California Work Opportunity and Responsibility to Kids (CalWORKs) Home Visiting Program (HVP), formerly known as the CalWORKs Home Visiting Initiative (HVI), is a voluntary program supervised by the California Department of Social Services (CDSS) and administered by participating California counties. The HVP aims to support positive health development and well-being outcomes for pregnant and parenting people, families, and infants born into poverty, expand their future educational, economic, and financial capability opportunities, and improve the likelihood that they will exit poverty. The HVP supports and resources include, but are not be limited to: (1) prenatal, infant and toddler care; (2) infant and child nutrition; (3) child developmental screening and assessments; (4) parent education, parent and child interaction, child development, and child care; (5) job readiness and barrier removal; and (6) domestic violence and sexual assault, mental health, and substance abuse treatment, as applicable. To ensure that children and families receive these supports and resources, FIRST 5 is partnering with the Public Health Department to provide an integrated home visiting system through the following programs: Nurse Family Partnership, Strong Moms/Strong Babies Program, and ParentChild+.

**Progress to date:**

- 12 of 15 Parent Child+ staff hired and trained
- Parent Child+ implementation began January 2020
- 27 families enrolled in the program
Task Four: Fund the development and implementation of training (Ongoing)

4.1 Inform all service navigators and enrollment staff of the scope, eligibility and nature of programs available for children 0 through third grade and their families, and develop communication and marketing support.

Universal Access Pilot Community Outreach Specialists and Community Workers were hired over a period of six months between December 2018 and June 2019. New County staff received required onboarding and County employee trainings, as well as several core trainings to enhance family engagement and service delivery skills. The County UAP Program Manager II is responsible for providing ongoing internal coaching in the areas of family engagement and trauma-informed practice that lifts family voice and identifies system barriers. Staff also has ongoing training opportunities provided by various County agencies, UAP partners, and other training sources to allow for continued professional development and to strengthen their work with the families they serve.

Examples of trainings received by the UAP team are:

- **County required**: Mandated Reporter Training for Adults & Children, Sexual Harassment, Discrimination, & Bullying Prevention Training.
- **Technology**: Persimmony, Infinite Campus/FMSD, Kronos (internal County timecard platform).
- **Cultural competency**: Gender Identity and Expression, Effectively Engaging with Communities of Color, Culturally Sensitive Restorative Practices.
- **Professional skills**: (CAPP) Child and Family Practice Model, Family Engagement Training, Trauma Informed Services Training.
- **Specialized skills**: National Compadres Network Circle Keeping Training, CANS: Child Adolescent Needs Screening, Art of Compassion
- **Resources**: Cal Fresh Training, Housing Research Assistance Workshop, and a variety of CBO/community agency specific trainings

4.2 Train all County staff, child care providers, CBO providers and district staff in best practices for Family Engagement

In our work specifically focused on Family Engagement Training, Grail Family Services has led three specific trainings on Family Engagement for County staff and partners. FIRST 5 has held trainings and some partners have participated in programming through Educare or other avenues as well. The UAP Leadership Team has determined that there is a priority need to create a shared vision, definition and agreements on the defining key elements for family engagement within the UAP through consultation with Grail Family Services. The County allocated $100,000 to FIRST 5 as codified in the MOU towards family engagement. Over the next 6 months, UAP partners will:

1. Develop an agreed upon definition and vision for family engagement
2. Identify the key best practice elements for family engagement (e.g., standards, models)
3. Develop key elements that will work across systems and partners
4. Ensure that cultural responsivity, diversity and inclusion elements are woven into the plan
5. Ensure inclusion of family voice and ease of family navigation and family evaluation of the UAP is included

4.3 Improve Quality and increase access by enrolling all Family Child Care Providers and Center-based childcare staff into myTeachstone-

Across Alum Rock and Franklin McKinley communities, Quality Matters is supporting 816 teachers at 177 sites who serve 4,305 children.

![Figure 1. Quality Matters Sites, Teachers, and Children Attending, by District, 2018-19](image)

Source: Persimmony 2019

**Task Five: Leverage FIRST 5 staffing of housing support staff in the Family Resource Centers by funding housing subsidy support.** (Completed)

The UAP has coordinated numerous meetings related to housing support within the UAP. These meetings have focused on how to bring these services directly to the FRC in order to streamline coordinated services for families. The majority of this work is completed. However, this will be continued to be monitored in the FIRST 5 contracting process. The following key system changes to improve housing support services for families were completed:

1. Determined best next steps for accessing housing resources and assessments for families within the UAP (e.g., VISPDAT, Prevention VISDAT)
   - The Health Trust will develop a rotating schedule to provide on-site services at the FRCs in both ARUSD and FMSD. This will be more closely coordinated to improve intersection with Sacred Heart Community Services who is the lead provider of Housing Prevention funding in the UAP region.
2. Reviewed best utilization of Housing Assistance staff funded by FIRST 5 via The Health Trust
UAP has requested the Housing Assistance program be integrated into the FRC models at Educare and Chavez FRC to decreasing the number of steps and access points for families. This will be included in the next RFP cycle to improve and coordinate this service need.

3. Increased Access to all funding streams and mechanisms for funding pass through (e.g., checks to landlords, utility bill payments, move-in expenses)

   o Improved the intersect with UAP staff and housing assistance options to leverage additional resources and potential funding options for a broader range of clients that present themselves with housing insecurity.

4. Improved data tracking of housing assistance within the $120,000 in UAP funding through the Office of Supportive Housing.

   o Worked with Sacred Heart Community Services to pull specific data for the UAP region. Analysis of funding showed that:

     a. 118 households with at least one child age 0-5 were assisted in the County Homelessness Prevention Network; 35 percent of those served had children under 5 years.

     b. $499,775 in total financial assistance was distributed to families across the two school districts. Therefore, UAP funded 24 percent of the those served with children 0-5 years.

Task Six: Form separate district working groups that includes the district early learning director, subsidized childcare provider, family childcare network providers, FIRST 5 and specific County staff and appropriate stakeholders. (Ongoing)

The initial year was built upon developing groups at each school district to lead the integration efforts of the UAP. There is now a Service Delivery Team that works across the UAP system and a Multidisciplinary Team at ARUSD and the Educare Collaborative at FMSD. Monthly UAP meetings occurred with each group during 2019 for planning and organizational purposes.

These meetings will continue but will now meet quarterly as the teams are now focused on implementation and improving the referral process, roles and responsibilities and streamlining access points for families.

6.1 Design and implement a co-locating enrollment effort

The Chavez Family Resource Center is a co-locating enrollment center in ARUSD. They are able to provide linkages to early learning, childcare resources, enrollment into TK or Kindergarten and provide a wraparound intake and linkage for families to services. Chavez also currently houses the UAP staff to streamline coordination. FMSD offices is the enrollment center within this school district.
6.2 Implement a quality family partnership and service navigation (formerly concierge/navigator) model and work on developing a universal intake process for enrollment and enhanced referral that coordinates early childhood care, education and health services at the Family Resource Centers in conjunction with the school district, the early childhood providers and Santa Clara County services.

A FIRST 5 universal intake form has been leveraged and implemented. This intake form allows tracking and review of key demographic and family information. The intake form includes information on whether children have a medical home; are enrolled in health plan; have dental, vision, eye exams, developmental screenings; and are connected to an early learning program. County UAP family navigators/partners discuss with the family about housing needs, food access, economic stability, and access to the types of services a family may need to be successful and stable. This is in addition to the family’s presenting priority need.

The data from the Intake Form are entered into Persimmony to allow data collection and provide recommendations on linkages to services for the family. In addition, FIRST 5 created a Family Success Plan tool that allows UAP family navigators/partners to define with the family the referrals and coordination of services that they need.

6.3 Fund four positions in each school district’s Family Resource Centers for two concierges and two navigators per district, and one program manager to manage this team.

The original staffing of the County UAP team was made up of an unclassified Program Manager II, four unclassified Community Outreach Specialists and four unclassified Community Workers. During the initial pilot year, the UAP Leadership Team recommended converting all 8.0 FTE positions to classified Community Outreach Specialists to have a more extensive reach of families served and to streamline touchpoints for families for better engagement.

On January 28, 2020, the Board approved the funding of eight full time permanent Community Outreach Specialists positions as well as a permanent Program Manager II position. The nine unclassified positions will be deleted upon implementation of the classified positions.

Initial interviews for the eight Community Outreach Specialists are being scheduled for the beginning of March, 2020, and final interview panelists will include UAP project partners. Five of the current seven UAP team members in unclassified positions have qualified for the interview process, two have chosen to pursue other paths. Using a racial equity approach, the positions will be filled to reflect the cultural and linguistic needs of the communities served, prioritizing members possessing community outreach and family navigation skills. The positions will support program evaluation efforts through data entry and supporting qualitative functions to lift family voice.

6.4 Pilot a hub model in the Alum Rock and decentralized system in Franklin McKinley.

ARUSD is moving to the regional Quadrant Model (Hub) to increase access and services to families and to allow the deployment of resources district wide. All partners are aligning within the Quadrant Model. FRC’ and UAP staff are now deployed by quadrant region. Both FIRST 5 and Office of Cultural Competency have agreed to staffing changes within the quadrant model. In fact, FIRST 5 added a new FRC (estimated FIRST 5 cost of $250K) to enable the quadrant model.
to be fully operational across the district. These changes are in support of the overall new investment and planning within the UAP.

The four regional quadrants are Chavez, Painter, Hubbard and Cureton. The UAP facilitated meetings with the County service delivery systems primarily SLS to integrate services in a new way at ARUSD to blend with the Quadrant Model.

For Franklin McKinley, they have a developed an integrated service delivery team and integration within their Infinite Campus database to track and refer families within their SLS and UAP systems. The SLS coordinators, social workers and UAP family navigators/partners work as a team to serve the entire FMSD school population.

