# Our Children, Our Families Council Outcomes Framework

February 2016

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**Prepared by the Our Children, Our Families Council Staff**

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www.OurChildrenOurFamilies.org

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# Preface

On January 28, 2016, the Our Children, Our Families Council unanimously voted to approve this Outcomes Framework. It will serve as our north star, guiding the work of multiple city and school district departments as well as community organizations across our City.

We have laid out a big vision, and it can only be realized if we work better together. We must all connect and align our efforts to these outcomes. We must be partners in developing and implementing policies, strategies, and solutions. And most importantly, we must hold one another accountable to these goals and measures.

This is a transformative moment for San Francisco. We are proud of the commitment by our City, District, and community leaders for taking on the challenge of putting children, youth, and families – particularly the most vulnerable segments of this population – on the pathway to success. The road ahead is long, but we are optimistic and confident that collectively, we will improve outcomes for the children, youth, and families of San Francisco.

Mayor Edwin Lee and Superintendent Richard Carranza

# Acknowledgements

# Summary

Against the odds and challenges of his upbringing, Reggie Daniels' story is one of success and resilience. Reggie is currently a doctoral candidate at a local university and is a positive contributing member of our great city, but there were many moments in the Bayview District native's life that could have taken him down the wrong path. Reggie spent his early life with his parents in the Sunnydale housing projects and with his grandparents in Potrero Hill. During this time he came in and out of contact with the justice system, suffered from physical and mental health challenges, and experienced physical and emotional abuse. Yet Reggie was able to persevere, making his way to higher education. And when he became involved in the justice system again as an adult, he connected to the Manalive and Second Chance programs which helped him reset his trajectory again. There were instances throughout his life when Reggie effectively accessed key services at the right time, making a critical difference in his life course, yet there were moments when we – the City, the School District, and the community – could have served him better.
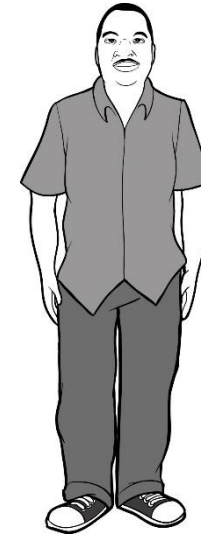
While Reggie's story is one of triumph, there are many other children and families in San Francisco facing barriers to reaching their full potential. They represent the opportunity we have to better serve and connect our most vulnerable and disconnected children, youth, and families to the many programs and services offered by our city agencies, school district, and community based organizations.

This the main purpose of the Our Children, Our Families Council (OCOF). OCOF is a 42-member advisory body led by the Mayor and the San Francisco Unified School District Superintendent. The Council works to align City, School District, and community efforts to improve outcomes for children, youth, and families, with an emphasis on those with the greatest needs. This Outcomes Framework, approved by the Council on January 28, 2016, outlines the five major goals we want all children, youth, and families in the City to reach, and the 19 measures we will use to track our progress towards the goals. These goals represent our highest aspirations for our children and families, and will allow us to establish our collective priorities, align our efforts, and use common measures of success.

Although San Francisco offers an array of comprehensive services within each of these goals, many disconnected children, youth, and families are not fully accessing them. Therefore we will examine all data through various equity lenses, such as race/ethnicity, gender, income, legal status, sexual orientation, neighborhood, primary language, physically and mentally challenged, enrollment in special education, and justice involved. This will help us identify gaps in services for different populations and develop a plan for reaching our most vulnerable children and families.

With our Outcomes Framework in place, OCOF's next step will be to develop a 5-Year Plan to outline the policies, programs, people, and resources needed to move us closer to reaching our goals. OCOF Council members, representing high-level leadership from city government, education, and the community, have committed to working differently to advance these goals.

We have made a critical collective first step by adopting this citywide Outcomes Framework. As we move forward, we will look to Reggie Daniel's story of courage and survival to remind us of the urgency and importance of better serving our children and families.

# Introduction

The Our Children, Our Families (OCOF) Council was created when the voters of San Francisco passed Proposition C, the Children and Families First Initiative, in November of 2014. The proposition created the Council to align efforts across the City and County, the School District, and the community to improve outcomes for children, youth and families in San Francisco.

The Our Children, Our Families Council is a 42-member advisory body co-led by Mayor Ed Lee and San Francisco Unified School District (SFUSD) Superintendent Richard Carranza. The Council is charged with promoting coordination, increasing accessibility, and enhancing the effectiveness of programs and services for children, youth, and families. The Council focuses on helping all children, youth, and families in San Francisco thrive, with an emphasis on those with the greatest needs.

OCOF is charged with four major deliverables:

1) An outcomes framework that articulates the milestones we want all children, youth, and families to reach;

2) A five-year plan with recommendations on how to reach the outcomes outlined in the framework;

3) Systematic data sharing between the City and School District to inform decision-making; and

4) A citywide inventory of publicly-funded services for children, youth, and their families.

This document, an outcomes framework, is the first of our four deliverables. It lays out the milestones the City, School District, and community want all children, youth and families in San Francisco to reach. It was developed with guidance from the Outcomes Working Group and is grounded in research and input from the community and stakeholders.

For more information on the Our Children, Our Families Council, please visit **www.OurChildrenOurFamilies.org**, or contact the OCOF staff at:

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# Purpose of Outcomes Framework

Improving outcomes for children and families will require ongoing collaboration from the City, the School District, and the community.

The Outcomes Framework outlined in this document articulates the milestones the City, School District, and community want all children, youth and families to reach. And the Our Children, Our Families Council's 5-Year Plan will outline the recommended steps to reach those milestones.

The Outcomes Framework allows us to:

• Establish priorities;

• Align efforts; and

• Use common measures of success to track our progress.

The Outcomes Framework is grounded in the Our Children, Our Families Council's guiding principles, but will not include accountability metrics for the Council or its systems-change efforts. Those accountability metrics will be included in the Council's 5-Year Plan for Children and Families, which will be created by July 1, 2016.

This Outcomes Framework was adopted by the Council in January of 2016. Each year the Council will publicly report on progress made toward each goal and measure in the Council's annual report. This report will provide the Council with the opportunity to adjust practices, interventions, and decision-making along the way.

# Process to Develop Framework

The framework was developed through the series of processes outlined below.

## Oversight and advising:

- Three public meetings of the OCOF Outcomes Framework Working Group, with individual input and feedback from the 22 members and their colleagues.

## Research:

- Review of 25+ existing frameworks used by various children, family, and youth efforts within and outside San Francisco.
- Review of 30+ research reports to document research linking specific measures with improved well-being of children, youth, and families.
- Interviews of 20+ local content experts.

## Community and stakeholder engagement:

- Public town hall meetings in each Supervisor's district, co-sponsored with the Dept. of Children, Youth and Their Families and the City's Office of Early Care and Education.
- Targeted surveys:
    - Parents of children in low-income families attending private schools.
    - Parents/caregivers attending San Francisco Public Library children's programs.
    - Students enrolled in SFUSD.
- Stakeholder/service provider forums:
    - Three meetings with about 120 organizations participating.

Note: Summaries of each of these community and stakeholder input opportunities are available at www.OurChildrenOurFamilies.org.

# Outcomes Framework Development Timeline

- 🟡 OCOF Council Meetings
- 🟥 Outcomes Framework Working Group Meetings
- 🟨 Community & Stakeholder Engagement

**Sept 10**: Discussion of research-based options at OCOF Council meeting

**Sept through Feb**: Outcomes Framework Working Group Meetings

**Jan 28**: Council voted to approve outcomes framework

| Aug | Sept | Oct | Nov | Dec | Jan |

**Aug**: Research-based options based on evidence, best practices, local frameworks, and content experts

**Oct through early Dec**: Community and stakeholder engagement to gather input

**Mid Dec**: Staff draft of outcomes framework shared publicly

# OCOF Council Timeline for FY 2015-16

The OCOF Outcomes Framework connects to other OCOF deliverables, including the development of a 5-Year Plan and creation of a citywide services inventory. The following timeline outlines all deliverables for the 2015-16FY.

**Council Meetings**

**Sept 10**:
Action on bylaws including creation of working groups; discussion of research-based options for framework

**Jan 28**:
Council voted to approve outcomes framework; discussion of 5-Year Plan

**May 26:**
Possible action on 5-Year Plan; discussion of citywide services inventory

| Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June |

**Working Groups**

Sept through Feb: **Outcomes Framework Working Group** advises development of draft framework

Feb through June: **Data Working Group** sets baseline and targets for each measure in the framework

Oct through May: **5-Year Plan Working Group** advises on development of the 5-year plan which will outline recommendations for making progress toward the goals and measures adopted in the outcomes framework

Nov through April: **Services Inventory Working Group** advises on development of a citywide services inventory, including a summer programming pilot to be launched in Spring 2016

# Impact of Community and Stakeholder Engagement

Our community and stakeholder engagement process informed the Outcomes Framework in several ways:

- Underscored the importance of many of the measures identified as critical in the research;

- Identified several additional measures to be tracked;

- Highlighted the need to invest in additional data sources to capture measures specifically about families; and

- Reinforced that children, youth and families throughout the City have different needs and desires at different points in time throughout their life trajectories based on their circumstances.



What does it mean for your child to thrive?

**"Good grades, good college, and a good job."**
-Filipino father, Visitation Valley

**"A happy well-rounded child who could adapt in any and every environment."**
-Asian mother, Russian Hill

**"Growing up in a good value-oriented family and community; being a good citizen."**
-African American father, Hayes Valley/Tenderloin

**"Having a great environment to learn; giving her the passion to succeed."**
-Latino/Polynesian father, Twin Peaks-Glen Park

Above quotes are from parents we heard through our community engagement process.

# Guiding Parameters and Desired Approach to Framework

In developing and selecting goals and measures, we used a set of guiding principles and were driven by our desired approach.

## Guiding principles:

- **Asset-based** - Represent our highest aspirations for children, youth, and families while also addressing the issues facing those in crisis/struggling.

- **Population-level** - Represent the issues facing the broadest groups of children, youth, and families, while not at the expense of smaller subgroups.

- **Focused on end goals** – Emphasize ultimate outcomes for children, youth and families rather than interim milestones or the means to an end.

- **Fewer is better** – To be a helpful tool to set priorities, but limit the number of goals and measures included in the framework.

## Desired approach:

- To achieve the desired outcomes, the City/County, SFUSD, community stakeholders, families, children, and youth **must collectively own and contribute** to all of the goals and measures of success.

- All measures of success will be **disaggregated by appropriate subgroups** (e.g., age, race, income, neighborhood) to illuminate disparities.

- When tracking progress over time, we must **consider all relevant contextual information** (e.g., changes in citywide demographics) in our interpretation of the data.

- Once adopted and targets are set, the Council will **report on progress** made across all measures in its annual report.

# Criteria for Prioritizing Measures

## 1

**Equity-focused:**
Maintain a consistent focus on achieving equitable outcomes for every child, youth, and family.

## 2

**Understandable:**
Be easily understood by local stakeholders.

## 3

**Meaningful:**
Be relevant and important to the work of individual Council members and the constituents they represent.

## 4

**Influence-able:**
Be able to be influenced in a significant way by the City and/or SFUSD, as well as others working to improve outcomes for children, youth, and families.

## 5

**Measurable:**
Be measureable so that they can be reported on consistently over time, given the appropriate data collection tool.

## 6

**Research-informed**:
Be informed by research demonstrating the link to improved well-being of children, youth, and families.

# Interconnected Domains

For purposes of this framework, measures are identified as either family-focused or child/youth-focused even though we acknowledge the two domains are extremely interconnected.
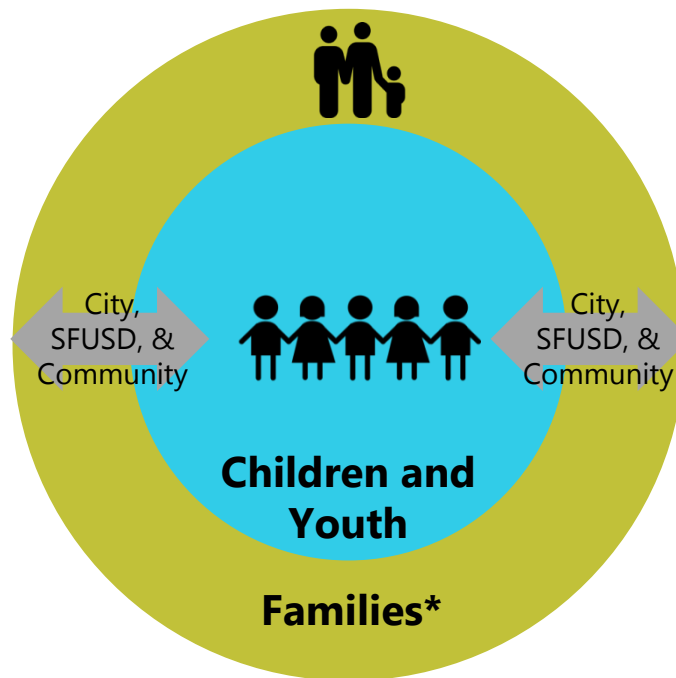


*Families are defined as families with children and/or youth.

# Outcomes Framework

**GOALS**   Children, youth, and families, especially those most in need, meet the following goals...

**A. Live in safe and nurturing environments**

**B. Attain economic security and housing stability**

**C. Are physically, emotionally, and mentally healthy**

**D. Thrive in a 21st Century learning environment**

**E. Succeed in post-secondary and/or career paths**

**MEASURES OF SUCCESS*** We will know if we are making progress by tracking these proxy measures...

*We recognize that some measures align with multiple goals, but attempted to organize them according to the best-fit. Definitions of the measures are in the subsequent pages.

| A | B | C | D | E |
|---|---|---|---|---|
| A1. Feel safe in neighborhood *p.19* | B1. Self-Sufficiency *p.31* | C1. Healthy births (birth after 37 weeks of pregnancy) *p.37* | D1. High-quality early care and education settings *p.50* | E1. High school graduation *p.61* |
| A2. Justice system involvement/ incarcerated parents *p.21* | B2. Stably housed (not homeless or in overcrowded conditions) *p.33* | C2. Healthy bodies *p.39* | D2. Kindergarten, middle school, and high school readiness *p.52* | E2. College degree or certificate *p.63* |
| A3. Child maltreatment *p.23* | | C3. Oral health (without dental cavities) *p.41* | | E3. In school or working *p.65* |
| A4. Feel engaged and connected *p.25* | | C4. Mental well-being (without symptoms of depression) *p.43* | D3. Regular school attendance *p.54* | E4. Career pathway participation *p.67* |
| | | C5. Caring adult *p.45* | D4. Reading, Math, Language Arts, and Science proficiency *p.56* | |

**EQUITY LENS**   With an equity-focus, we will examine data across these characteristics...

- Race/ethnicity
- Gender
- Income
- Legal status
- Sexual orientation
- Neighborhood
- Primary language
- Physically and mentally challenged
- Enrollment in Special Education
- Justice-involved
- Trauma exposure

**STRATEGIES**   By working together, we will create systems change and collective impact through...

- Sharing accountability
- Coordinating service delivery to reduce gaps and redundancies
- Targeting resources and coordinating budgets
- Sharing data to improve practice
- Training staff and building capacity

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# GOAL A:
**Families, especially those most in need, live in a safe and nurturing environment for themselves and their children.**

**GOAL A:** Families, especially those most in need, live in a safe and nurturing environment for themselves and their children.

**MEASURE**

## A1. Feel safe in your neighborhood

### What does the research say?

Community violence negatively impacts neighborhood safety by hindering social interaction and adversely affecting social cohesion – the extent to which residents feel connected to the neighborhood and have a sense of shared destiny.[1] This can worsen the problem as social cohesion can be a valuable tool in decreasing crime.[2] Research has shown that higher levels of violent crime and perceived levels of safety negatively impact resident's levels of trust and willingness to take action.[3]

Studies have also found a range of adverse health effects resulting from community violence. Children and youth who are repeatedly exposed to community violence suffer from chronic stress, and their bodies' physical response to on-going stress puts them at higher risk of health and social problems, including asthma, diabetes, obesity, and learning difficulties.[4] Exposure can occur through direct victimization, witnessing violent events, and hearing about violent acts.[5]

Neighborhood safety can also impact the ability of children and families to get around their community, to and from school/work, and walk to public transportation – which has larger implications for their ability to access resources and opportunities in general.

### How do we measure it?

**We are measuring the percent of families who feel safe in their neighborhood.** This measure is calculated by reporting the percent of parents who report they feel safe or very safe while walking alone in neighborhood during the day and at night in the Controller's City Survey.

### How can we influence this measure?

Research indicates there are many tactics that can be implemented by a variety of partners to increase neighborhood safety – from law enforcement practices, to well-designed and lit streets, to family friendly parks, to residents knowing and looking out for one another. Plans and polices by local agencies, the District, and community partners to improve safety for pedestrians, bicyclists, and public transit riders can also increase the feeling of neighborhood safety for children and families.

## How do we currently fare from an equity lens?

About one-quarter of parents with children in San Francisco reported feeling safe walking alone in their neighborhood both during the day and at night. Only 17 percent of Latino and 20 percent of African American parents reported feeling safe, compared to 33 percent of White parents.

## How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
- Race/ethnicity
- Income level
- Neighborhood of residence

## Percent of parents who report feeling safe walking alone in their neighborhood, 2015
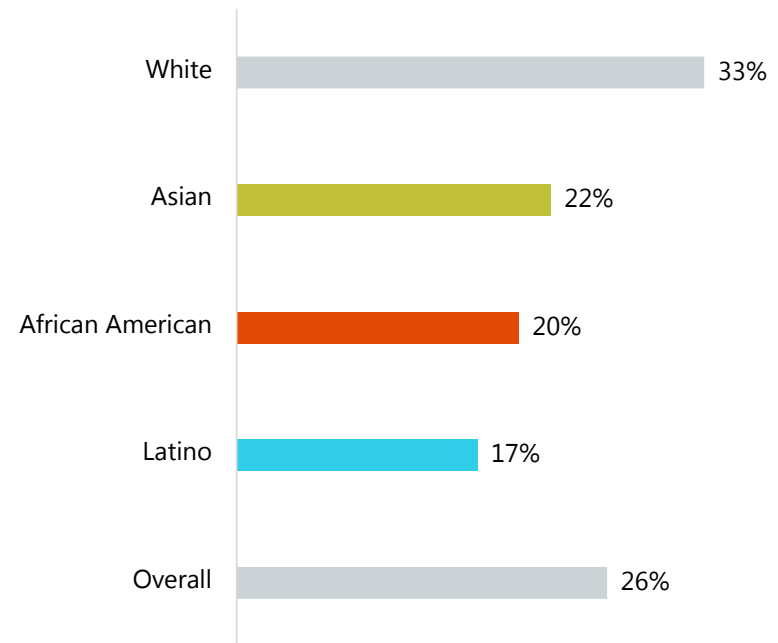


n=539.
Note: Percent of parents (with children under 18) that report feeling safe or very safe walking alone in their neighborhood both during the day and at night.
Source: OCOF Analysis of the 2015 City Survey.

**GOAL A:** Families, especially those most in need, live in a safe and nurturing environment for themselves and their children.

**MEASURE**

## A2. Juvenile justice system involvement and/or incarcerated parents*

### What does the research say?

In addition to the negative effects juvenile crime has on the community, youth offenders are also more likely to be victimized by violent crime and engage in criminal activity as adults. Studies also find that youth involved in the criminal justice system are at increased risk for substance use, disconnection from school and employment, and early pregnancy.[1]

Children with one or more incarcerated caregivers often face financial insecurity, instability in their family structure, residential mobility, and social stigma. Research has found that children often experience trauma, family disruption, and loss of their primary caregiver as a result of parental incarceration. [2]

### How do we measure it?

**We are measuring the number of youth involved with the juvenile justice system and/or the number of children and youth with incarcerated parents.** The number of youth involved in the juvenile justice system is defined as all juvenile probation referrals (all cases referred to the probation department for purposes of screening). The number of youth

that have incarcerated parents is an estimate based on a survey of San Francisco County jail inmates who said they were a primary caregiver to a child under the age of 18.

### How can we influence this measure?

Many factors influence children, youth and families' involvement with the justice systems. Enhancing family stability and supporting individuals facing challenges - whether they are related to mental health, economic security, or social cohesion - can help reduce involvement with the justice systems.

*Data not currently available for children with incarcerated parents in an ongoing, regular manner but could be.

## A2. Juvenile justice system involvement and/or incarcerated parents* (continued)

### How do we currently fare from an equity lens?

Children and youth of color – particularly African Americans and Latinos – are more likely to be involved with the juvenile justice system and have parents that are incarcerated.

### How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:

- Age
- Gender
- Residing in public housing
- CalWORKs participation

**Number of youth with incarcerated parents and/or impacted by the juvenile justice system (Juvenile Probation Referrals), 2014-15**

| Group | Value |
|---|---|
| African American | 985 |
| Latino | 386 |
| Mixed Race | 244 |
| Asian/Pacific Islander | 191 |
| White | 176 |
| Other | 12 |
| Native American | 2 |
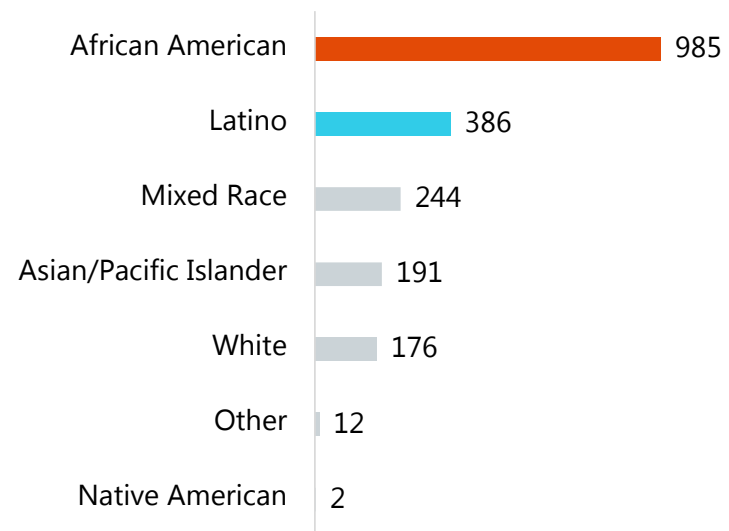
Juvenile Probation Referrals n=895. Children of Incarcerated Parents Jail Survey n=1,101.

Note: The numbers reported above are not unduplicated.

Sources: San Francisco Juvenile Probation Department, 2014 Statistical Report. Kramer, K. and the Children of Incarcerated Parents Jail Survey Teams; Descriptive Overview of Parents, Children and Incarceration in Alameda and San Francisco County Jails, June 2015.

**GOAL A:** Families, especially those most in need, live in a safe and nurturing environment for themselves and their children.

**MEASURE**

# A3. Child maltreatment rates

## What does the research say?

A growing body of research cites numerous harmful effects of child maltreatment (including children who witness maltreatment or other abusive events), including emotional, cognitive, and behavioral problems, disruption of early brain and physical development, higher likelihood of repeating abusive behaviors as adults, and even death. Children most prone to be victims of maltreatment include those with parental substance abuse and/or mental illness, major stress in the family including poverty, domestic violence, and living in resource-poor or unsafe neighborhoods.[1]

Research indicates that when the 5 Protective Factors (Parental Resilience, Social Connections, Concrete Support, Knowledge of Parenting and Child Development, and Social and Emotional Competence of Children) are present and strong in a family, the likelihood of child maltreatment significantly diminishes. Research also shows that these Protective Factors build family strengths and creates a healthy environment for the optimal development of all children. [2]

## How do we measure it?

**We are measuring the rates of children experiencing maltreatment.** The current measure is calculated by reporting the percent of substantiated (confirmed) rates of child maltreatment. Types of child maltreatment can include physical abuse, neglect, emotional abuse, and sexual abuse. Data is made available by the UC Berkeley and the California Dept. of Social Services California Child Welfare Indicators Project. The current system of measuring the rate of maltreatment is limited as it relies exclusively on reports and subsequent confirmation of maltreatment, and does not capture unreported cases. There are limited means available for capturing data on children who witness maltreatment or other abusive events.

## How can we influence this measure?

Child maltreatment is a complex problem rooted in unhealthy relationships and environments. Preventing child maltreatment means influencing individual behaviors, relationships among families and neighbors and community conditions like poverty that can erode these relationships. Prevention strategies include work with individuals as well as efforts that focus on modifying attitudes, policies and societal norms to create safe, stable, and nurturing environments.

## How do we currently fare from an equity lens?

In 2014, there were 6.9 substantiated maltreatment incidences per 1,000 children in San Francisco. African American children had the highest rates of child maltreatment of all race/ethnic groups, followed by Latino children. Children under age 1 also experienced higher rates of maltreatment at 15.6 incidences per 1,000 children.