6.5 Develop implementation plan for how each County service will participate in School District’s strategic plan (linkages to CalWORKS, CalFresh, School Linked Services, Office of Women’s Policy, and Office of Immigrant Relations)-(Ongoing)

The UAP collaborative is focused on integration of county services and to improve linkages to county CalWORKs, CalFresh and Medi-Cal benefits available to families in the UAP pilot. However, there is a strong belief and on-the-ground observation across both districts that families are greatly concerned about public benefit/public charge and leery of government assistance programs. It is very likely that more families qualify for CalFresh and Medi-Cal than present themselves for these benefits. Additionally, families’ ability to get to Senter Road with all the expected documents and information is often a barrier to eligibility success, which is another deterrent to enrollment. SOMOS Mayfair assists with the online benefit enrollment for approximately 6-8 families per month. FMSD and Catholic Charities each averages about 3-4 families per month. These partners also need assistance with MediCal renewals.

The UAP is considering a stronger outreach campaign that addresses fears, public charge and develops advocates in the community to encourage people to enroll. Removing barriers to access and building trust within the community to participate in Cal Fresh, particularly to curb childhood hunger, is a very big need.

Building a stronger partnership with a consistent Second Harvest and DEBS staffing to assist in online and in person enrollment would be worthwhile in creating trust and consistency in the community. UAP is working with FIRST 5 to look at centering the service delivery around the local FRC hubs within the districts that includes expanded services to families.

Coordination between the UAP family navigators/partners and SLS coordinators is improving. Particularly in ARUSD where they are moving to the quadrant model and UAP and SLS staff will be working closely in regions to deliver services to families. A number of meetings with SLS and ARUSD have been held to create a stronger and more coordinated behavioral health system linkages.
Task Seven: Develop interventions to reduce chronic absenteeism and strengthen family engagement in the Franklin McKinley School District to improve pre-K through third grade proficiencies. (Completed and Ongoing)

Chronic absenteeism in K-3 grades increased countywide during the last three years, and absenteeism is particularly high in Alum Rock.

FIGURE 2. PERCENT OF K – 3 STUDENTS CHRONICALLY ABSENT 2016-2019, BY DISTRICT

<table>
<thead>
<tr>
<th>District</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alum Rock Union Elementary</td>
<td>13.0%</td>
<td>12.4%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Franklin-McKinley Elementary</td>
<td>8.7%</td>
<td>10.3%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Santa Clara County</td>
<td>7.3%</td>
<td>7.7%</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

Source: California Department of Education, DataQuest.

The UAP has identified chronic absenteeism as a priority issue in both school districts and have expanded the UAP pillars to address absenteeism in both school districts.

FMSD began a partnership this year with Attendance Works to strengthen its policies and practices around attendance. Several training sessions have been held for district-level staff, school site administrators, social workers and teachers in grades TK-3rd grade. Staff was provided with an overview of chronic absenteeism and why it matters, an understanding of the scale and scope in FMSD overall and at the school site level. The district will continue to host training sessions and support staff in identifying and engaging in preventative measures to reduce the rates of chronic absenteeism, including building strong relationships, increasing communication with to parents and integrating discussions about attendance during quarterly parent conferences. Making attendance a focal point during parent conferences will help to identify potential barriers and the opportunity to collaboratively problem-solve potential barriers.

In ARUSD, schools engaging and identifying families early in the truancy intervention process is critical for the long-term wellbeing of children and for the families to avoid more formal interventions such as being required to attend school attendance review board (SARB) proceedings or “truancy court,” now known as C.A.R.E. (Court for Achieving Reengagement with Education). Therefore, County UAP and ARUSD with the support of the SCC District Attorney’s office are moving to work collaboratively with existing school-based supports to engage families who are identified as having truancy challenges in an upstream approach to curb absenteeism in the early school years.

Currently a framework for this joint truancy intervention work is being developed in partnership with both school districts. Though the pathways may be achieved differently in each district, the UAP County Community Worker Teams are uniquely positioned to provide that higher level of early intervention which is a hallmark of the UAP.
Early intervention allows for the use of a whole child, whole family approach to address challenges families may be facing that lead to school absenteeism. By partnering with the schools, existing school-based supports, and families, County UAP staff will be able to assist family members with obtaining resources and supports that could reduce barriers that may result in absenteeism. Working with families will also provide opportunities to offer linkages to quality early education and childcare for younger siblings.

**Task Eight:** Fund a coordinating school nurse to support students prenatal to 3rd grade in the FMSD community and represent the district in insuring all screening, medical and dental homes are established and coordinate family referrals with the Early Childhood School Linked Services coordinator and Family Resource Centers.- (CHANGED)

FMSD could not hire a school nurse after posting for many months therefore the district requested the County shift this funding to hire a much needed third school social worker. The County augmented their contract to provide funding for 3.0 FTE social workers who will provide psychosocial intervention to district families in addition to supervising social work interns working with families with students in Pre-K to third grade. The nursing need was shifted to an existing a district nurse that serves the whole district.

### 8.1 The Healthy Kids Foundation will continue to conduct dental and medical screenings as mandated.

Close to 14,000 hearing, vision, and dental screens for children 0-9 were completed across Alum Rock and Franklin McKinley school districts. Most children who were observed to have an out of range score ultimately had a successful outcome in addressing the specific need.

**Figure 3. Alum Rock Hearing, Dental, and Vision Screenings and Outcomes, 2018-19.**

<table>
<thead>
<tr>
<th></th>
<th>Hearing</th>
<th>Dental</th>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screened</td>
<td>2313</td>
<td>3697</td>
<td>3316</td>
</tr>
<tr>
<td>Out of range</td>
<td>178</td>
<td>1399</td>
<td>436</td>
</tr>
<tr>
<td>Successful outcome</td>
<td>158, 89%</td>
<td>1167, 83%</td>
<td>337, 77%</td>
</tr>
</tbody>
</table>

**Figure 4. Franklin McKinley Hearing, Dental, and Vision Screenings, 2018-19.**

<table>
<thead>
<tr>
<th></th>
<th>Hearing</th>
<th>Dental</th>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screened</td>
<td>1625</td>
<td>1625</td>
<td>1641</td>
</tr>
<tr>
<td>Out of range</td>
<td>109</td>
<td>613</td>
<td>275</td>
</tr>
<tr>
<td>Successful outcome</td>
<td>99, 91%</td>
<td>447, 73%</td>
<td>206, 75%</td>
</tr>
</tbody>
</table>
Task Nine: Pilot a part day Parent Co-Op Preschool Model for families above the 85% State Median Income level or who are on waiting lists for subsidized programs or who do not meet the qualifications for full-time care in Alum Rock School District at Painter School. Operate a five-day program with a morning and afternoon session serving a total of 48 children. (50% Complete)

SCCOE hired a master teacher with a BA in Early Childhood Education in September 2019. Since then, there is full enrollment of 24 children for 12 hours a week in a QRIS-rated (i.e., Quality Rating and Improvement System) preschool program. The hours are from 9am-12pm, Tuesday to Friday. All families are screened for income and eligibility via SOMOS Mayfair’s intake and assessment and verified by ARUSD for access into an ARUSD Painter Pre-School Program that meets the low-income criteria. The table below shows the description of families enrolled at the Painter Co-Op.

<table>
<thead>
<tr>
<th>Priority One:</th>
<th>Number of families</th>
<th>Percent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children in foster care or child protective services, child who is homeless, or a child with special needs.</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

*Numbers are too small; count and percentage are deliberately not included to protect privacy.*

<table>
<thead>
<tr>
<th>Priority Two</th>
<th>Number of families</th>
<th>Percent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families earning more than 85% SMI</td>
<td>17</td>
<td>71%</td>
</tr>
<tr>
<td>Families that are below the 85% SMI and on the waiting list for state subsidy</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Families below the 85% SMI and have a non-working parent</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Families who qualify for State subsidy who choose not to attend a State funded program (space available basis)</td>
<td>4</td>
<td>17%</td>
</tr>
<tr>
<td>Sibling who attends Ben Painter Elementary</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

The SCCOE Master Teacher ensures the program is:

- Implementing a comprehensive research-based curriculum
- Promoting School readiness goals by conducting a DRDP assessment twice a year
- Conducting home visits and parent conference to set children’s goals based on Early Learning California Standards
- Ensuring health and safety of children by conducting daily health checks and maintain classroom environment up to the standards of the Early Childhood Environment Rating Scale (ECERS)
- Collaborating with the Ben Painter Elementary School principal to reflect community of support

Family engagement is a cornerstone of this Co Op model. All parent volunteers participate in training and support through SOMOS Mayfair with guidance by the COE Master Teacher. This includes parent volunteer training in myTeachstone, SEEDS, coaching and orientation into the daily routine and activities related to the curriculum implementation. Parent volunteers have a monthly schedule of volunteer participation in the classroom.
There have been some delays in finalizing the full-day schedule. There were some playground repairs and facility improvements that are required by licensing that needed to be finalized and funded. The County funded $14,500 in capital repairs to enable ARUSD to compete the facility enhancements required by licensing. Our licensing application has now been submitted and in August 2020 we are hoping to secure the full childcare license which will enable us to serve 48 children in split half day sessions, four days a week, Tuesday to Friday. It is not possible to operate five days a week. Mondays are reserved for the Master Teacher to prepare and attend desire trainings. In addition, she needs time to assess children and connect with and support parent educators.

**Task Ten:** Continue the involvement of under-represented communities through additional outreach and gaining their participation on the Districts’ Implementation of Strategic Plans work groups (specifically African ancestry and Asian families, LGBTQ parents, families with children with special needs). (Ongoing)

The culturally and linguistically diverse County UAP family navigator/partner staff continue to engage and support families utilizing trauma-informed and racial equity approaches. Staff work inter-dependently with each other and with UAP partners to provide culturally nuanced navigation services to African Ancestry, API, LGBTQ families as well as families with special needs children. Culturally responsive and linguistically matched outreach plans are developed with families based on individual needs.