## How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
• Income
• Neighborhood of residence
• Residing in public housing
• CalWORKs participation
• Trauma exposure
• Gender and race/ethnicity

## Rates of children experiencing child maltreatment (substantiated incidences per 1,000 children), 2014

| | | Rate |
|---|---|---|
| **Gender** | Female | 7.1 |
| | Male | 6.6 |
| **Age** | 16-17 | 5.3 |
| | 11 to 15 | 6.6 |
| | 6 to 10 | 6.6 |
| | 3 to 5 | 5.8 |
| | 1 to 2 | 5.9 |
| | Under 1 | 15.6 |
| **Race/Ethnicity** | African American | 39.5 |
| | Latino | 11.6 |
| | White | 3.2 |
| | Asian/Pacific Islander | 2 |
| | Overall | 6.9 |
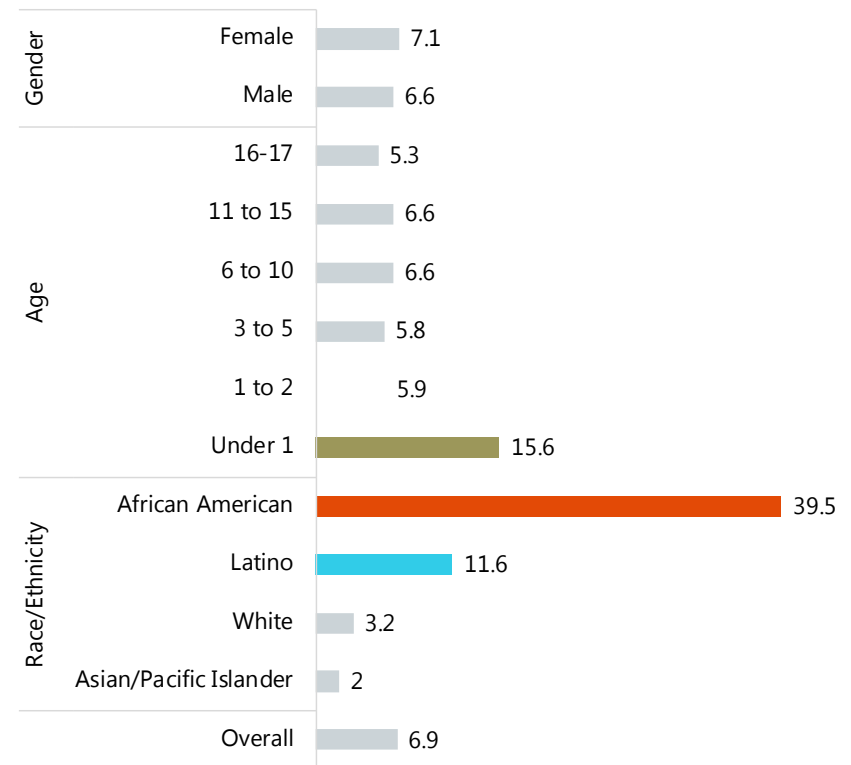
N=816.
Source: California Child Welfare Indicators Project.

**GOAL A:** Families, especially those most in need, live in a safe and nurturing environment for themselves and their children.

**MEASURE:**

## A4. Feel engaged and connected to communities and neighborhoods*

### What does the research say?

In terms of neighborhood and broader community connections, research indicates that societies with trust and inter-group cohesion tend to have better public service delivery, financial accountability, and adherence to democratic norms, that engagement in one's community has a significant association with measures of health and educational attainment.[1] Many studies have found that when parents are involved with their child's school community, no matter what their income or background, their children were more likely to earn higher grades and test scores, enroll in higher-level programs, be promoted, pass their classes, and earn credits, attend school regularly, have better social skills, show improved behavior, and adapt well to school, and ultimately graduate and go on to postsecondary education.[2]

### How do we measure it?

**We would like to measure the percent of families who report they feel engaged and connected in their communities or neighborhoods.** No known data source with a representative sample of families with children in San Francisco currently captures this measure, so an investment in a new data source would be needed. One possible new data source would be a survey of families which could include questions about how much support or connection they feel among their peers or neighbors.

### How can we influence this measure?

The City, School District and community partners all have a role in helping families with children feel engaged and connected to their communities and neighborhoods. City-led community building efforts typically focus on neighborhood cohesion, while school district efforts typically aim to foster involvement in school communities. A variety of community partners build relationships between people based on religion, culture, neighborhood, parenting, interests, etc. This measure could be influenced by intentional efforts to coordinate, strengthen, and expand such efforts.

*Data not currently available, but could be measured.

# A4. Feel engaged and connected to communities and neighborhoods* (continued)

## How do we currently fare from an equity lens?

No data on this measure is currently available.

## How will we track progress through an equity lens?

We would like to examine this data, if created, by the following subgroups, if feasible:
- Neighborhood of residence
- Race/ethnicity
- Age
- Income
- Primary language(s)
- Family composition
- Disability status

# Contributing measures to track for Goal A

**Although not an official component of the Outcomes Framework, the Council will track and report on the following Contributing Measures which provide insights into the well-being of children, youth and families.** These measures do not meet the guiding parameters and criteria as well as those included in the framework, but offer key data to inform the Council's efforts. Note: Any measure with an asterisk (*) indicates that the data is not currently available, but may be measured in the future.

| Contributing Measure | Definition and Notes | Data Source | Frequency |
|---|---|---|---|
| 1) Percent of parents who report that they understand the youth- and family-serving services available to them and are satisfied with those services* | *Would need to develop data source* | | TBD |
| 2) Percent of parents who regularly access city libraries and parks | Reported as two metrics: % of families who respond that they visit parks frequently and % of families who used the library in any way in the past year | Controller's City Survey | Every 2 years |
| 3) Percent of families with children who have adequate food | Current data would be from using the inverse of % of families with children who are food insecure from Feeding America's *Map the Meal Gap* analysis by county. | Feeding America's Map the Meal Gap analysis | Annually |
| 4) Percent of children and youth that report feeling safe in their home | *Would need to develop data source* | | TBD |
| 5) Percent of families living in healthy and safe housing conditions | *Would need to develop data source* Intended to capture the habitability of housing. | | TBD |
| 6) Rate of child pedestrian fatalities and injuries | | San Francisco Department of Public Health/Statewide Integrated Traffic Records System | Annually |

# Contributing measures to track for Goal A

**Although not an official component of the Outcomes Framework, the Council will track and report on the following Contributing Measures which provide insights into the well-being of children, youth and families.** These measures do not meet the guiding parameters and criteria as well as those included in the framework, but offer key data to inform the Council's efforts. Note: Any measure with an asterisk (*) indicates that the data is not currently available, but may be measured in the future.

| Contributing Measure | Definition and Notes | Data Source | Frequency |
|---|---|---|---|
| 7) Presence of Protective Factors in families | *Would need to develop data source*<br>Research indicates that when the 5 Protective Factors (Parental Resilience, Social Connections, Concrete Support, Knowledge of Parenting and Child Development, and Social and Emotional Competence of Children) are present and strong in a family, the likelihood of child maltreatment significantly diminishes. A survey with questions about Protective Factors would need to be developed. No known data source with a representative sample of families in San Francisco currently captures this measure, so an investment in a new data source would be needed. One possible new data source would be a survey of families, which could include questions about Protective Factors. There are existing tools specifically designed to measure Protective Factors in families. | Potential future data source: Beginning 2017, San Francisco Family Resource Center Initiative (jointly funded by First 5, DCYF, and HSA) will be assessing all participant's Protective Factors at intake and regular intervals thereafter. | TBD |
| 8) Predictive factors of child maltreatment | *Would need to develop data source*<br>Predictive factors of child maltreatment include parental adverse childhood experiences, birth method payment, commencement of prenatal care, and paternity.(Putnam-Hornstein, 2014, Cumulative Risk: A Birth Cohort Study of Involvement with Child Protective Services before Age 5; Randell, 2015, Association of Parental Adverse Childhood Experiences and Current Child Adversity). There are existing tools specifically designed to measure these indicators. | | TBD |

# Contributing measures to track for Goal A

**Although not an official component of the Outcomes Framework, the Council will track and report on the following Contributing Measures which provide insights into the well-being of children, youth and families.** These measures do not meet the guiding parameters and criteria as well as those included in the framework, but offer key data to inform the Council's efforts. Note: Any measure with an asterisk (*) indicates that the data is not currently available, but may be measured in the future.

| Contributing Measure | Definition and Notes | Data Source | Frequency |
|---|---|---|---|
| 9) Percent of students who experience physical and sexual dating violence | Physical violence is defined as being physically hurt on purpose one or more times during the past year. Sexual violence is defined as being forced to do sexual things that they did not want to do one or more times in the past year. | Center for Disease Control and Prevention's Youth Risk Behavior Survey (YRBS) administered by SFUSD | Every 2 years |
| 10) Number of children that have been exposed to domestic violence | *Would need to develop*<br>A child's exposure to domestic violence typically falls into three primary categories: 1) Hearing a violent event; 2) Being directly involved as an eyewitness, intervening, or being used as a part of a violent event (e.g., being used as a shield against abusive actions); and 3) Experiencing the aftermath of a violent event" (Bragg 2003). | Until a comprehensive and consistent data source is developed, there is data from three different systems we can refer to:<br>• Family Court data on requests for domestic violence restraining orders<br>• District Attorney's Victim Services Division data on children that have been exposed to domestic violence<br>• Child Trauma Research Project data on the number of families served with children who have witnessed domestic violence | TBD |

# GOAL B:

**Families and transitional age youth, especially those most in need, attain economic security and housing stability for themselves and their children.**

**GOAL B:** Families and transitional age youth, especially those most in need, attain economic security and housing stability for themselves and their children**.**

**MEASURE**

# B1. Self-Sufficiency

## What does the research say?

The ability of parents to provide for their families is affected by income, and income is related to many other child outcomes, such as education. Children who live in low-income households tend to perform worse in school, are more likely to drop out of high school, and are less healthy; and the negative effects can also persist into adulthood.[1]

The Federal Poverty Line and the Self-Sufficiency Standard are two measures of income used to identify households with low incomes. Although the Federal Poverty Line is used by government agencies to determine eligibility for safety net programs, it does not account for differences in the cost of living across states and metropolitan areas and fails to identify all families who are in need of social services.[2] The Self-Sufficiency Standard takes the local context into account and calculates the amount of income a household needs to pay for food, housing, child care, transportation, healthcare and taxes, based on the number of and age of household members.[3]

## How do we measure it?

**We are measuring the percent of families with children and young adults who meet the Self-Sufficiency Standard (which is an alternative to the federal poverty level adjusted for local cost of living).** For example, the Self-Sufficiency Standard for a family with two adults, one preschooler, and one school-age child in San Francisco in 2014 was $79,092.[4] This is

far above the 2014 Federal Poverty threshold for a family of four ($23,850), and is just above 80 percent of the 2014 local Area Median Income of $77,700.[5] The Self-Sufficiency Standard measures income needed for a single adult or family of a certain composition living in San Francisco to adequately meet minimal basic needs. It is based on the costs families face on a daily basis – including housing, food, child care, out-of-pocket medical expenses, transportation, and other necessary spending, and calculated by the Insight Center for Community Economic Development. Using American Community Survey Public Use Microdata Sample (PUMS) data, estimates of the number of different compositions of families are created and the specific Self-Sufficiency Standard is applied. The Self-Sufficiency Standard for a single adult ($33,082 in 2014) is applied to 18-24 year olds.

## How can we influence this measure?

While San Francisco has a very high cost of living, there are several income-support programs for both families and young adults ranging from food stamps to cash aid to child care subsidies to earned income tax credits. Yet many families and individuals often do not know about the benefits and programs they may qualify for or how to navigate systems to obtain them. More coordination and information sharing across service providers may help families and young adults access supports to help them make ends meet.

## How do we currently fare from an equity lens?

Three in every five families with children and young adults in San Francisco meet the Self-Sufficiency Standard, but only three in every ten African American and half of Latino families and young adults earn enough to sustain their basic needs.

## How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
• Neighborhood of residence
• Family composition

**Percent of families with children and young adults who meet the Self-Sufficiency Standard, 2007-2011**

| Group | Percent |
|---|---|
| White | 78% |
| Other | 71% |
| Asian/Pacific Islander | 57% |
| Latino | 51% |
| African American | 30% |
| Overall | 61% |
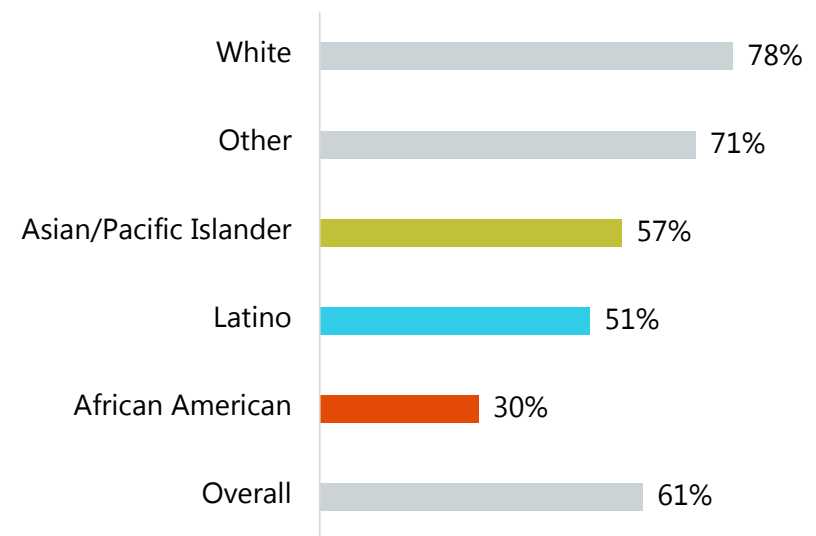
N=80,598.

Source: Human Services Agency of San Francisco analysis of 2011 3-Year American Community Survey Sample Data.

**GOAL B:**   Families and transitional age youth, especially those most in need, attain economic security and housing stability for themselves and their children.

**MEASURE**

## B2. Stably housed (not homeless or in overcrowded conditions)*

### What does the research say?

Studies show that periods of homelessness have serious negative impacts on children. Homeless children are more likely to have health problems such as asthma and ear infections; mental health issues such as anxiety and depression; and are more likely to be developmentally delayed. Being homeless can also make it more difficult for children to enroll in and attend school.[1] Homeless youth have more difficulty finding employment and have much higher HIV infection rates than other youth.[2]

Overcrowding also has negative impacts on children, young adults and families. Some families "double up" in order to reduce housing costs or move in with friends or family temporarily when they lose their housing. Overcrowding is negatively associated with multiple aspects of child wellbeing, even after controlling for several dimensions of socioeconomic status. It can impact academic achievement, on external behavior problems and physical health.[3]

### How do we measure it?

**We are measuring the percent of stably housed families and young adults.** This measure is currently calculated by subtracting the number of homeless and the number of overcrowded families/youth ages 18-24 from total number of families/youth ages 18-24. Households are considered overcrowded if they have more than one person per room. A room includes whole rooms used for living purposes (Includes bedrooms, kitchens, etc. Excludes bathrooms, porches, balconies, foyers, halls, unfinished basements, etc.). The homeless data is from the San Francisco Homeless Point-In-Time Count which uses the federal definition of homeless, and the overcrowded data is the Human Services Agency's analysis of American Community Survey PUMS data. We would like to invest in a data source that would provide self-reported qualitative data about the condition of housing and perceptions of stability.

### How can we influence this measure?

The City, School District and several community partners have been partnering to try to increase housing stability for families and transitional age youth. San Francisco can make progress on this measure by expanding such partnerships and addressing root causes of housing instability - ranging from employment to domestic violence.

*Portions of the data are not currently available, but could be measured.

### How do we currently fare from an equity lens?

Overall, an estimated 81 percent of families with children and 83 percent of youth ages 18 to 24 are stably housed (not living in overcrowded housing conditions or homeless). The sample size of homeless families and youth surveyed is not large enough to reliably disaggregate by race/ethnicity.

### How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
• Race/ethnicity
• Gender
• Sexual orientation/LGBTQ status
• Neighborhood of residence
• Disability status

**Percent of stably housed families and young adults, 2011 and 2015**
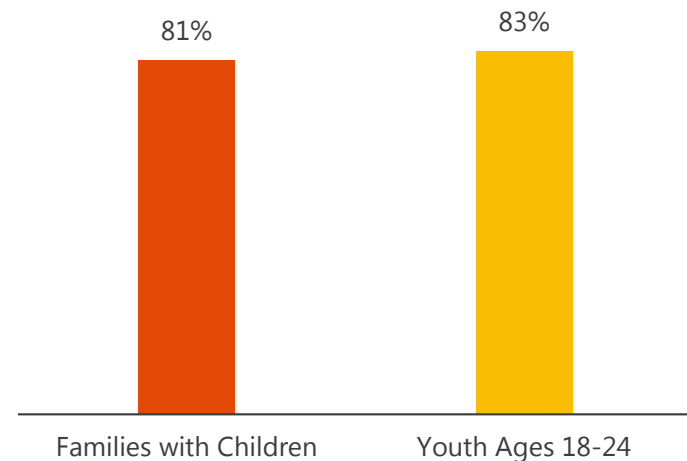


| Families with Children | Youth Ages 18-24 |
| 81% | 83% |

Source: Human Services Agency of San Francisco analysis of 2011 3-Year American Community Survey Sample Data and 2015 San Francisco Homeless Point-In-Time Count and Survey.

# Contributing measures to track for Goal B

**Although not an official component of the Outcomes Framework, the Council will track and report on the following Contributing Measures which provide insights into the well-being of children, youth and families.** These measures do not meet the guiding parameters and criteria as well as those included in the framework, but offer key data to inform the Council's efforts. Note: Any measure with an asterisk (*) indicates that the data is not currently available, but may be measured in the future.

| Contributing Measure | Definition and Notes | Data Source | Frequency |
|---|---|---|---|
| 1) Percent of families spending less than 50% of income on housing | Defined as percent of annual spending on renting and/or owning primary residence. | American Community Survey IPUMS | Annually |
| 2) Percent of families living in different housing types | *Would need to develop data source* Housing types could include owner, rent controlled, subsidized/affordable/public housing rental, and market rate rental). | | TBD |
| 3) Percent of families not likely to move out of San Francisco within 3 years | Defined as percent of families who respond "very likely" or "somewhat likely" to the question: "In the next three years, how likely are you to move out of San Francisco?" | Controller's City Survey | Every 2 years |
| 4) Percent of parents/caregivers and Transitional Age Youth that are working and earning a living wage | According to the MIT Living Wage calculator, the living wage for a family of two adults and two children in San Francisco is $17.85/hour, and the living wage for a single adult is $14.35. | American Community Survey IPUMS | Annually |
| 5) Percent of unemployed parents receiving job training or education* | *Would need to develop data source* | | TBD |

# GOAL C:

**Children, youth and transitional age youth, especially those most in need, are physically, emotionally, and mentally healthy.**

**GOAL C:** Children, youth and transitional age youth, especially those most in need, are physically, emotionally, and mentally healthy.

**MEASURE**

## C1. Healthy births (birth after 37 weeks of pregnancy)

### What does the research say?

Preterm birth puts babies at higher risk of death during the first year of life as well as risk of developing long-term disabilities (e.g., developmental and learning delays, respiratory problems, hearing and vision impairment, and autism).[1] Children born preterm may also have increasing difficulties with complex language functions between the ages of three and 12 years. Children born moderately preterm are more likely than full-term infants to have lower intelligence and poorer visual-motor skills and executive functioning at age seven. Even among children born at term, one recent study finds earlier gestational age is associated with lower reading and math scores at third grade.[2]

### How do we measure it?

**We are measuring the percent of births that are full term.**
This measure is calculated by looking at the percentage of births that are full term in San Francisco, defined as more than 37 weeks of gestational age. This data is compiled through the California Dept. of Public Health California Birth Statistical Master Files by the San Francisco Dept. of Public Health.

### How can we influence this measure?

Research indicates that access to pre-natal care can be a large factor in reducing pre-term birth. Several broader environmental and societal factors may also impact pre-term birth such as access to healthy, nutritious food and reducing stress on pregnant women. Our health and wellness providers can play keep roles influencing each of these factors, and other social service system partners can assist in increasing the awareness of the risks associated with pre-term births.

## C1. Healthy births (birth after 37 weeks of pregnancy)
(continued)

### How do we currently fare from an equity lens?

In 2011, over nine-tenths of San Francisco mothers delivered full-term babies, occurring after 37 weeks of pregnancy. Yet only 86 percent of births to African American women were full-term births compared to 94 percent of births to White women.

### How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
- Neighborhood of residence
- Age of mother
- Residing in public housing
- CalWORKs participation

### Percent of births that are full-term, 2011

| Group | Percent |
|---|---|
| African American | 86% |
| Latino | 91% |
| Asian | 92% |
| Low-income | 93% |
| White | 94% |
| Overall | 92% |
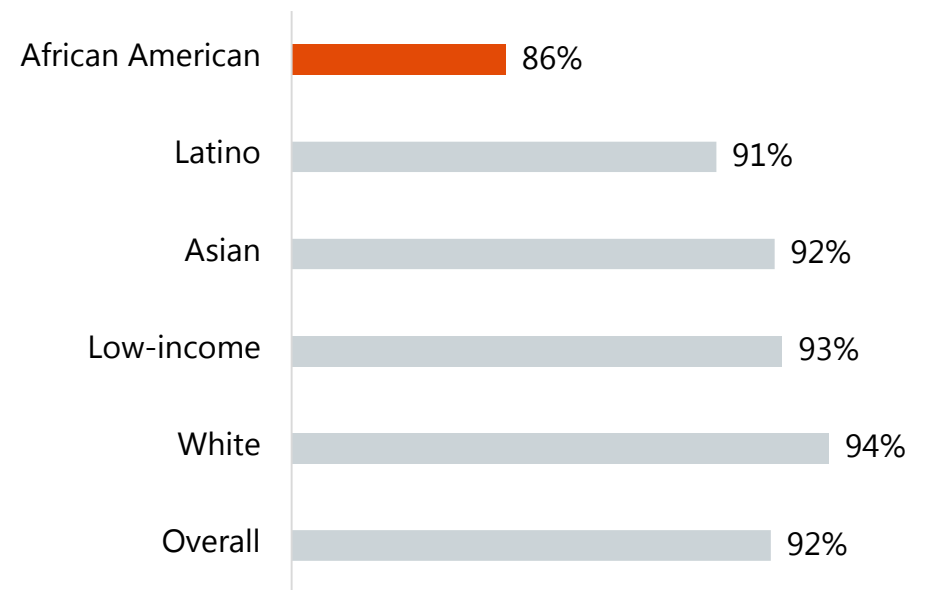
N=678.
Source: California Department of Public Health/San Francisco Department of Public Health, Life Course Indicators Databook, Maternal, Child, & Adolescent Health.

**GOAL C:**   Children, youth and transitional age youth, especially those most in need, are physically, emotionally, and mentally healthy.

**MEASURE**

## C2. Healthy bodies

### What does the research say?

Children who are overweight or obese are at increased risk for physical and socio-emotional problems. Overweight children are more likely than their peers to develop cardiovascular disease, type-2 diabetes, sleep apnea, high cholesterol, asthma, and other health issues. Being overweight may be associated with being bullied, which in turn is related to poorer mental health and decreased physical activity.[1]

The health threats posed by being overweight as a child can be long-lasting. Children and adolescents who are overweight are at risk for becoming overweight adults. Overweight adults face many problems due to their weight, such as health issues, decreased productivity, social stigma, and premature death.[2]

Given the seriousness of the health consequences associated with being overweight, and the rate of increase in the past few decades, the Surgeon General declared overweight prevalence in children and adolescents "a major public health concern." Studies among infants and toddlers have emphasized the importance of addressing healthy eating habits from the beginning of a child's life.

Regular physical activity can play a critical role in helping to maintain a healthy body composition, control weight, and maintain healthy bones and muscles.

### How do we measure it?

**We are measuring the percent of children and youth with a healthy body composition.** For preschoolers participating in Preschool for All, this is defined as not identified as at risk of obesity (rapid BMI gain, overweight or obese). Data is collected through the San Francisco Department of Public Health's Child Care Health Project. For SFUSD students, data is collected in grades 5, 7, and 9, and is defined as when a student has a body fat percentage OR a body mass index that falls within a "Healthy Fitness Zone" as defined through The Cooper Institute's FITNESSGRAM protocol, used by California Department of Education.

### How can we influence this measure?

Childhood obesity is an issue that many City, School District and community partners can impact, from increasing access to physical activity to improving nutrition and food security in families.

## How do we currently fare from an equity lens?

Across all four age groups/grades, about two-thirds of children and youth had a healthy body composition in the 2013-2014 school year. However, under half of Latino and Pacific Islander 5th, 7th, and 9th graders had a healthy body composition, compared to about three-quarters of Whites, Asians, and Mixed race students. Among fifth graders, African Americans, Filipinos, and economically disadvantaged students were also less likely to have a healthy body composition.

## How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
- Race/ethnicity for 3-4 year olds
- Income for 3-4 year olds
- Neighborhood of residence
- Participation in publicly-funded out-of-school time programs

### Percent of children and youth who have a healthy body composition, 2013-14

| | 3-4-year olds | 5th | 7th | 9th |
|---|---|---|---|---|
| Overall | 65% | 63% | 66% | 67% |
| African American | | 50% | 59% | 54% |
| Asian | | 73% | 76% | 78% |
| Filipino | | 57% | 70% | 65% |
| Latino | | 46% | 49% | 49% |
| Native Hawaiian or Pacific Islander | | 38% | 44% | 40% |
| White | | 76% | 76% | 73% |
| Two or more races | | 73% | 73% | 75% |
| Economically disadvantaged | | 58% | 64% | 65% |
| Female | | 68% | 70% | 68% |
| Male | | 60% | 63% | 66% |
| | n=1,147 | n=3,731 | n=3,528 | n=3,526 |

Note: Data for 3-4 year olds reflects those enrolled at child care centers served by the San Francisco Child Care Health Project (CCHP) in 2012-2013 and is not available disaggregated by race/ethnicity and income. Percent not identified as at risk of obesity (rapid BMI gain, overweight or obese). Data for 5th, 7th, and 9th graders reflects SFUSD students with a body fat percentage OR a body mass index that falls within a "Healthy Fitness Zone" as defined through The Cooper Institute's FITNESSGRAM protocol, used by California Dept. of Education.