OCC will leverage its Small Table Community Engagement (on hold due to staffing gaps) efforts to ensure continued involvement of under-represented communities and existing County efforts including, but not limited to, efforts from the Probation Department’s Neighborhood Safety Unit, Department of Family and Children Services (DFCS) Prevention Bureau, and other stakeholder efforts through the Division of Equity and Social Justice. The Universal Access program manager meets weekly with UAP family navigators/partners for feedback and identify what is working well and opportunities for refinement.

Currently, the County UAP family navigator team has fluent language and cultural competency in Vietnamese, Chinese and Spanish. In addition, we have staff enriching the African American outreach and connectedness within the UAP. As ARUSD moves to a Vietnamese Immersion program at Painter School, UAP’s Vietnamese culture and language expertise will greatly enhance ability to work with families in this quadrant both in the school, FRC and Painter PreSchool programs. Attention has been paid to growing avenues and pathways for engaging partners as well as internal stakeholders in the engagement of underrepresented communities. Growing pathways to better serving diverse communities within the pilot districts allows for increased access to UAP navigation services for all.

The UAP Leadership was introduced to a gender-identity curriculum being developed out of a partnership between OCC, Office of LGBTQ Affairs, SCCOE, FIRST 5 and other partners. SCCOE led a Gender Identity exercise with dialog and informed the group that the cross-system partners are developing a gender identity workshop and curriculum for young children, parents and early childhood educators. They are reviewing materials form [Reflection Press - Gender Inclusive Educational](#) that are being used to train school staff. The Office of Cultural Competency is part of the leadership of this effort and will bring this training into the work of the UAP partnership when it becomes available.
Each School District have special education identification, programs and services for families with special needs children. Identification of special needs students is a key priority and we are identifying ways to improve pathways and referral streams for families with special needs within our UAP and FRC intake and programming. FRC and UAP Community Workers identify families’ barriers in seeking or engaging with special needs services utilizing unique culturally competent engagement skills. These skill sets help families engage in early intervention services that are important to child health and academic success.

**Task Eleven: Utilize the SCCOE Facilities Report and work with each district to identify any possible expansion sites, get them licensed and apply to draw down California Department of Education subsidy dollars to expand number of children in early childhood education programs. (Ongoing)**

The UAP facilitated the final stages of the licensing of Adelante 1 and 2 Spanish Immersion State Preschools for 24 children each resulting in 48 new childcare slots at ARUSD. Finalizing the licensing was a significant UAP milestone after almost a year in delays. UAP Consultant held weekly conference calls, organized letters of support to childcare licensing, met with partners and stakeholders to lend their support and guidance. Think Together the preschool provider was finally awarded the license on September 4, 2019 for 48 children full day state preschool.

UAP is also monitoring the opening of additional preschool slots through Grail Family Services later this year in the ARUSD. Additionally, meeting with the City of San Jose with both Councilmember Carrasco and City Librarian Jill Bourne will look at the opportunity to co-locate childcare sites within affordable housing complexes in District 5.

**Task Twelve: Continue to fund the facilitation of the implementation of the School Districts’ Early Childhood Strategic Plans utilizing the Pathways to Success model and the pilots. (Completed and Ongoing)**

UAP consultancy was transition to PAG Leadership Consulting to continue with coordination of governance, implementation, and cross-system partnerships.
Attachment 2: UAP Leadership Team, Purpose, & Guiding Principles

UAP Leadership Team Membership

- County Executive Office,
  - David Campos, Deputy County Executive; Dr. Arcel Blume, Dir. Ofc of Cultural Competency; Rose Litvin, OCC Program Manager II, Universal Access Pilot; Mike Gonzalez, DESJ Program Manager

- Behavioral Health
  - Sherri Terao, Dir. Children, Family and Youth Services Maretta Juarez

- Social Services Agency
  - Debra Porchia-Usher, Chief Deputy Director, Patty Irwin, Chief of Staff-Sr. Management Analyst

- Public Health
  - Evelyn Ho, Health Program Spec: Children's Health Assessment

- ARUSD
  - Dr. Hilaria Bauer and Dr. Dianna Ballesteros, Director of Early Learning, Rene Sanchez, Assistant Superintendent, Norma Flores, Direct Student Services

- FMSD
  - Juan Cruz, Superintendent, Jennifer Klassen, Dir. Student Wellness & Services

- FIRST 5
  - Jolene Smith, Exec. Director, Melanie Daraio, Chief Program Officer, Wendi Mahaney Gurahoo, Deputy Chief of Early Learning, Dalenna Hughes, Dir. Of Early Learning Dept.

- SCCOE
  - Dr. Mary Ann Dewan Superintendent of SCCOE, Antonio Fuentes , Dir. Of Early Learning

Service Delivery Team

- ARUSD
  - Dr. Dianna Ballesteros, Director of Early Learning, Ana Gonzalez, SLS Coordinator, Annya Artigas SLS Expansion Coordinator, Jesus Araujo, Coordinator, Student Services, Norma Flores, Direct Student Services

- FMSD
  - Jennifer Klassen, Dir. Student Wellness & Services Brenda Salcedo, Admi. Wellness Programs, Yelitza Pena , Dir. Of Community Relations

- COE
  - Antonio Fuentes and Dr. John Gomez
• FIRST 5
  o Dalenna Hughes, Dir. Of Early Learning Dept., Keith Morales, Deputy Chief, FSS, Zulema Inai, Director, FSS, Kate Welty
• County Executive Office
  o Rose Litvin
• Behavioral Health
  o Catherine Aspiras, SLS Coordinator Mental Health Program Specialist II
• SSA
  o Patty Irwin, Chief of Staff- Sr. Management Analyst
• Nonprofit Partner Leads-
  o Elizabeth Alvarez (Catholic Charities), Saul Ramos, Director of Programs at Somos Mayfair, Healthier Kids- Sunny Ochoa
• ASR will attend as needed

UAP Purpose and Guiding Principles

In April 2018, the Board of Supervisors approved the launch of the Universal Access Pilot through the Office of Cultural Competency, Office of the County Executive. In May 2019, the Board of Supervisors approved a 3-year extension of the UAP.

The Universal Access to Early Childhood Education, Care and Health Pilot (UAP) is committed to cross-system coordination and integration in service to family navigation that is culturally-responsive and applies a whole child, whole family approach where all doors lead to support. The target population includes all children, zero through third grade, and their families in the Alum Rock Union School District (ARUSD) and Franklin McKinley School District (FMSD). The UAP cross-system partnership includes SCC, FIRST 5, Santa Clara County Office of Education (SCCOE), ARUSD, FMSD, City of San Jose Public Library, Social Services Agency (SSA), Behavioral Health Services Department School Linked Services (BHSD SLS), and Public Health Department (PHD) to support connection to quality early education programs, child care, and access to services and supports that strengthen social determinants of health and well-being. Using the Pathways to Success Logic Model developed and adopted by the two school districts (with adaptation to meet the specific needs and priorities of each), cross-system coordination of services and supports are expected to improve child and family outcomes. As the diagram below indicates, for young learners to succeed by third grade, supports need to be nested within each layer of families’ ecosystem and in a manner that builds on each layer across a child’s lifespan, from prenatal through third grade.

UAP partners are committed to developing cross-system partnerships that bridge alignment toward a shared vision that is holistic, unified and integrated between the educational system, FIRST 5 Family Resource Centers (FRC), SLS coordinators, community-based supports, and
county safety net programs. In this manner a service delivery system is built in each school district through partner coordination to align services in the best interest of families and children.

The UAP cross-system service delivery model espouses a high-level customer service approach that together with cross-system leaders seeks to eliminate and/or reduce the number of bureaucratic barriers families need to overcome before gaining full access and utilization of critical resources. As part of UAP’s charter, partners are focused on achieving the following key strategies:

**Align and Integrate Systems**
- Maximize families’ access to resources and avoid duplication of efforts across systems by identifying and implementing cross-system adaptations to effectively sustain service coordination and integration, as well as addressing systemic barriers to ensure that all families successfully and efficiently connect with County and/or community services through a variety of portals.
- Integrate County services into the UAP Service Delivery Model to support the cross-system partnership in the FIRST 5 FRCs and the school districts by modifying or recreating systems to be coordinated, aligned, and integrated to support families’ linkage to quality early education and universal access to services.
- Alignment with initiatives and strategic plans of ARUSD, FMSD, SCCOE, FIRST 5, PHD’s Children’s Health Improvement Plan (CHIP), BHSD SLS, Cross-Agency Service Team (CAST)-Prevention Subcommittee, Office of Supportive Housing (OSH) Homeless and Housing Prevention Systems approach, and elements of the Joint Foster Youth Task Force.
- To create a seamless network of support for families and their young learners where there is no wrong door for accessing supportive services and resources

**Provide Equitable, Inclusive, Affordable and Universal Access to High-Quality Early Learning Experiences**
- Through cross-system coordination, quality customer service, culturally-responsive family navigation, and linkage to quality preschool or child care, children and their families experience wellness and security, and children perform at grade level by third grade.
- Applying a culturally-responsive and racial equity approach in the delivery of family navigation services to build trust with historically marginalized and disenfranchised populations.
- Identify additional opportunities to expand access to quality subsidized early child education programs.
- Ensure quality training and supports are provided to childcare and family day care home workers through myTeachstone, SEEDs and other QRIS supported learning.

**Address Social Determinants that Impact Children’s Learning and Health to Strengthen Family-School-Community Partnerships**
- Connecting with families in a manner that is guided by quality family engagement and customer service strategies that allows linkage to and/or support successfully
accessing quality early child education programs or childcare, County, and community services.

- For collective impact, six social determinants of health and wellness guide the work of UAP family navigators: housing security, food security, quality preschool and childcare, developmental assessments, children’s and parent’s health, and school connectedness and attendance.

**Demonstrate Impact and Achieve Sustainability**

- Participate in a unified data collection, evaluation and outcome tracking focused on the Pathway to Success model for Prenatal to 3rd grade.

- Leverage and document both in-kind contributions, personnel, and existing funding to ensure access to preschool and to improve health and well-being.

- Develop key core programs and services required for UAP replication or expansion.
Attachment 3: UAP Partner Roles

Overview of the work of each partner:

**County Office of Cultural Competency** provides a key coordinating role focused on:
- Building trust for effective cross-system partnership
- Guiding the priorities & visioning of school districts
- Defining an adaptive & concrete model
- Targeting specific & few pillars of well-being
- Helping break systemic barriers in the County to improve services to families

**FIRST 5 Santa Clara County** brings key leadership and partnership to the UAP work by serving as our technical advisor, partnership convener for the UAP system of care service delivery model, supports our data analysis, and ensures our model is built on a quality early childhood model of excellence. FIRST 5 invests locally in health, early learning, and family support programs based on the needs of our community’s youngest children and their families and they are a major funder in leverage additional resources within the UAP model.

**Santa Clara County Office of Education** is the key convener for Datazone and in creating a data hub that will close achievement gaps and promote continuous improvement. It streamlines collaborative efforts through the use of shared governance, a shared data model, standard data definitions, and centralized data storage. In addition, the technical advise in childcare licensing, early learning, family engagement is a key resource they bring to the UAP.

**Alum Rock Union School District (ARUSD) Franklin**

Service Delivery Charts – not included.

**McKinley School District (FMSD)**

Service Delivery Charts – not included.

**Key Partners**

**SOMOS Mayfair** supports children, organizes families, and connects neighbors to uplift the dreams, power, and leadership of community and address systemic inequities.

By activating the leadership of the neighborhood, we take collective action to make meaningful changes in the lives of children and families and build sustainable communities. Somos Mayfair has a leadership development model that is rooted in their neighborhood
empowerment work intersects it’s connections with families. They are the lead operator at both Chavez and Painter Family Resource Centers in the ARUSD. There FRC’s offer programs such as:

- Parent Led Workshops
- Painter Co Op Preschool
- Raising a Reader
- Bridge Libraries
- Connections for My Teachstone and SEEDs

**Catholic Charities of Santa Clara County** serves and advocates for families and individuals in need, especially those living in poverty. They operated the Family Resource Centers in FMSD through the Franklin McKinley Children's Initiative (FMCI). FMCI is a community partnership that supports children from cradle to career through family engagement, early education, wellness, and community leadership programs. In addition, they operate two FRC’s in ARUSD at both Hubbard and Cureton. They provide:

- Prenatal and Infant Support and Enrichment Programs
- Toddler and Preschool Support and Enrichment Programs
- Developmental and Social Emotional Screenings
- Caregiver/Parent Education Workshops
- Wellness Programs
- Information & Referral Services

**Healthier Kids Foundation** (HKF) has the mission to remove health barriers impacting the health, learning, and life success of UAP youth. HKF partners with UAP to:

- Vision, dental, and hearing screen 0-9 year old children; connect parents to appropriate health services based on their child’s screening results and assist the family with access to specialized care utilizing the child’s health insurance (a majority are Medi-Cal members) until there is a successful conclusion (case management)
- Identify uninsured newborns and children and assist their parents with enrolling them into health coverage
- Provide healthy lifestyle and oral health education to children and their parents to prevent and reduce childhood obesity and lessen tooth decay
Qualitative Studies of UAP Partner on-the-Ground-Action to Support Families and their Young Learners

**County Universal Access Program Success Story: Note from Parent**

My 6-year-old son attends school at Franklin McKinley School District. County UAP Community Workers helped me navigate and access many resources. When I first moved to the United States from Vietnam, I was experiencing **domestic violence** and everything was very unfamiliar, scary, and I did not know where to go. **UAP guide me through many programs** my family needed.

First, I was helped to access **housing resources** at Sacred Heart Community Services where they helped me pay outstanding bills. The County Community Worker **helped me report child abuse** through Child Protective Services (CPS) to protect my children. During the traumatic experience, my **children received mental health services** with Mekong Mental Health Services where they openly communicated to their therapists. My teenage daughter was introduced to ICAN Family Resource Center where she attended their **youth program** and connected to the community.

When this recent school year started, UAP and Franklin McKinley School District helped me with my son’s **uniform and shoes**. I feel relieved and he is confident to go to school with clean uniform.

When my husband was harassing me and my children, I felt very afraid and, again, referred to UAP. County Community Workers guided me through **how to submit a restraining order** at the family court’s self-help center. I really appreciate their **patience and dedication** to helping new immigrant families like me. After the restraining order was filed and served, my children and I feel so much safer. I can go to work and live my life with confidence.

I was able to meet a **pro-bono lawyer** at Step Forward Foundation for legal consultation and support. After speaking to a family and immigration lawyer, I feel confident about my rights. Before speaking to Step Forward Foundation, **I thought I had to stay with my husband in order to obtain my US citizenship.** Now, I know that I do not have to sacrifice mine and my children’s safety for our US citizenship.

I feel comfortable sharing my personal circumstances because **staff here genuinely care** about struggling families like me. The UAP has brought me independence, confidence, and hope for me and my children. I am very grateful for the UAP and I ask you to continue to support this program.

Ha, Mother

**Franklin McKinley School District Success Stories**

*Jane, a 40-year-old woman with two school-aged children, was referred to UAP services for **housing assistance**. As trust in the relationship was built, Jane was able to share with the UAP staff member additional personal information regarding her family. She revealed that her **husband was controlling** and that he was abusive towards her and the older child. Jane reported that her **child was sad and had anxiety** about the student’s home life. Jane was feeling hopeless about her situation, until the UAP staff member connected her with social services. As a result the family was connected with **mental assistance**.*
health counseling services, they obtained a restraining order at the self-help center and secured legal representation through the Step Forward foundation. The family was also able to connect with a cultural broker through the ICAN Family Resource Center, where the children had volunteer opportunities to improve their emotional well-being. The family is grateful for the support of the UAP program.

Sarah* and her family just moved into the area to provide better opportunities for her children. The family was referred to the UAP program for housing support. Although the family did not qualify for housing assistance, due to County regulations, the UAP staff member connected the family with the social services agency for food/Supplemental Nutrition Assistance Program (SNAP) benefits. Sarah and her family previously tried to navigate the complex social services intake process alone but were denied. This left Sarah feeling defeated, but with the support of the UAP team, the family qualified for benefits. Sarah stated “if it weren’t for you (the UAP team member), I would have given up. Thank you!”

Karen* moved to Santa Clara County from another county in December 2019 due to domestic violence concerns. The family was referred to the UAP team, who supported the transfer of Supplemental Nutrition Assistance Program (SNAP) and Medi-Cal benefits to the current county which was a big relief to the family. Karen suspected that her preschool-aged child had a developmental delay, and the UAP team was able to help her navigate the screening process. The UAP team also connected the family with the appropriate legal resources including the District Attorney’s office and the Step Forward foundation to help initiate divorce proceedings. Karen and her family are appreciative of the support of the UAP program.

Mary* was referred to the UAP program in May 2019. Mary was living in her car with four children for several months. The family previously lived with relatives and then moved in with a friend, but she had to move out when the landlord complained about the number of people living in the apartment. Mary became aware of an available apartment, but she lacked the money needed for a security deposit and other associated move-in fees. This referral came in at the end of the fiscal year and a lot of the traditional providers were out of money and unable to assist the family. The UAP staff member called multiple agencies and was able to eventually connect them with West Valley Community Services, who were able to provide the needed amount which amounted to well over $2,000. The UAP staff member advocated for the family with the landlord to allow the agency time to be able to produce the check. The family was also connected with the social services agency for food and Supplemental Nutrition Assistance Program (SNAP) benefits. As a result of the efforts of the UAP team, the student’s attendance at school this year has significantly improved.

FIRST 5 Success Story: SEEDS of Early Literacy Coaching

Early education programs operate within social systems that are interconnected and collectively impact families, educators, administrators and ultimately, the healthy development of children. When operating in isolation without access to information and resources, family child care home (FCCH) providers face the challenge of adequately supporting their families and children. To address this need, FIRST 5 has expanded professional development opportunities intentionally designed to support building the capacity of FCCH providers.

The SEEDS of Early Literacy (SEEDS) is a relationship-based professional development program designed for parents and FCCH providers. The model takes a community-centered approach by building quality improvement supports and networks for family child care providers within the FIRST 5 funded FRCs across the county.

SEEDS has provided FCCH providers an avenue to introduce parents in their service the importance of early literacy for their toddlers and ways they can facilitate this process at home. Through conversations with FCCH providers, parents felt connected and informed with their child’s care provider because they share the information that is being taught at the SEEDS workshops. It is also giving them the knowledge and introduction to child development and the importance of the
different stages the children grow through. Providers and parents notice the difference conversation makes in their child’s communication and development.

**Mari is a Family Child Care Provider.** She has her center on the East Side of San Jose and cares for 10 children between the ages of 4 months and 42 months. Mari was recruited for SEEDS through phone calls arranged at the beginning of the year. This was her first time hearing about SEEDS and she was extremely enthusiastic and willing to participate. Mari was looking for curriculum to apply at her center and prepare her children to enter preschool or kindergarten.