Sources: San Francisco Child Care Health Project and California Dept. of Education/Physical Fitness Test.

**GOAL C:** Children, youth and transitional age youth, especially those most in need, are physically, emotionally, and mentally healthy.

**MEASURE**

# C3. Oral health (without dental cavities)

## What does the research say?

Tooth decay is the most common chronic disease among children in the United States. The Centers for Disease Control and Prevention (CDC) reports that more than 40 percent of children have decay by the time they reach kindergarten.[1]

Tooth decay and other oral diseases disproportionately affect low-income children, children of color, and the uninsured. Those children, compared to their peers, are less likely to receive routine dental check-ups, which are critical for preventing tooth decay. For this reason, the federal government has set a public health goal focused on improving access to preventive dental services for low-income children.[2]

Research has shown that the sooner children begin getting regular dental checkups, the healthier their mouths will stay throughout their lives. Early checkups help prevent cavities and tooth decay, the most common childhood chronic disease, which can lead to pain, trouble concentrating and other medical issues.[3]

## How do we measure it?

**We are measuring the percent of Kindergarteners without dental cavities.** This measure is defined as the percent of children who have not experienced cavities (or tooth decay) in their primary or permanent teeth. Data is collected through the San Francisco Department of Public Health's and SFUSD's Oral Health Screening Program. Data is currently available for SFUSD Kindergarten students only.

## How can we influence this measure?

Tooth decay is the most common chronic population-wide childhood illness and yet is entirely preventable. It was identified as one of the top unmet health needs in San Francisco, so the San Francisco Department of Public Health, UCSF, SFUSD and other partners have launched a strategic partnership to reduce tooth decay in kindergarteners and other young children through a district-wide screening program, integrating dental health into child well-visits, and promoting the need to address oral health among pregnant women and young children.

## How do we currently fare from an equity lens?

Nearly two-thirds of San Francisco kindergarteners did not have dental cavities in 2012. However there are significant differences by race/ethnicity: for example, there is a 27 percentage-point difference between the share of Asian and White kindergarteners with without dental cavities in San Francisco – 57 percent compared to 84 percent.

## How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
- Additional age groups
- Income level
- Residing in public housing
- CalWORKs participation

**Percent Kindergarteners without dental cavities, 2012**

| Group | Percent |
|---|---|
| Asian | 57% |
| Black | 62% |
| Latino | 63% |
| White | 84% |
| Overall | 63% |
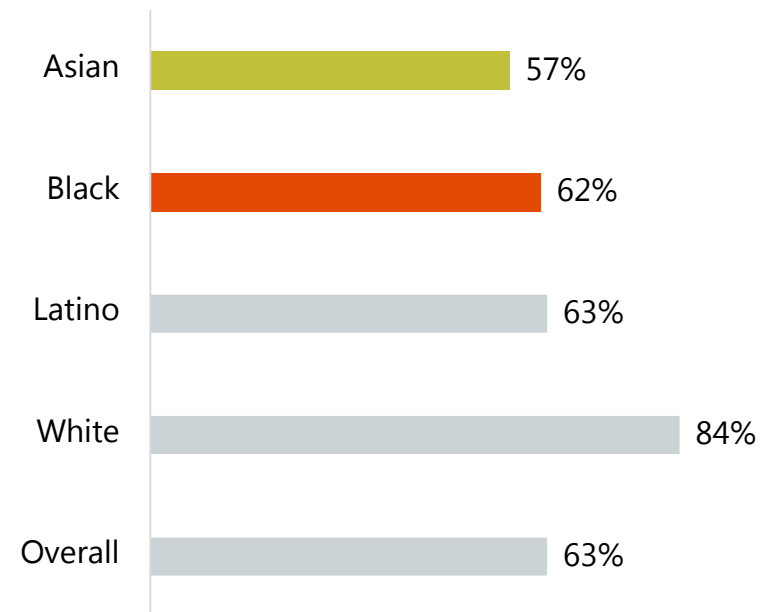
Notes: Dental cavities in primary or permanent teeth.
Source: San Francisco Unified School District Oral Health Screening Program.

**GOAL C:** Children, youth and transitional age youth, especially those most in need, are physically, emotionally, and mentally healthy.

**MEASURE**

## C4. Mental wellbeing (without symptoms of depression)*

### What does the research say?

Researchers and leading health organizations widely recognize mental health as an integral part of overall health.[1] Untreated mental health issues in childhood have lasting results into adulthood.[2] National studies show that an estimated 11 percent of youth are diagnosed with depression by 18, and youth with depression are more likely to engage in risky behaviors, including suicidal behavior, unsafe sex, using alcohol or drugs, and dropping out of school.[3]

High school age youth who suffer from depression may experience low tolerance for frustration and negative patterns for thinking. Depressed students often give up more quickly on tasks that they perceive to be daunting, refuse to attempt academic work they think may be too difficult, and quickly doubt their ability to independently complete academic tasks or solve problems. Students suffering from depression often also experience social difficulties and problems maintaining friendships as a result of mood fluctuations and their tendency to perceive relationships and interactions negatively.[4]

*Data is not currently available for transitional aged youth, but could be measured.

### How do we measure it?

**We are measuring the percent of high school age youth who do not report experiencing symptoms of depression.** This is measured through a survey question on the Youth Risk Behavior Survey (YRBS) administered every other year by SFUSD. The question asks "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?" We would need to invest in a data source for non-SFUSD students and transitional age youth.

### How can we influence this measure?

City departments, such as the Department of Public Health, working in partnership with SFUSD are well positioned to influence supports provided to high school students who suffer from depression. The City can also work to spread awareness and provide support for depression for youth, educating students about the signs of depressions and whom to reach out to for help.

# C4. Mental wellbeing (without symptoms of depression)*
(continued)

## How do we currently fare from an equity lens?

Overall, three-quarters of high schoolers did not report feeling so sad or hopeless that they stopped doing some of their usual activities. Males and Asians were less likely to report symptoms of depression than females and other racial/ethnic groups.

## How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
- Sexual orientation/LGBTQ status
- Primary language
- Transitional Age Youth
- Enrollment in Special Education
- Income

## Percent of SFUSD students who do not report feeling symptoms of depression, 2014-15

**Gender**
- Female: 69%
- Male: 80%

**Race/Ethnicity**
- Asian: 81%
- Mixed Race: 70%
- White: 70%
- Latino: 68%
- African American: 72%

Overall: 75%
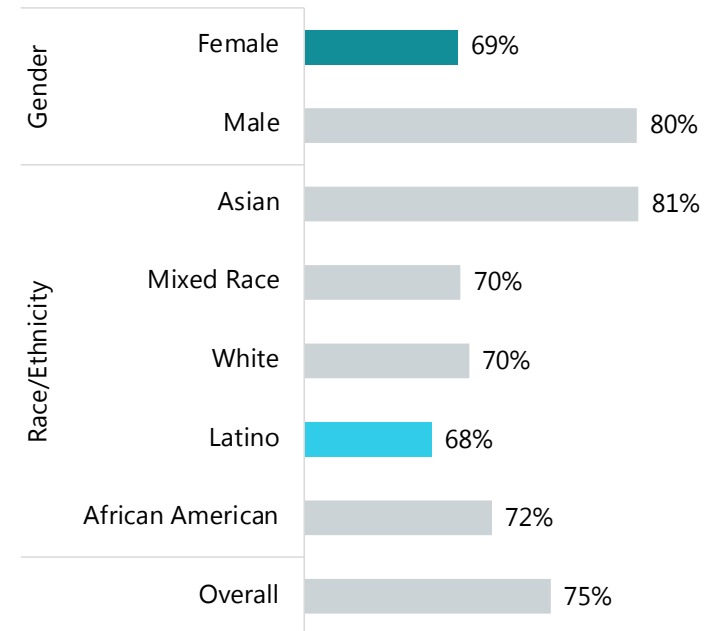
N=2,128.
Note: Students reporting that during the past 12 months they never felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities.
Source: Youth Risk Behavior Survey (YRBS) for SFUSD.

**GOAL C:** Children, youth and transitional age youth, especially those most in need, are physically, emotionally, and mentally healthy.

## MEASURE

## C4. Caring adults*

### What does the research say?

Developmental research shows that having one or more caring adults in a child's life increases the likelihood that they will flourish, and become productive adults themselves. Caring adults can be parents, other relatives, neighbors, teachers, mentors, coaches, religious leaders, or others. Children and adolescents who have a formal or informal "mentor-like" relationship with someone outside their home are less likely to have externalizing behavior problems (bullying) and internalizing problems (depression). They are also more likely to complete tasks they start, remain calm in the face of challenges, show interest in learning new things, volunteer in the community, engage in physical activities, participate in out-of-school time activities, and be engaged in school. Additionally, those who have a caring adult outside the home are more likely to talk with their parents about "things that really matter."[1] These results suggest that mentor-like adults outside the home can be a resource in promoting positive well-being for children and adolescents. Additional research shows that young adults with formal and even informal mentors in their lives were far more likely to stay in school, enroll in college, become active in sports, become leaders and generally pursue higher goals than those who do not have mentoring relationships in their lives.[2]

*Data is not currently available for transitional aged youth, but could be measured.

### How do we measure it?

**We are measuring the percent of children, youth, and transitional age youth who report having a caring adult in their lives**. This measure is the percent of children and youth who report there is an adult at school who really cares about them. It is a survey question on the California Healthy Kids Survey administered by SFUSD. Data is currently only available for SFUSD students in grades 5, 7, and 9. We would need to invest in a data source for non-SFUSD students and transitional age youth, and in a data source that captures caring adults beyond the school setting.

### How can we influence this measure?

San Francisco has strong youth development roots, and a rich array of culturally competent nonprofit providers. Additionally, both the School District and city social service agencies' articulate the importance of socio-emotional connections in young people's lives. Given this, this is a measure that all stakeholders can work together to improve. San Francisco has the infrastructure and leverage to ensure that every young person has a connection to a caring adult - whether that be a city, district, or CBO staff, neighbor, coach, employer, religious leader, or other community member.

### How do we currently fare from an equity lens?

In general, the share of students reporting a teacher or other adult at school that really cares about them declines with each subsequent grade, but Asians, Pacific Islanders, and females report the lowest rates of feeling like there is a teacher or other adult at school who really cares about them. White students report the highest rates of having caring adults at school in both 7th and 9th grades.

### How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
• Sexual orientation/LGBTQ status
• Primary language

**Percent of SFUSD students who report a caring relationship with an adult at school, 2013-14**

|  | 5th | 7th | 9th |
|---|---|---|---|
| Overall | 58% | 35% | 28% |
| Latino |  | 38% | 33% |
| Native American |  | 40% | 36% |
| Asian |  | 30% | 22% |
| African American |  | 36% | 44% |
| Pacific Islander |  | 26% | 35% |
| White |  | 47% | 32% |
| Mixed |  | 37% | 35% |
| Female |  | 35% | 27% |
| Male |  | 36% | 30% |
|  | n=739 | n=2,684 | n=2,675 |

Note: Students reporting there is a teacher or some other adult who really cares about them. Data for 5th graders comes from 2012-13 (the most recent data year available), and data by subgroups is unavailable. Source: California Healthy Kids Survey for SFUSD (Core Module Q35).

# Contributing measures to track for Goal C

**Although not an official component of the Outcomes Framework, the Council will track and report on the following Contributing Measures which provide insights into the well-being of children, youth and families.** These measures do not meet the guiding parameters and criteria as well as those included in the framework, but offer key data to inform the Council's efforts. Note: Any measure with an asterisk (*) indicates that the data is not currently available, but may be measured in the future.

| Contributing Measure | Definition and Notes | Data Source | Frequency |
|---|---|---|---|
| 1) Percent of mothers receiving prenatal care in the first trimester | | California Dept. of Public Health/Birth Records | Annually |
| 2) Percent of children (ages 0-5) who receive developmental screenings | Developmental screenings are brief assessments designed to identify children who should receive more intensive diagnosis or assessment for developmental delays so that they receive the services and supports they need early on. | First 5 SF | Annually |
| 3) Percent of children ages 0 to 17 who have a usual source of health care | Includes the percentage of children, ages 0-17, who have a usual source of health care, as a percentage of all children. Estimates exclude emergency room and urgent care visits as a usual source of care. | California Health Interview Survey | Annually |
| 4) Percent of children and youth who are physically fit | Data currently only available for SFUSD students in grades 5, 7, and 9. Defined as meeting 5 of the 6 fitness areas evaluated | California Dept. of Education | Annually |
| 5) Percent of children who use active transportation to get to and from school | Active transportation is defined as walking or biking (compared to passive commuting, which is taking the bus or a car to school) | UC Berkeley Department of Public Health | Annually |
| 6) Percent of children and youth who spend at least 30-60 minutes outdoors daily | *Would need to develop data source* | Data source would need to be developed with San Francisco Recreation and Parks and SFUSD | TBD |

# Contributing measures to track for Goal C

**Although not an official component of the Outcomes Framework, the Council will track and report on the following Contributing Measures which provide insights into the well-being of children, youth and families.** These measures do not meet the guiding parameters and criteria as well as those included in the framework, but offer key data to inform the Council's efforts. Note: Any measure with an asterisk (*) indicates that the data is not currently available, but may be measured in the future.

| Contributing Measure | Definition and Notes | Data Source | Frequency |
|---|---|---|---|
| 7) Percent of the ten nature-based experiences outlined in the San Francisco Children's Outdoor Bill of Rights experienced by children by the time they reach 8th grade | *Would need to develop data source* | Data source to be developed with SFUSD | Annually |
| 8) Percent of children with emotional, developmental, or behavioral problems that received mental health care | *Would need to develop data source* | Potential data source: First 5 and SFUSD Kindergarten Observation Study | TBD |
| 9) Percent of children who report being happy with their life as a whole | *Would need to develop data source* | | TBD |

# GOAL D:

**Children, youth and transitional age youth, especially those most in need, thrive in a 21$^{st}$ Century learning environment.**

**GOAL D:**   Children, youth and transitional age youth, especially those most in need, thrive in a 21st Century learning environment.