Mari is very grateful that she took the opportunity to participate since she is relatively new to the Child Care field.
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Executive Summary

Implemented in April 2018, the Universal Access Pilot (UAP) in Santa Clara County has both fortified existing prevention and early intervention systems, and developed new opportunities to support the healthy development of children 0–8 in Alum Rock (AR) and Franklin McKinley (FM) school districts. This macro-level prevention framework has delivered an integrated resource navigation approach to families that supports equitable access to resources related to six key social determinants of health:

- Housing security
- Food security
- Quality preschool and childcare
- Children’s developmental assessments
- Dental and medical homes for families
- Family engagement in school and early learning

Connection to Key UAP Supports

Through this coordinated navigation approach, thousands of Santa Clara County families were connected to resources that directly supported healthy child development, resulting in over 25,000 service connections.

Figure 1. Universal Access Pilot Services Delivered

<table>
<thead>
<tr>
<th>Expense Area</th>
<th>Alum Rock</th>
<th>Franklin McKinley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Resource Centers</td>
<td>713</td>
<td>975</td>
</tr>
<tr>
<td>Parent Education</td>
<td>975</td>
<td>1,501</td>
</tr>
<tr>
<td>UAP Community Workers</td>
<td>470*</td>
<td>470*</td>
</tr>
<tr>
<td>Baby Gateway</td>
<td>672</td>
<td>756</td>
</tr>
<tr>
<td>Health Screenings</td>
<td>2,313</td>
<td>1,625</td>
</tr>
<tr>
<td>Dental Screenings</td>
<td>3,697</td>
<td>1,625</td>
</tr>
<tr>
<td>Vision Screenings</td>
<td>3,313</td>
<td>1,641</td>
</tr>
<tr>
<td>Developmental Screenings</td>
<td>1,127</td>
<td>929</td>
</tr>
<tr>
<td>10 Steps to a Healthier You</td>
<td>459</td>
<td>377</td>
</tr>
<tr>
<td>Quality Matters Enrollment</td>
<td>2,101 *</td>
<td>2,204*</td>
</tr>
<tr>
<td>Partner Subsidized Preschool Capacity*</td>
<td>1176</td>
<td>692</td>
</tr>
<tr>
<td>School Linked Services</td>
<td>389</td>
<td>403</td>
</tr>
<tr>
<td>Housing Navigation Services</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>14,834</strong></td>
<td><strong>10,548</strong></td>
</tr>
</tbody>
</table>

Note: Asterisk (*) indicates figure was estimated.
UAP partners have generally increased services over the last few years. Access to medical homes was found to be nearly universal, and developmental screenings have increased dramatically over the last year. Other determinants remain an area of concern for families in the UAP catchment area, such as food and housing security.

**Figure 2. Connection to Key UAP Supports**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing Security</td>
<td>Family concern is high; continue monitoring</td>
</tr>
<tr>
<td>Food Security</td>
<td>Family concern is high; continue monitoring</td>
</tr>
<tr>
<td>Quality Early Care</td>
<td>Capacity has stayed about the same, but kindergarten families reporting prior preschool has increased; 147 teachers participated in myTeachstone</td>
</tr>
<tr>
<td>Developmental Assessments</td>
<td>Increased developmental screenings; large scale health screenings with successful outcomes</td>
</tr>
<tr>
<td>Dental and Medical Homes</td>
<td>Health access appears strong; need to support dental access</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>Increased parent education in FM; slight decreases in AR; about half of families were engaging more than average in activities that support kindergarten readiness</td>
</tr>
</tbody>
</table>
Population-Level Outcomes

Along with increased connections to social supports, UAP neighborhoods have seen increases in desired population-level outcomes that were anticipated to grow as a result of UAP efforts. School readiness remained stable among a subset of schools who had consistently participated in fall school readiness assessments over the last four years, but children who participated in UAP services and had more social determinants were more ready for kindergarten. Although chronic absenteeism increased in both districts, it also trended upwards county-wide and was not localized within only the UAP catchment area. Disciplinary referrals during the 2018–19 year in Alum Rock ranged from 0.7% to 3.3% in grades TK–3rd. In Alum Rock, the percentage of English Learners re-designated as fluent English proficiency nearly tripled in the previous three years, gaining 10% from 2017–18 to 2018–19 alone. Math scores increased from the previous year among third grade students in both Alum Rock and Franklin McKinley districts, with reading scores trending upwards for both schools over the last three years.

Figure 3. Population-Level Outcomes in the UAP Catchment Areas

<table>
<thead>
<tr>
<th>Kindergarten readiness</th>
<th>Readiness boosts for children with prior preschool or FRC connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic absenteeism</td>
<td>Worsening slightly across both districts; intervention is a UAP priority in fiscal year 2020</td>
</tr>
<tr>
<td>Special Education</td>
<td>Increasing slightly over time; higher in Alum Rock, but more are identified earlier in that district</td>
</tr>
<tr>
<td>Behavioral outcomes</td>
<td>Disciplinary referrals are rare among TK and kindergarten students in both districts, higher in 1st – 3rd grades</td>
</tr>
<tr>
<td>English proficiency</td>
<td>Alum Rock: Re-designation rates by 3rd grade tripled Franklin McKinley: Re-designation rates relatively stable</td>
</tr>
<tr>
<td>Third grade reading and math</td>
<td>Both districts trending upwards in 3rd grade reading ability; math scores increased in both districts from previous year</td>
</tr>
</tbody>
</table>
**Introduction**

Santa Clara County Board President Dave Cortese’s 2017 State of the County Address asked that we “strengthen, scale, and develop new investment strategies in early learning and development.” Prioritizing access to early learning and health systems through a Whole Child Approach will eliminate barriers and support the healthy development of children within the county. On March 28, 2017, Supervisor Ken Yeager introduced a legislative request seeking a report that considered the following possibilities:

- A pilot study involving a school site, or school districts and other institutions, with the goal of creating a portable, scalable model that delivers comprehensive health care, quality early learning, and quality child care from birth to age 8; and
- A report about feasibility, costs, and actions needed to provide all county residents with universal access to health care, quality early learning, and child care from birth to age 8.

In Spring 2018, the Board of Supervisors provided $2,158,000 to the Universal Access to Early Childhood Education, Care and Health Services Pilot Program (UAP) to be carried out in Alum Rock Union School District and Franklin McKinley School District. An evaluation plan was developed in 2018-19, and service delivery models were developed in spring of 2019. Navigators or “UAP Community Workers” were hired in spring 2019, who then began receiving clients. The UAP system of care was designed to include a core blend of services from programs funded by UAP, as well as from leveraged services by core partners. Each component of UAP is described below.

**Pathways to Success**

The Universal Access Pilot is a macro-level prevention framework envisioned to develop, implement, test, and evaluate an integrated resource navigation approach to close the achievement gap for families and children in two San Jose districts. Following a life course framework called Pathways to Success, UAP partnerships focus on impacting six key social determinants:

- Housing security
- Food security
- Quality preschool and childcare
- Children’s developmental assessments
- Dental and medical homes for families
- Family engagement in school and early learning
Figure 4. UAP Pathway to Success and Six Social Determinants

Healthy Pregnancies & Births
Optimal Child Development
Supported & Engaged Families
High Quality Early Care & Education (ECE)
High Quality K–3rd Grade Education

Children succeeding by 3rd Grade

Housing Security
Food Security
Quality Preschool and Childcare
Children’s Developmental Assessments
Dental and Medical Homes for Families
Family Engagement in School and Early Learning
Menu of UAP Supports

In order to address key social determinants for children and families in East San Jose, a menu of supports was assembled, drawing upon services funded by UAP, as well as leveraged or offered “in-kind” by key partners. The diagram below presents these supports. Additionally, in FY 2018-19, teams in each district designed extensive service delivery models to ensure that families connecting with either a FIRST 5 Family Resource Center (FRC) or School Linked Services staff at the districts would be connected to the services below.

Evaluation

The evaluation plan for UAP is a comprehensive document that describes UAP’s logic model, key process and outcome indicators for each service component, and data collection procedures across partners. In summary (below), the evaluation seeks to assess reach, process, and impact of UAP in addressing determinants of health and prioritized outcomes.
Neighborhood Profile

Based upon zip code population data from the Missouri Census Data Center, 17,615 children ages 0–5 live within the Alum Rock and Franklin McKinley districts. Additionally, there are 6,403 children in 1st–3rd grade, inclusive of charter schools, suggesting an approximate total of 24,018 children in the UAP service catchment area. Considering also kindergarten students, the total amount of children ages zero to nine in the UAP catchment area may be as high as 26,485.

The majority of students are Latino/a, whose parents are foreign-born. Approximately half of these students are English learners, and three-quarters or more qualify for free or reduced-price meals. Each of these metrics is higher in both districts than they are in Santa Clara County at large.

Figure 5. Demographic and SES Characteristics of Families in UAP Districts

<table>
<thead>
<tr>
<th></th>
<th>Alum Rock</th>
<th>Franklin McKinley</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino/a</td>
<td>79%</td>
<td>60%</td>
<td>38%</td>
</tr>
<tr>
<td>Foreign-born parents</td>
<td>72%</td>
<td>74%</td>
<td>64%</td>
</tr>
<tr>
<td>English learner</td>
<td>48%</td>
<td>49%</td>
<td>23%</td>
</tr>
<tr>
<td>Free &amp; reduced lunch</td>
<td>82%</td>
<td>74%</td>
<td>36%</td>
</tr>
<tr>
<td>High housing cost burden</td>
<td>47%</td>
<td>48%</td>
<td>37%</td>
</tr>
<tr>
<td>Family Income &lt;25K per year*</td>
<td>40%</td>
<td>45%</td>
<td>21%</td>
</tr>
<tr>
<td>Single parent*</td>
<td>25%</td>
<td>26%</td>
<td>13%</td>
</tr>
<tr>
<td>HS education or less**</td>
<td>51%</td>
<td>59%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Source: Kidsdata.org, School District profiles.
* 2018 Santa Clara County Kindergarten Readiness Assessment, **2019 Alum Rock Kindergarten Readiness Assessment
Progress by Social Determinant

Housing Security

Almost 50% of parents in Alum Rock and Franklin McKinley communities were not concerned about their housing situation, while 35% were “moderately concerned” to “very much concerned” about housing. Moreover, approximately 8% of parents disclosed that they were either homeless or at risk of losing their housing in the next month.

Figure 6. Percent of Parents Reporting Concern Regarding Housing Security, 2018–19

To reduce this distress, the Health Trust provided housing navigation services to 42 families in UAP neighborhoods. Further, the County Homelessness Prevention Network served 336 households with funding of $1,230,010 in the UAP catchment area. One hundred eighteen of these households had at least one child aged 0–5 and received a total of $499,775 in financial assistance. This support to families with children under five years of age represents 35% of overall County Homelessness Prevention Network funding. Considering the UAP’s investment of $60,000 per school district ($120,000 total), the UAP funded 24% of families served with children ages 0–5. Another 118 households were served that had children over five years old, as well as 110 households that were without children.

Food Security

Almost 60% of parents in Alum Rock and Franklin McKinley reported having “no concerns” about their ability to provide themselves and their family with enough healthy food. However, 25% were “moderately” or “very concerned.”
Both Alum Rock and Franklin McKinley School Districts coordinate with Second Harvest to facilitate food distribution services, as well as directly refer families to Second Harvest for support with food security issues.

**Quality Preschool and Childcare**

**Access to Early Learning Opportunities**

Across both Franklin McKinley and Alum Rock districts, there were 1,868 subsidized early child education spots available. This capacity was provided by the following partner preschools: Grail Family Services, Kidango, San Juan Bautista Child Development Centers (SJB CDCs), and Santa Clara County Office of Education (SCCOE) Head Start.

**Figure 8. Subsidized ECE Capacity, by District and Overall, 2018–19**

Quality Matters sites operate within the Quality Rating and Improvement System (QRIS) framework in an effort to ensure that young children across the community are provided the opportunity to engage in...
high-quality early learning. Sites are rated on their progress toward seven quality domains every two years. This rating forms the basis for a Quality Improvement Plan (QIP) that drives sites’ efforts toward increasing their own contribution to communities’ access to high-quality early learning opportunities.

**Figure 9.** Quality Matters Sites, Teachers, and Children Attending, by District, 2018–19

![Bar chart showing Sites, Teachers, and Children attending by district.]

Source: Persimmony, 2019.

**myTeachstone**

Nearly 150 teachers in Santa Clara County were funded by UAP to participate in myTeachstone, an on-line training platform developed to teach providers about the Classroom Assessment Scoring System (CLASS). CLASS focuses on scoring and improving the quality of classroom interactions and instructional practices. The ease of access provided by this electronic learning platform reduces barriers for family child care home providers to participate in continuing professional development.

**Raising a Reader**

Raising a Reader is a nationally recognized program for increasing children’s intrinsic desire to read and learn. By educating parents about the importance of engaging their child in reading aloud, Raising a Reader seeks to nurture early brain development and readiness for later academic learning. One hundred fifty (150) children were served by this program across 11 different sites within the UAP service area.

**SEEDS of Learning**

SEEDS of Learning supports both parents and educators of young children in gaining knowledge of how to foster the early literacy and social-emotional skills which prepare young children for kindergarten. Forty-four (44) parents and educators were served by SEEDS in the UAP catchment area during its first fiscal year.
Children’s Developmental Assessments

In both Alum Rock and Franklin McKinley districts, total developmental screenings increased by hundreds between 2016–17 and 2018–19. In total, 2,056 developmental screenings were provided across the two districts in FY 2018–19, with Alum Rock providing 1,127 (55%) of the total. Gardner Health Services was the largest single provider of these screenings in both districts, while Family Resource Centers (FRCs) provided the second largest amount of screening services.

**Figure 10. Developmental Screenings per District, by Year**

![Chart showing developmental screenings per district by year](chart.png)


Dental and Medical Homes for Families

**Health Insurance**

The Baby Gateway program, operated by the Healthier Kids Foundation, screened 1,007 newborns for insurance coverage across the Alum Rock and Franklin McKinley districts in FY 2018-19. Of these total children, 973 (97%) were successfully enrolled in a health insurance program.

**Figure 11. Percent of Newborns Successfully Enrolled in Health Insurance, 2018–19**

![Chart showing percent of newborns enrolled in health insurance](chart.png)


Note: When disaggregated by district, duplication occurs due to shared zip code boundaries. Excludes 95112, 95125, 95148. Alum Rock n = 672. Franklin McKinley n = 756.
Families completing an intake form at any of the FRCs in the Alum Rock and Franklin McKinley districts noted nearly universal insurance coverage for their children. Parents reported lower insurance coverage rates for themselves.

**Figure 12. Parent and Child Insurance Rates, 2018–19**

<table>
<thead>
<tr>
<th></th>
<th>Parent Insured</th>
<th>Child Insured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Insured</td>
<td>88%</td>
<td>99%</td>
</tr>
</tbody>
</table>


Children served by FRCs in Alum Rock and Franklin McKinley had high levels of primary health connection and access. The vast majority of children were connected to a regular doctor and had received a 12 month well child exam. Most children were also connected to a regular dentist and had received a dental exam in the preceding six months.

**Figure 13. Health and Dental Connections and Services, 2018–19**

<table>
<thead>
<tr>
<th></th>
<th>Regular Doctor</th>
<th>12 Month Well Child</th>
<th>Regular Dentist</th>
<th>6 Month Dental Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Doctor</td>
<td>94%</td>
<td>94%</td>
<td>76%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Health Screenings

In the Alum Rock district, Healthier Kids Foundation completed over 9,000 hearing, dental, and vision screenings during FY 2018-19. Most children who were observed to have an out of range score ultimately had a successful outcome.

**Figure 14. Alum Rock Hearing, Dental, and Vision Screenings and Outcomes, 2018–19**

<table>
<thead>
<tr>
<th></th>
<th>Hearing</th>
<th>Dental</th>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screened</td>
<td>2313</td>
<td>3697</td>
<td>3316</td>
</tr>
<tr>
<td>Out of range</td>
<td>178</td>
<td>1399</td>
<td>436</td>
</tr>
<tr>
<td>Successful outcome</td>
<td>162</td>
<td>1303</td>
<td>351</td>
</tr>
</tbody>
</table>


In the Franklin McKinley district, Healthier Kids Foundation completed nearly 4,900 hearing, dental, and vision screenings during FY 2018-19. Most children who were observed to have an out of range score ultimately had a successful outcome in addressing the specific need.

**Figure 15. Franklin McKinley Hearing, Dental, and Vision Screenings, 2018–19**

<table>
<thead>
<tr>
<th></th>
<th>Hearing</th>
<th>Dental</th>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screened</td>
<td>1625</td>
<td>1625</td>
<td>1641</td>
</tr>
<tr>
<td>Out of range</td>
<td>109</td>
<td>613</td>
<td>275</td>
</tr>
<tr>
<td>Successful outcome</td>
<td>99</td>
<td>447</td>
<td>206</td>
</tr>
</tbody>
</table>

Family Engagement in School and Early Learning

Parent-Child Engagement

The majority of Alum Rock and Franklin McKinley families were regularly engaged with their child in developmentally appropriate activities. Approximately two-thirds of families in both districts “sang with or told stories” to their child at least three times per week, while over one half of families “reading or showing pictures books” to their child.

**Figure 16.** Family Engagement in Parent-Child Activities, 3x or More per Week, 2018–19

![Bar chart showing engagement in various activities]


Engagement in Parent Education

Parents in these districts also regularly engaged in a variety of parent education services provided by local FRCs. The total numbers of these services have risen in the Franklin McKinley District, while decreasing slightly in the Alum Rock District since 2016–17.

**Figure 17.** Total Participants in Parent Education Services, by District

![Bar chart showing total participants in services]

The three most common parenting education programs were Triple P, Abriendo Puertas, and SEEDS. In Alum Rock, these programs comprised 41% of parent education services, while in Franklin McKinley, they comprised 29% of these services.

**Figure 18. Most Common Parent Education Services, by District**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin McKinley</td>
<td>Triple P</td>
<td>202</td>
<td>178</td>
</tr>
<tr>
<td></td>
<td>Abriendo</td>
<td>86</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>SEEDS</td>
<td>150</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>Other parent ed</td>
<td>777</td>
<td>860</td>
</tr>
<tr>
<td>Alum Rock</td>
<td>Triple P</td>
<td>223</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>Abriendo</td>
<td>94</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>SEEDS</td>
<td>140</td>
<td>176</td>
</tr>
<tr>
<td></td>
<td>Other parent ed</td>
<td>643</td>
<td>631</td>
</tr>
</tbody>
</table>


Parents participating in these various programs reported increases in parenting knowledge and confidence. For instance, a significant majority of Alum Rock parents (78%) who completed the Triple P parenting program reported feeling more equipped to handle their child’s misbehavior. In Franklin McKinley, the large share of Triple P parents (86%) also reported feeling more equipped to handle behavioral issues, following completion of the program.

**Figure 19. Percent of Triple P Participants Feeling More Equipped, 2018–19**

Source: Persimmony, 2019. Note: n = 35-537

Healthier Kids Foundation also trained 836 parents in the target UAP ZIP codes on the essentials of nutrition and healthy meals for their families. These lessons were delivered as part of the 10 Steps to a Healthier You! program.
Engagement with Family Resource Centers

Overall, engagement with family resource centers in UAP neighborhoods increased in FY 2018–19 from the previous fiscal year. In both Alum Rock and Franklin McKinley districts, children and parents each received greater amounts of direct services, although this increase was most prominent among parents. As these figures reflect only individual service counts, they do not consider the diffusion of program benefits that likely occur (i.e., the number of children benefitting from improved parenting practices following parent participation in services).