**MEASURE**

## D1. Enrollment in high-quality early care and education settings

### What does the research say?

Studies have shown that high-quality early care and education is beneficial to entire families. When parents are able to find early care and education that meets their needs, they can maintain employment or enrollment in school, improve their ability to support their families, and advance economically.[1] Moreover, current research shows the early years (ages 0-5) are the most sensitive for brain development. Over 90% of brain growth occurs during this period. The quality of early care and education in those early years can have a significant effect on a child's long term development.[2] Research connects high quality early care and education to children's school readiness and later life success, including: improved school readiness skills; improved math and language ability; fewer cognitive and social issues; fewer behavior issues; less likely to be in special education; less likely to repeat a grade; less likely to enter juvenile detention programs; and more likely to graduate from high school.[3]

### How do we measure it?

**We are measuring the percent of children (ages 0-5) enrolled in high-quality early care and education settings**. This is calculated by dividing the total number of children ages

0-5 enrolled in high-quality early care and education settings by the total number of children ages 0-5. Early care and education settings include licensed child care centers and family child care homes. High-quality is currently defined as Tier 4 or higher on the locally adapted Quality Rating and Improvement System (QRIS) matrix. Data is currently limited to City-funded early care and education settings, which largely enroll low- to moderate-income families, but could be expanded as additional resources become available. Data will be disaggregated, to the extent possible, by race/ethnicity, income, dual-language learners, and special needs. Further discussion is necessary to establish appropriate targets by age group for this measure, as 100% is neither achievable nor necessarily desirable. Data is collected by the Office of Early Care and Education and First 5 San Francisco.

### How can we influence this measure?

The City's Office of Early Care and Education, First 5 San Francisco, and SFUSD Early Education Department are working together to coordinate and improve the quality of early care and education services citywide. Partnerships with other public agencies and community partners can help ensure that all young children have information about and access to affordable, high quality early care and education settings that can foster their growth and development.

## How do we currently fare from an equity lens?

In 2014, approximately 5.6 percent of children ages 0-5 were enrolled in City-funded high-quality early and education settings, which largely enroll low- to moderate-income families. It is important to note that this percentage is low for several reasons: first, the City is in the early stages of rating high-quality early care and education programs. As of December 2014, only 140 sites of over 1,000 licensed centers and family child care homes in the City have been rated through the QRIS. Second, initial ratings during the startup phase of QRIS tended to be lower for reasons that have since been addressed, and upon re-rating, site scores have been trending upwards. And lastly, the data still needs to be disaggregated by age to properly benchmark expectations. Currently all children ages 0 to 5 are lumped into a single category, but centers and family child care homes may not necessarily be the best settings for all children at all ages.

## How will we track progress through an equity lens?

The data will also be available by race/ethnicity.

We would like to also examine this data by the following subgroups, if feasible: age, income, neighborhood of residence, residing in public housing, and CalWORKs participation.

### Percent of children ages 0-5 enrolled in City-funded high-quality early care and education settings, 2014



5.6%
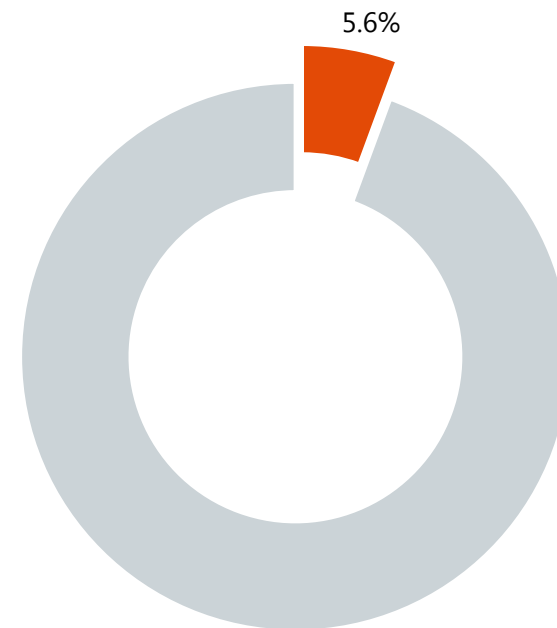
Source: San Francisco Office of Early Care and Education and First 5 San Francisco; 2014 American Community Survey 5-Year Estimates.

**GOAL D:** Children, youth and transitional age youth, especially those most in need, thrive in a 21st Century learning environment.

**MEASURE**

## D2. Kindergarten, middle school, and high school readiness*

### What does the research say?

Kindergarten builds the foundation for future success in school. Research shows that kindergarteners who begin school with important skills, such as basic numeracy and the ability to get along with others, have higher academic achievement later in life than those that do not.[1] Studies have shown that at least half of the educational achievement gaps between poor and non-poor children already exist at kindergarten entry. Children from low-income families are more likely to start school with limited language skills, health programs, and social and emotional programs that interfere with learning. And the larger the gap at school entry, the harder it is to close as they continue to widen over time.[2] There is a cumulative effect as many children who start off behind do not end up meeting grade-level expectations on core subjects later on.[3] Studies have found that as students move through their middle and high school years, there are several predictive key measures associated with high school graduation and college readiness – particularly grades, attendance, suspensions, and test scores.[4] As such, ensuring that children are ready for kindergarten, and subsequently for the transitions to middle and high school will be critical for preparing them for future success.

### How do we measure it?

**We measure the percent of SFUSD students who are ready for kindergarten and high school**. Data on middle school readiness is not yet available, but SFUSD is currently developing a set of measures. Kindergarten readiness is defined as entering kindergarten proficient across four dimensions of readiness, which include: a) self-care & motor skills, b) self-regulation skills, c) social expression, and d) kindergarten academics. Readiness is assessed through the Kindergarten Observation Form. Data is currently only available for District kindergarteners, but this method could potentially be applied to non-SFUSD students in the future. High school readiness examines student performance on four measures in grade 8: GPA of 2.5 or better, attendance 96% or better, no D's or F's in ELA or Math in 8th grade, and never suspended in 8th grade.

### How can we influence this measure?

The City's Office of Early Care and Education, First 5 San Francisco, and SFUSD Early Education Department have agreed to use a common method to assess Kindergarten readiness. Research shows that participation in high quality early care and education settings prior to Kindergarten can help reduce disparities between children's Kindergarten readiness skills. There are also existing programs, such as the Early Warning Indicators program (also a measure of high school readiness) by the District that can be leveraged by collaborating closely with City and community partners. Wraparound support services beyond the District can further enhance student readiness at all levels.

*Data is not currently available for middle school readiness, but will be measured by the District in the near future.

## How do we currently fare from an equity lens?

In a representative sample of entering SFUSD kindergarteners in 2009, 69 percent of kindergarteners were assessed as at least near-proficient in all areas of readiness on the Kindergarten Observation Form. And while nearly 70 percent of kindergarteners start school ready to learn, only 49% of African American and 61 percent of Latino students were kindergarten-ready.

In the 2014-15 school year, 63 percent of SFUSD 9th graders were assessed as high school-ready, but only 28 percent of African Americans, 40 percent of Special Education students, and 43 percent of Latinos were prepared for high school.

## How will we track progress through an equity lens?

In addition to examining the data by the subgroups on the chart to the right, the data is also available by:
- Preschool participation

We would like to also examine this data by the following subgroups, if feasible:
- Income
- Neighborhood of residence
- Residing in public housing
- CalWORKs participation
- Justice-involved youth

## Percent of SFUSD students ready for Kindergarten and High School

|  | Kindergarten | High School |
|---|---|---|
| Overall | 69% | 63% |
| African American | 49% | 28% |
| Latino | 61% | 43% |
| White | 84% | 64% |
| Asian |  | 84% |
| Chinese | 74% |  |
| Filipino |  | 70% |
| English Learner | 65% |  |
| Low income |  | 60% |
| Special Education |  | 40% |
|  | n=751 | n=3,370 |

Note: Data for kindergarten readiness is 2009-10 and high school readiness is 2014-15.

Sources: "Portrait of School Readiness, 2009-2010: San Francisco Unified School District," Kindergarten Observation Form I and Parent Information Form (2009); SFUSD High School Readiness (2014-15).

**GOAL D:** Children, youth and transitional age youth, especially those most in need, thrive in a 21st Century learning environment.

**MEASURE**

## D3. Regular school attendance

### What does the research say?

Educators widely acknowledge time spent in school is critical to overall student learning and that quality of time spent in school can vary greatly.[1] Although an imperfect measure of time spent learning, regular attendance is an important starting point for understanding access to opportunities for learning. In its 2013-2015 Strategic Plan, SFUSD identified increasing instructional time by decreasing the disproportionate suspensions of African American and Latino students as a priority as recent data show many of these students are missing instructional time due to suspensions for behavior issues or being sent out of class by teachers.[2]

### How do we measure it?

**We measure the percent of students who attend school regularly**. Regular school attendance is defined as attending school more than 90% of the time. Data is currently only available for SFUSD students. In the future we would also like to capture preschool attendance. Data for preschool attendance would be collected through First 5/Preschool for All.

### How can we influence this measure?

Examples from other major cities demonstrate the potential impact of a multi-pronged approach to increasing school attendance that could be adopted by SFUSD, city departments, and community partners. Several existing partnerships could be leveraged to enhance collaborative impact on this measure.

### How do we currently fare from an equity lens?

Nine in every ten SFUSD students attend school regularly. However, some subgroups are far less likely to attend school regularly compared to other racial/ethnic groups. Over a fifth of African American and Pacific Islander students do not attend school more than 90 percent of the time.

### How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
- Neighborhood of residence
- Primary language
- Grade level
- Housing stability, including if residing in public housing
- Sexual orientation/LGBTQ status
- Participation in CalWORKs
- Participation in city-funded out of school time programs
- Participation in city-funded mental health services
- Justice-involved youth

### Percent of K-12 SFUSD students attending school regularly (>90% attendance), Fall 2014

| Group | Percent |
|---|---|
| African American | 77% |
| Pacific Islander | 78% |
| American Indian | 80% |
| Latino | 86% |
| Filipino | 93% |
| Other Asian | 95% |
| Chinese | 98% |
| Overall | 90% |
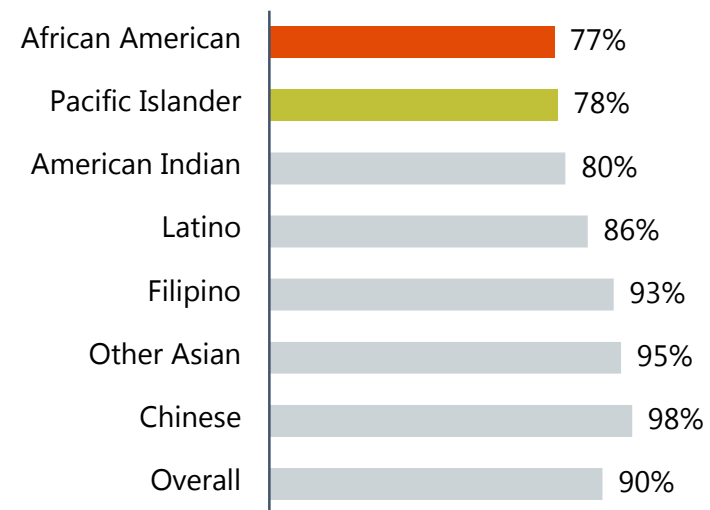
Source: SFUSD My Brother's Keeper, "Snapshots of African American Student Data," January 2015, Kevin Truitt.

**GOAL D:** Children, youth and transitional age youth, especially those most in need, thrive in a 21st Century learning environment.