Figure 21. Engagement in UAP FRCs per District, by Year

Source: Persimmony, 2016–present.
Note: Includes children and families who received direct services, and does not reflect other children in the family who did not have direct services, but benefitted from parents’ services.
Support by School Linked Services and UAP Community Workers

In FY 2018-19, School Linked Services staff at Alum Rock provided 1,574 sessions to 389 families in order to support student behavioral or academic needs. At Franklin McKinley schools, School Linked Services staff provided another 403 families with this support. UAP Community Workers also opened referrals for 121 families and provided intensive support to help them navigate social services in order to address the key social determinants of health.

Success Story — UAP Community Workers and Services

Beyond the quantity of services detailed in this report, UAP has supported an improved quality of life for community members. The following vignette was provided by a recipient of UAP services and details the extensive amount of support she was afforded by both UAP Community Workers, and the structures UAP has helped to build and connect.

My Name is Liu.*

My six year-old son attends school at Franklin McKinley School District. The two UAP staff helped me navigate and access many resources when I first moved to the United States.

When this recent school year started, UAP and Franklin McKinley School District helped me with my son’s uniform and shoes. I feel relieved and he is confident to go to school with a clean uniform.

During this time, I was experiencing domestic violence. Everything was very unfamiliar, scary, and I did not know where to go. UAP guided me through many other programs my family needed. First, I was helped to access housing resources at Sacred Heart where they helped me pay outstanding bills. (UAP staff) helped me report child abuse through Child Protective Services (CPS) to protect my children. During the traumatic experience, my children received mental health services with Mekong Mental Health Services, where they openly communicated to their therapists.

When my husband was harassing me and my children, I felt very afraid and, again, referred to UAP. (UAP staff) guided me through how to submit a restraining order at the family court’s self-help center. I really appreciate their patience and dedication to helping new immigrant families like me. After the restraining order was filed and served, my children and I felt so much safer. I can go to work and live my life with confidence.

* Name changed for privacy

“The UAP program has brought me independence, confidence, and hope for me and my children.”
Population-Level Outcomes

Preschool Enrollment

Annual kindergarten readiness assessments across Alum Rock school district show that an increasing percentage of children have had transitional kindergarten or licensed center/family-based care prior to entering kindergarten.

**Figure 22.** Percent of Children Entering Kindergarten with Prior Licensed Care, by Year

This consistent increase in early learning access is encouraging, as children entering kindergarten who have attended quality-rated early learning programs in Alum Rock demonstrated greater school readiness levels than did children without these experiences. These increases were statistically significant, meaning that the observed differences in school readiness between students who had attended quality early learning programs, and those who hadn’t, were not likely due to chance.

**Figure 23.** School Readiness Scores, by Early Child Care Experience, 2018–19

Source: Alum Rock school readiness assessment, 2019. n=163-169. *p < .05; **p < .01; ***p < .001. Estimates are adjusted for age, sex, race/ethnicity (Hispanic or not), special needs, English Learner status, maternal education, family income, and single parenthood. Scale: 1= not yet, 4= proficient.
Kindergarten Readiness

Alum Rock school district has conducted a readiness assessment of the entering kindergarten cohort for each of the last four school years (fall 2016–fall 2019). This assessment used the Kindergarten Observation Form (KOF), which measures overall readiness based upon three primary domains or building blocks: self-regulation, social expression, and academic ability. Child proficiency in these domains is measured using a 4-point scale, with 1 (Not Yet) indicating the skill was not present and 4 (Fully Proficient) indicating the skill had been mastered.

Across a sample of schools that has remained constant across all four years of the assessment, overall school readiness among entering kindergarten children in the Alum Rock district has remained stable across the last four years of assessment, with a slight increase seen in the fall 2017 assessment.

Figure 24. Overall Kindergarten Readiness, by Year

![Bar chart showing overall kindergarten readiness by year]

Source: Alum Rock School Readiness Assessment, 2016–19.
Note: n = 153-228. Model controls for race, child gender, age, English language learner status, special needs, and SES.

Of the three primary building blocks of school readiness assessed via the KOF, the Academic Readiness block has been demonstrated to most reliably predict third grade success. As such, scores on this block provide another important index of typical student trajectory. Within the Alum Rock district, scores have remained consistent across the last four years of assessment.

Figure 25. Academic Kindergarten Readiness, by Year

![Bar chart showing academic kindergarten readiness by year]

Source: Alum Rock School Readiness Assessment, 2016–19.
Note: n = 153-228. Model controls for race, child gender, age, English language learner status, special needs, and SES.
Readiness Across Time, by Ethnicity

When examined by ethnic category, however, school readiness demonstrates greater historic variability. In FY 2018–19, school readiness was highest among students entering kindergarten who were Asian. Children who were multiracial or belonged to a racial group other than Asian or Hispanic were slightly less ready. Hispanic children demonstrated the lowest school readiness as a group. White children represented a very small portion of each year’s sample (< 10), and were therefore excluded from these figures due to confidentiality concerns.

**Figure 26. Overall Kindergarten Readiness Across Time, by Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>2.90</td>
<td>2.65</td>
<td>2.84</td>
<td>2.72</td>
</tr>
<tr>
<td>Asian</td>
<td>3.04</td>
<td>3.00</td>
<td>3.01</td>
<td>3.03</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>3.29</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Multi/Other</td>
<td>3.05</td>
<td>3.00</td>
<td>2.76</td>
<td>2.69</td>
</tr>
</tbody>
</table>

Note: White and Filipino races were excluded from this analysis due to annual sample sizes smaller than ten.

Readiness of Children Participating in FRC Services

Children who had been served by an FRC demonstrated higher levels of overall school readiness, as well as higher levels of kindergarten academic ability, self-regulation, and social expression than did their peers who had not received FRC services. This difference reached at least marginal statistical significance for both overall readiness and self-regulation.

**Figure 27. Overall Kindergarten Readiness by FRC Participation, 2018–19**

<table>
<thead>
<tr>
<th>Category</th>
<th>No FRC</th>
<th>FRC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall†</td>
<td>2.90</td>
<td>3.10</td>
</tr>
<tr>
<td>Kindergarten Academics</td>
<td>2.90</td>
<td>3.10</td>
</tr>
<tr>
<td>Self Regulation*</td>
<td>2.90</td>
<td>3.30</td>
</tr>
<tr>
<td>Social Expression</td>
<td>2.80</td>
<td>2.90</td>
</tr>
</tbody>
</table>

Note: * = p < .05; † = p < .10.
Social Determinants and Kindergarten Readiness

The six determinants prioritized as part of the UAP’s work—housing security, food security, quality preschool and childcare, children’s developmental assessments, dental and medical homes for families, and family engagement in school and early learning—provide cumulative benefits to the readiness of incoming kindergarten students. Seen below, only 17% of children possessing one to three of the six determinants were fully ready for kindergarten. Among children possessing all six determinants, 35% were found to be fully ready. By increasing the number of children possessing these determinants, school readiness may be doubled.

**Figure 28. School Readiness by Level of Determinants**

![Graph showing school readiness by level of determinants.](attachment:5)

Note: n = 157. Model estimates are adjusted for race, gender, age, English learner status, special needs status, and family income.

Of the six key social determinants emphasized in the work of UAP, sufficient data were present across all four years of the Alum Rock school readiness assessment to analyze the association of four determinants with child readiness for school upon entering kindergarten. These four determinants—quality ECE, child health, family engagement, and food security—strongly and consistently predicted additive increases in school readiness (i.e., each makes a unique contribution to a child’s readiness levels, in addition to contributions of other determinants). Moreover, these increases occurred after consideration of child race (Hispanic or not), gender, age, special needs status, English learner status, and family income.

**Figure 29. Associated Gains in Overall Readiness, by Social Determinant, 2018–19**

![Graph showing associated gains in overall readiness by social determinant.](attachment:5)

Source: Kindergarten Observation Form, Parent Observation Form 2019. N = 646.
Note: Multilevel regression was used to account for classroom differences in readiness. Model also controls for age, race, special needs, English learner status, income, and gender.
Chronic Absenteeism

Students are considered chronically absent if they have missed at least 10% of school days that they were expected to attend. For all years, in both Alum Rock and Franklin McKinley districts, the percent of chronically absent kindergarten to third grade students exceeded that of Santa Clara County at large. For Franklin McKinley students, this rate was about 25% higher; for Alum Rock students, this rate was 70% higher. Chronic absenteeism has increased in both districts since fiscal year 2016–17, but this is consistent with a county-wide trend, and is not localized to either district.

**Figure 30. Percent of K–3 Students Chronically Absent 2016–19, by District**

Examine by race, chronic absenteeism appears most challenging among K–3 students who are either White, Hispanic, or categorized as Other. Within the Alum Rock catchment area, nearly one in seven of these students were chronically absent in 2017. Chronic absenteeism was much lower among their Asian and Filipino peers.

**Figure 31. Percent of K–3 Students Chronically Absent 2018–19, by Race and District**

When considered separately, kindergarten students in both Alum Rock and Franklin McKinley districts demonstrated higher chronic absenteeism rates than their school averages. In both districts, nearly one in five Hispanic kindergarten students met criteria for this designation. In Alum Rock, students designated racially as ‘Other’ were absent at this same rate.
Chronic absenteeism displayed great variability between schools within both Alum Rock and Franklin McKinley districts, as well. This difference was most notable in the Alum Rock service area, where chronic absenteeism rates varied between 5.8% and 19.2% across schools. This variability was also reflected in schools near targeted FRCs, shaded yellow in the chart below.

Within the Franklin McKinley catchment area, chronic absenteeism rates varied between 1.9% and 11.7% across schools, though the majority of schools demonstrated rates between 6% and 12%. Schools in this district near targeted FRCs tended to be among those with the highest rates of chronic absenteeism. These schools are again shaded yellow in the following chart.
Special Education

For Alum Rock and Franklin McKinley districts combined, rates of special education designations for children in kindergarten through third grade were below that of the Santa Clara County average. Considered separately, Franklin McKinley remained below the county average, while Alum Rock demonstrated slightly higher than average rates of special education designations.

Across both districts, special education enrollment is increasing slightly (see figure below), but remains similar to county-wide averages: Kinder (7%), 1st grade (8%), 2nd grade (9%), and 3rd grade (10%). It is unknown whether these higher enrollment rates reflect improved assessment practices or increased developmental needs.
Behavioral Outcomes

Disciplinary Referrals

Within the Alum Rock Unified School District, children attending classrooms between transitional kindergarten and third grade seldom received behavioral referrals. Only 1% of students received a single disciplinary referral in kindergarten. By third grade this had climbed to only 2.8% of students. Less than one percent of students received multiple referrals in transitional kindergarten or kindergarten. This number steadily increased until third grade, where it slightly exceeded 3% of students.

Within the Franklin McKinley School District, children attending classrooms between transitional kindergarten and third grade received behavioral referrals most in second grade. Only 1% of students received a single disciplinary referral in kindergarten, but 8% did so in second grade. Less than one percent received a single disciplinary referral in third grade.
of students received multiple referrals in transitional kindergarten or kindergarten. This number also peaked in second grade at 5.5% of students.

**Figure 38. Percentage of Franklin McKinley Students with Disciplinary Referrals, 2018–19**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Single</th>
<th>Multiple</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>KG</td>
<td>1.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td>1st</td>
<td>4.0%</td>
<td>5.5%</td>
</tr>
<tr>
<td>2nd</td>
<td>8.0%</td>
<td>3.4%</td>
</tr>
<tr>
<td>3rd</td>
<td>4.0%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Source: Franklin McKinley School District.

**English Proficiency**

**Percent of English Learners (ELs) Re-Designated by Third Grade**

Between the 2015–16 and 2018–19 school years, the Franklin McKinley School District saw English Learners reclassified as Fluent English Proficient (RFEP) by third grade at a relatively stable rate, ranging from 30 to 34 percent. In the 2015–16 school year, only 16% of English Learners in Alum Rock School District were reclassified as Fluent English Proficient by third grade; however, by the 2018–19 school year, this figure nearly tripled to 43 percent.

**Figure 39. Percent of English Learner Students Re-Designated by Third Grade, by Year**

Source: California Department of Education, DataQuest
Third Grade Achievement

Third Grade Reading Proficiency

Third grade students in both Alum Rock and Franklin McKinley districts were less likely to meet or exceed the English Language Arts standard set for the California Assessment of Student Performance and Progress. Of Alum Rock and Franklin McKinley third graders, 35% and 39% met or exceeded this standard, respectively. Santa Clara County third grade students met or exceeded this standard at a rate of 64%.

Figure 40. Percent of 3rd Grade Students at Each ELA Level

Overall, third grade student reading scores in Franklin McKinley have been slightly but steadily increasing over the last three years. For low SES, Hispanic, and English learner subpopulations, third grade reading scores increased in 2018–19, while students in Franklin McKinley who were not low SES demonstrated an average decrease in reading scores.

Figure 41. Franklin McKinley 3rd Grade ELA Scores 2016–19, Overall and by Group

Source: California Department of Education, DataQuest.
Third grade student reading scores in Alum Rock decreased slightly in 2018–19, both overall by subgroup. Scores for English learners and individuals who were not low SES trended downwards consistently since 2015–16. Scores both overall and for the remaining displayed subgroups trended upwards since 2015–16, despite the slight fall in 2018–19.

**Figure 42. Alum Rock 3rd Grade ELA Scores 2016–19, Overall and by Group**

In sum, both districts are making slow but steady progress toward higher third grade achievement.

**Figure 43. Alum Rock and Franklin McKinley 3rd Grade ELA Scores 2016–19**

Source: California Department of Education, DataQuest.
Third Grade Math Proficiency

Third grade students in both Alum Rock and Franklin McKinley districts were less likely to meet or exceed the mathematics standard set for the California Assessment of Student Performance and Progress. Of Alum Rock and Franklin McKinley third graders, 39% and 46% met or exceeded this standard, respectively. Santa Clara County third grade students met or exceeded this standard at a rate of 64%.

**Figure 44. Percent of 3rd Grade Students at Each Math Level**

![Graph showing the percentage of 3rd grade students at each math level for Alum Rock Union Elementary, Franklin McKinley Elementary, Combined, and Santa Clara.]

Source: California Department of Education, DataQuest.

Average third grade math scores in Franklin McKinley have trended downwards during the last four years. In 2018–19, these scores increased both overall, and for all subgroups displayed below, but remained shy of scores observed in 2015–16.

**Figure 45. Franklin McKinley 3rd Grade Math Scores 2016–19, Overall and by Group**

![Graph showing the percentage of 3rd grade students at each math level for Overall, Low SES, Hispanic, English Learner, and RFEP by school year.]

Source: California Department of Education, DataQuest
Average third grade math scores in Alum Rock have trended upwards during the last four years. In 2018–19, these scores increased both overall and for low SES and Hispanic students. Math scores for English learner students and students reclassified fluent English proficient have trended downwards consistently since 2015–16.

**Figure 46. Alum Rock 3rd Grade Math Scores 2016–19, Overall and by Group**

Source: California Department of Education, DataQuest
Review of Progress and Continuing Needs

The Universal Access Pilot (UAP) was designed as a portable, macro-level prevention framework to deliver an integrated resource navigation approach for at-risk families in the neighborhoods of the Franklin McKinley and Alum Rock districts. Leveraging funded and in-kind resources, UAP initiatives both built upon existing prevention and early intervention systems and developed new mechanisms in pursuit of social equity for residents of the Alum Rock and Franklin McKinley districts. This approach emphasized the importance of six key social determinants: housing security, food security, quality preschool and childcare, children’s developmental assessments, dental and medical homes, and family engagement in school and early learning. The following details the significant progress made thus far towards the aims of the UAP:

• The inaugural year of Santa Clara County’s collaborative UAP efforts witnessed delivery of services to thousands of children and families; over 25,000 service connections occurred across FIRST 5 Santa Clara County, Healthier Kids Foundation, UAP Community Workers, and School Linked Services.
• Participation in preschool has demonstrated a net improvement across the last several years. Although the number of available subsidized ECE spaces has not increased, the percent of children whose parents and/or teachers report the student to have had quality preschool or childcare experiences has increased.
• Both overall kindergarten readiness (comprising all three building blocks: academic, self-regulation, and social expression competencies) and academic readiness levels remained constant across the last four cohorts of entering children. Students who had attended quality early education or childcare prior to entering kindergarten, or had received services at a community FRC, displayed higher levels of readiness.
• Rates of students reclassified by the third grade as fluent English proficient have remained relatively stable in Franklin McKinley district and have substantially risen in Alum Rock, producing a net total improvement in the UAP catchment area.
• Third grade reading scores have trended up over the last several years in both school districts.

Two areas may need continued attention:

• Chronic absenteeism rates increased in both districts across the last three years, though this was consistent with an overall trend in Santa Clara County among kindergarten to third graders. Addressing chronic absenteeism is a UAP priority in fiscal year 2020.
• Special education rates have risen slightly in both districts across the last three years. This does not necessarily indicate a true increase in designation. It is possible that an increased awareness and practice of developmental screenings has increased the detection of disorder(s), where they may previously have been missed.

The infographic on the following page summarizes these FY 2018–19 outcomes. Key UAP supports associated with the six prioritized social determinants may be observed in figure 47; the UAP prioritized outcomes expected to improve as a result of increased access to these key UAP supports may be observed in figure 48 below that.
Figure 47. Summary of UAP Key Determinants

- **Family engagement**: Increased parent education in Franklin McKinley; slight decreases in Alum Rock; most families engaged in healthy developmental activities.
- **Dental and medical homes**: Health access appears strong; need to support dental access.
- **Developmental assessments**: Increased developmental screenings; large scale health screenings with successful outcomes.
- **Quality early care**: Capacity flat, but families reporting increased preschool attendance; 147 teachers participated in myTeachstone.
- **Food security**: Continue monitoring; family concern is high.
- **Housing security**: Continue monitoring; family concern is high.

Figure 48. Summary of UAP Population Outcomes

- **Third grade reading and math**: Both districts trending upwards in 3rd grade reading ability; math scores increased in both districts from previous year.
- **English proficiency**: Alum Rock: Re-designation rates by 3rd grade tripled. Franklin McKinley: Re-designation rates relatively stable.
- **Behavioral outcomes**: Alum Rock: Disciplinary referrals are rare among TK and kindergarten students, low among other students.
- **Special education**: Increasing slightly over time; unknown if due to factually increased designation or improved assessment practices.
- **Chronic absenteeism**: Worsening slightly across both districts; intervention is a UAP priority in fiscal year 2020.
- **Third grade reading and math**: Alum Rock: Readiness has remained level, but increases seen for children with prior preschool or FRC connection.
About the Researcher

Applied Survey Research (ASR) is a social research firm dedicated to helping people build better communities by creating meaningful evaluative and assessment data, facilitating information-based planning, and developing custom strategies. The firm has more than 39 years of experience working with public and private agencies, health and human service organizations, city and county offices, school districts, institutions of higher learning, and charitable foundations. Through community assessments, program evaluations, and related studies, ASR provides the information that communities need for effective strategic planning and community interventions.

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