**MEASURE**

## D4. Proficiency in Reading, Math, Language Arts, and Science

### What does the research say?

Measures of growth and performance are important for monitoring the progress of students as they move through the grades. Research has shown that early proficiency in Language Arts and Math are highly correlated with later academic success; some research indicates that third graders not reading at proficiency are 4 to 6 times less likely to graduate from high school.[1] Students with limited reading abilities have a harder time keeping up across multiple subjects (including math, science, and other languages), and those who fall behind in the early grades often stay behind.[2] Science skills will be critical for students to prepare for jobs of the future. Nationally, science, technology, engineering and mathematics (STEM) jobs are projected to grow by 17 percent between 2008 and 2018.[3] Local, state, and national data consistently show an achievement gap between some racial/ethnic groups.

### How do we measure it?

**We measure the percent of SFUSD students in grades 3-5 proficient or above in reading; students grades in 3-8 and 11 meeting or exceeding standards in Language Arts and Math, and the percent of students grades in 5, 8, and 10 proficient or above in Science.** The technology-based Smarter

Balanced Assessment Consortium (SBAC) assessments in Mathematics and Language Arts measure progress toward the California Common Core Standards. Unlike the previous state standardized tests, these assessments include a wider variety of questions, requiring students to explain how they solve problems, think critically, reason with evidence, and write analytically. The California Standards Tests (CSTs) for Science are administered only to students in California public schools, therefore data is currently only available for SFUSD students. It is important to note that the CSTs will be replaced by the new Next Generation Science Standards (NGSS) in 2018-19, may be administered in different grades, and will not be comparable to the CSTs.

### How can we influence this measure?

Standardized assessments such as the SBAC help us measure what students know and can do. While SFUSD and its partners are working to continually improve the quality of instruction, the City and other community partners play a large role in helping students get to school ready to learn. City and community partners work with SFUSD to play key roles in providing safe passage to school, nutrition, mental and physical health, and family-stabilizing services.

## How do we currently fare from an equity lens?

Overall, about half of SFUSD's students meet or exceed standards in Reading, Language Arts, and Math, and 60 percent of students are proficient or above in Science. However many subroups within the district are failing to meet standards. In particular, students enrolled in Special Education, low income students, English Learners, Pacific Islanders, Latinos, and African Americans have fallen the furthest behind on these measures.

## How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
• Neighborhood of residence
• Residing in public housing
• CalWORKs participation
• Participation in publicly-funded out-of-school time programs
• Participation in publicly-funded mental health services
• Justice-involved youth

## Percent of SFUSD students proficient or above in Reading, Math, English-Language Arts (ELA), and Science, 2014-15

| | Reading | ELA | Math | Science |
|---|---|---|---|---|
| Overall | 51% | 52% | 48% | 59% |
| Economically disadvantaged | | 42% | 39% | 50% |
| Special Education | 18% | 15% | 14% | 28% |
| English Learner | 13% | 21% | 28% | 18% |
| Male | | 47% | 47% | 58% |
| Female | | 58% | 49% | 60% |
| African American | 21% | 18% | 11% | 25% |
| Pacific Islander | | 23% | 17% | 27% |
| Latino | 30% | 27% | 19% | 32% |
| American Indian | | 49% | 33% | 56% |
| Filipino | | 56% | 42% | 50% |
| Mixed Race | | 61% | 54% | 72% |
| Asian | | 66% | 69% | 74% |
| White | | 77% | 68% | 82% |
| | n=5,382 | n=25,237 | n=26,102 | n=10,604 |

Note: Reading scores are for students tested in grades 3-5; ELA and Math are for grades 3-8 and 11, and Science is for grades 5,8, and 10.

Source: Scholastic Reading Inventory and California Assessment of Student Performance and Progress.

# Contributing measures to track for Goal D

**Although not an official component of the Outcomes Framework, the Council will track and report on the following Contributing Measures which provide insights into the well-being of children, youth and families.** These measures do not meet the guiding parameters and criteria as well as those included in the framework, but offer key data to inform the Council's efforts. Note: Any measure with an asterisk (*) indicates that the data is not currently available, but may be measured in the future.

| Contributing Measure | Definition and Notes | Data Source | Frequency |
|---|---|---|---|
| 1) Percent of families who read to their children ages 0-5 every day | Calculated using a self-reported survey question: In a usual week, about how many days do you or any other family members read stories or look at picture books with (CHILD)? | California Health Interview Survey OR First 5 SF and SFUSD Kindergarten Observation Study, Parent Information Form | Annually |
| 2) Percent of families who report they feel they understand their children's developmental needs | *Would need to develop data source* | | TBD |
| 3) Percent of K-12 students participating in arts, physical education, and athletic teams | Data currently only available for SFUSD students. | SFUSD PEEF evaluation | Annually |
| 4) Percent of children and youth who have access to expanded learning opportunities during the school year and summer | Administrative data currently available for K-8 students citywide, and parent-reported survey data available for youth ages 14-18. | DCYF; Controller's City Survey. | Annually; every other year |
| 5) Percent of children, youth and transitional age youth with a library card | The share of children, youth and transitional age youth up to age 24 with a San Francisco Public Library card. Includes only active cards (cards expire after 3 years on non-use). | San Francisco Public Library | Annually |
| 6) Percent of 6th grade students who have had an outdoor education experience during their elementary career | *Would need to develop data source* | Data source to be developed with SFUSD | Annually |

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| Contributing Measure | Definition and Notes | Data Source | Frequency |
|---|---|---|---|
| 7) Percent of children enrolled in Preschool For All sites that have fewer than 10 days unexcused absences | Unexcused absences include vacation, leave, "best interest of child." | First 5 | Annually |
| 8) Percent of ninth graders with one of the two SFUSD Early Warning Indicators | Early Warning Indicators/risk factors are a predictor of high school graduation. Incoming ninth grade students who entered with exactly one eighth grade risk factor (GPA below 2.0 and attendance rate below 87.5%) were half as likely to graduate as students who entered with zero risk factors (43% compared to 84%). The graduation rate of students with two risk factors dropped to 15%. | John Gardner Center, Stanford University/SFUSD | Annually |
| 9) Percent of children and youth not missing instructional time due to behavioral issues | Defined as students who are not expelled, suspended or referred out of the classroom for behavioral issues. Data currently only available for SFUSD students. | SFUSD | TBD |
| 10) Percent of students who use public transportation daily to get to/from school and to/from school-related activities | *Would need to develop data source* Through the community engagement process, we heard many students express challenges around using public transit as a reliable means to getting to/from school and to internships and other activities | TBD | TBD |

# GOAL E:

**Children, youth and transitional age youth, especially those most in need, succeed in post-secondary education and/or careers paths.**

**GOAL E:**    Children, youth, and transitional age youth - especially those most in need - succeed in post-secondary and/or careers paths.

## MEASURE

# E1. High school graduation

## What does the research say?

Not completing high school is associated with poor employment and life outcomes, including unemployment and lower wages, dependence on welfare services, poor physical and mental health, and a greater likelihood of engaging in criminal activity.[1] A recent report from the California Department of Justice estimated high school dropouts cost the state $46 billion annually.[2] In contrast, completing higher education has been associated with more employment opportunities, greater earning potential, and better overall health.[3] Given the high cost of living in San Francisco and the correlation between high school graduation and higher earnings, it is imperative to track this measure.

## How do we measure it?

**We measure the percent of 9th graders that have graduated from high school.** The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrates to another country, or dies during that same period. SFUSD requires

students to meet University of California/California State University eligibility requirements to graduate. Data is currently available for SFUSD students only.

## How can we influence this measure?

High school graduation is a cumulative measure: it is impacted by everything a student has experienced in their school career. While SFUSD has experienced improvements in overall graduation rates, large disparities still exist for African American, Pacific Islander, and special education students. These populations are the focus of several city-school district-community partnerships* ranging from parenting supports and early literacy to youth wellness and family cohesion to summer learning opportunities and violence prevention efforts.

*My Brother's/Sister's Keeper Initiative (MBSK), HOPE SF, Bridge to Success, DPH, TAY, Campaign for Grade-Level Reading, SFUSD's School Quality Improvement Rate, SFUSD's Performance Indicators

## How do we currently fare from an equity lens?

SFUSD's overall graduation rates are on par with state-level rates but differences by ethnicity are greater than overall patterns in California. In 2014-15, the graduation rate from SFUSD high schools was 84% compared to 81% for California. Graduation rates for African American (64%) and Latino (69%) youth were lower than the rest of the district while graduation rates for Asian (92%) and White (87%) youth were higher.

## How will we track progress through an equity lens?

We would like to also examine this data by the following subgroups, if feasible:
• Neighborhood of residence
• Residing in public housing
• CalWORKs participation

## SFUSD Cohort High School Graduation Rate, 2013-14

| Category | | Rate |
|---|---|---|
| Gender | Female | 86% |
| | Male | 82% |
| Race/Ethnicity | Asian | 92% |
| | Mixed Race | 90% |
| | Filipino | 89% |
| | White | 87% |
| | Pacific Islander | 72% |
| | Latino | 69% |
| | African American | 64% |
| | Native American | 38% |
| | Economically disadvantaged | 82% |
| | Special Education | 61% |
| | English Learner | 72% |
| | Overall | 84% |
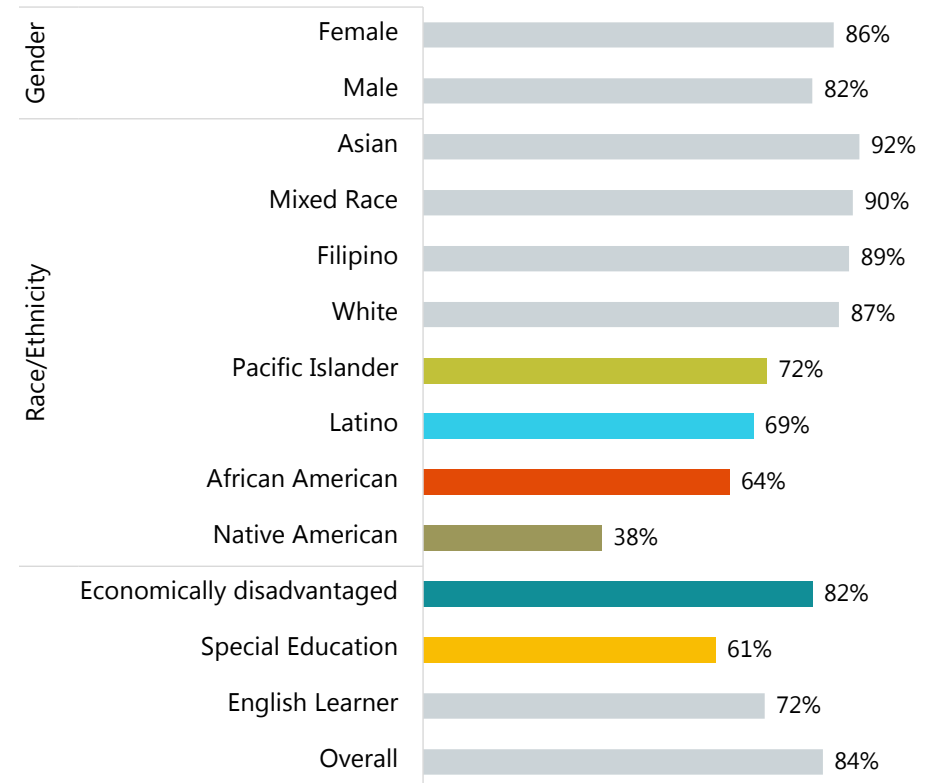
N=3,998.
Source: California Department of Education, DataQuest.

**GOAL E:** Children, youth, and transitional age youth - especially those most in need - succeed in post-secondary and/or careers paths

**MEASURE**

## E2. College degree or certificate completion

### What does the research say?

Research has linked the completion of postsecondary education with several positive life outcomes. Individuals who graduate with a postsecondary degree are more likely to secure jobs with higher wages and have continued benefits throughout their career, including the skills needed to be competitive in today's job market.[1] Higher levels of education also correspond to lower levels of unemployment and decreased dependency on government resources. Those with postsecondary degrees contribute more to tax revenues than others do and are less likely to depend on social safety-net programs, generating decreased demand on public budgets. College graduates have lower smoking rates, more positive perceptions of personal health, and lower incarceration rates than individuals who have not graduated from college.[2] Additionally, by 2018, only 37% of available jobs are projected to require only a high school diploma. The remaining 63% of jobs will require a college degree.[3]

In addition to four-year degrees, certificates also have value. Research indicates that short-term certificates - such as those offered in community colleges - can lead to better employment odds and higher wages — sometimes even more so than bachelor's degrees.[4]

### How do we measure it?

**We measure the percent of high school graduates who enroll in college and complete a degree or certificate within six years.**
Data is calculated for each graduating cohort through the National Student Clearinghouse. Data is currently available for only SFUSD students and only those completing college degrees. In the

future, we would like this calculated for those who enroll (addressing the issue of access) and for those who complete (addressing the issue of completion) disaggregated by all racial/ethnic groups. Additionally, there is a rationale for collecting completion data at the 6-year mark. College graduation takes longer for students, often beyond 4 years, due to their inability to access courses and enrollment in remedial course sequences. Therefore, the U.S. Department of Education tracks 6-year graduation rates.[5] While SFUSD does not currently collect certificate data but will do so in the future. Currently only Career Technical Education (CTE) certificate data is currently available for all of San Francisco County through CALPASS PLUS.

### How can we influence this measure?

We can improve postsecondary rates through continuous alignment between our school district and local institutions of higher education, specifically through data share agreements. Increasing alignment can promote both access and student persistence. We can ensure SFUSD graduates are informed of all postsecondary options, including CTE programs and dual enrollment opportunities offered by our community college. We can further influence persistence in community college through reforming the community college placement process and ensuring additional supports at local 4-year colleges. Several existing initiatives are working to address such issues.*

*My Brother's/Sister's Keeper Initiative (MBSK), Bridge to Success, SF Promise, California Career Pathways Trust

### How do we currently fare from an equity lens?

Just over half of college attendees that graduated from SFUSD in 2007-08 have completed a degree within six years. Groups that have the lowest college completion rate within this time period are Special Education students, African Americans, and Latinos.

### How will we track progress through an equity lens?

In addition to the characteristics depicted in the graph, we would like to also examine this data by the following subgroups, if feasible:
• Neighborhood of residence
• Former foster youth
• LGBTQ/sexual orientation
• Additional racial/ethnic groups
• Gender
• Housing stability
• Participation in community college certificate programs

**Percent of all SFUSD college attendees who complete a degree within six years (students that graduated HS 2007-08)**

| | |
|---|---|
| Special Education | 21% |
| African American | 28% |
| Latino | 31% |
| English Learner | 35% |
| White | 53% |
| Asian | 53% |
| Free/Reduced Lunch | 53% |
| Overall | 52% |
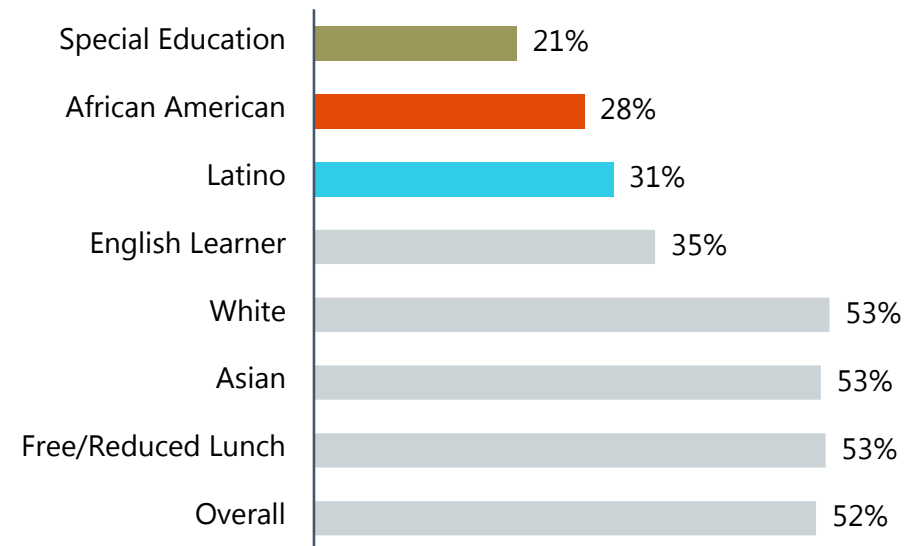
N=3,588.
Source: SFUSD/National Student Clearinghouse, November 2015.

**GOAL E:**  Children, youth, and transitional age youth - especially those most in need - succeed in post-secondary and/or careers paths

**MEASURE**

# E3. Enrolled in school or working

## What does the research say?

The transition from youth into independent adulthood involves many challenges, one of the most important of which is gaining secure employment.[1] While there are multiple pathways to success, the consequences of unemployment, under-employment, or not acquiring the necessary education or training to obtain a job can be damaging and enduring. Research has found that males who are neither enrolled in school nor working are more likely to engage in delinquent behavior or illegal activities.[2] Young adults in the juvenile justice, foster care, and special education system are particularly vulnerable, since they tend to drop out of the workforce and school at an early age, leaving them ineligible for services meant to aid in the transition to adulthood.[3] Even if these youth eventually do obtain jobs, their earnings tend to be low. Youth neither enrolled in school nor working are on the sidelines of achieving economic self-sufficiency, and at risk for multiple additional poor outcomes.

## How do we measure it?

**We measure the percent of youth ages 18 to 24 who are either enrolled in school or are working.** This measure is calculated by taking the inverse of the percent of youth who are not enrolled in school, not employed, and not in the labor force. The measure is based on the Human Services Agency's analysis of American Community Survey IPUMS data.

## How can we influence this measure?

The City, School District, and community partners work to provide disconnected transitional age youth with access to a continuum of education and work opportunities, in addition to supportive services, to help connect them to the education system and labor market. This measure can be improved by enhancing options to further educational attainment and prepare and connect young adults to the workforce.

### How do we currently fare from an equity lens?

Overall, about 89 percent of 18 to 24-year-olds in San Francisco are either enrolled in school or working. However, some groups of youth of color are more likely to be disconnected: only 70 percent of African Americans and 84 percent of Native American youth are enrolled in school or working, compared to 94 percent of Whites and 91 percent of Asians.

### How will we track progress through an equity lens?

In addition to examining the data by the subgroups on the chart to the right, the data is also available by:
• Income level

We would like to also examine this data by the following subgroups, if feasible:
• Neighborhood of residence
• Residing in public housing
• CalWORKs participation

**Percent of youth 18-24 enrolled in school or working, 2009-2011**



| | |
|---|---|
| African American | 70% |
| Native American | 84% |
| Other | 85% |
| Pacific Islander | 85% |
| Latino | 86% |
| Asian | 91% |
| White | 94% |
| Overall | 89% |
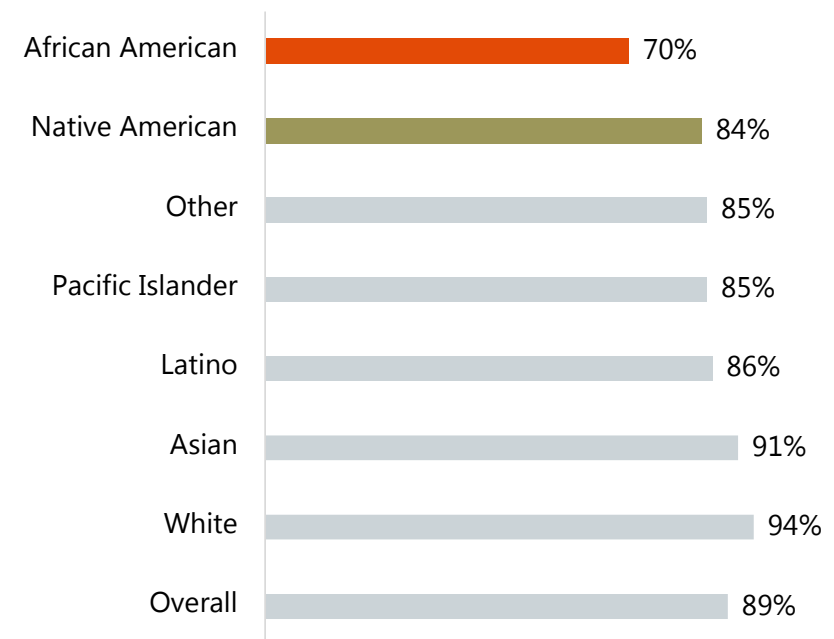
N=7,806.

Source: Human Services Agency of San Francisco analysis of 2011 3-Year American Community Survey Sample Data.

**GOAL E:** Children, youth, and transitional age youth - especially those most in need - succeed in post-secondary and/or careers paths.

**MEASURE**

# E4. Career pathway participation

## What does the research say?

The Bay Area is a national leader in innovation, technology, and workforce skills. As a whole, the regional economy is strong and unemployment remains low, but not all youth are being prepared to access opportunities the knowledge-driven economy. It is estimated that 44 percent of jobs in the region will require an Associate's degree or higher in 2020.[1] While the national education system is often narrowly focused on preparing all young people to pursue a four-year college or university degree immediately after high school, there are other postsecondary routes to careers that may better suit more students. [2] Career and Technical Education (CTE) offers an alternative approach to increasing the education, skills, and training needed for youth to prepare for the jobs of tomorrow. Research has shown that high-quality Career and Technical Education (CTE) and pathway programs have the potential to engage many more students, and increase high school graduation rates and postsecondary success.[3]

## How do we measure it?

**We measure the number of youth who participated in the SF Youth Jobs+ program and/or a SFUSD Career Technical Education (CTE) academies and internships**. Youth Jobs+ is a city-wide program to help young adults (ages 16-24) find employment. This initiative is a partnership between the City of San Francisco, United Way of the Bay Area, the Department of Children, Youth & Their Families, the Office of Economic and Workforce Development, the San Francisco Unified School District, youth-serving nonprofits, and the San Francisco business community. SFUSD's CTE and pathway programs provides students with industry-related skills as well as "soft skills" like collaboration, networking, project management and critical thinking. Given the myriad of pathway collaboratives currently underway in the City, we hope expand this measure to capture additional participants across all programs in the city moving forward.

## How can we influence this measure?

There are a number of existing collaborations focused on improving pathways to job attainment that we can build upon.* This measure can be influenced by increasing internship experiences for youth as a means to career exploration and as a mechanism for developing soft skills. Partnerships with local industries dedicated to hiring local youth and college graduates can also increase access to high-demand, high-paying jobs with opportunities for advancement. The City and District can also create meaningful career pathway exploration opportunities, such as career fairs, high-quality internships, work-based learning experiences, and workplace visits, for youth as early as middle school to increase their knowledge about the skills, training, and education needed for different careers.

*STEM Talent Pathway, MBSK Post-Secondary Pathway, Metro College Success Program, California Career Pathways Trust, Unite SF, Mayor's Education Council, Office of Workforce Development (OEWD) , Office of College and Career Readiness, and CTE Incentive Grant.

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## How do we currently fare from an equity lens?

In 2014, over 7,600 youth ages 14-24 participated in the San Francisco Summer Youth Jobs+ Program. Asians, Blacks, and Latino youth combined represented the largest share of program participants. Over 4,800 of these youth were served through publicly-funded job training programs. On an annual basis, over 9,700 youth are served in programs across 17 City departments to help prepare them for college and careers. And in the 2014-2015 school year, 2,065 SFUSD high school students were enrolled in a Career Technical Education and pathway programs or internship. Asian students comprised the majority of CTE participants, followed by Latinos (21 percent).

## How will we track progress through an equity lens?

In addition to examining the data by the subgroups on the chart to the right, the data for SF Youth Jobs+ is also available by:
- Income level
- Neighborhood of residence
- Age

We would like to also examine this data by the following subgroups, if feasible:
- Residing in public housing
- Gender

## Number of youth participating in the SF Youth Jobs+ program and/or a SFUSD Career Technical Education (CTE) academy or internship

| | Youth Jobs+ | SFUSD CTE Academies, Pathways, or Internships |
|---|---|---|
| Asian | 35% | 57% |
| Black | 30% | 6% |
| Latino | 17% | 21% |
| Mixed race | 8% | 2% |
| Pacific Islander | | 2% |
| White | 7% | 3% |
| All other groups/unspecified | 3% | 9% |
| **Total participants** | **7,678** | **2,065** |

Youth Jobs+ data is from summer 2014. The numbers reported above are not unduplicated as there may be youth who participate in multiple programs. Consistent demographic data was not available for year-round programs offered by the City.

Sources: 2014 Summer Jobs+ Report, Putting Young People to Work; SFUSD Office of College and Career Readiness One Pager, fall 2015.

# Contributing measures to track for Goal E

**Although not an official component of the Outcomes Framework, the Council will track and report on the following Contributing Measures which provide insights into the well-being of children, youth and families.** These measures do not meet the guiding parameters and criteria as well as those included in the framework, but offer key data to inform the Council's efforts. Note: Any measure with an asterisk (*) indicates that the data is not currently available, but may be measured in the future.

| Contributing Measure | Definition and Notes | Data Source | Frequency |
|---|---|---|---|
| 1) Percent of SFUSD graduates who enroll in college within 2 years | Defined as enrollment any time during the first two years after high school. | SFUSD/Nat'l Student Clearinghouse | Annually |
| 2) Percent of mothers with an Associate's degree or higher | A mother's educational attainment can be a predictor of her children's future success. | American Community Survey IPUMS | Annually |
| 3) Number of SFUSD seniors participating in FRISCO Day | Defined as SFUSD seniors who participate in a college day every April at City College of San Francisco. Students who attend complete CCSF's enrollment process. | Report from Bridge to Success | Annually |
| 4) Percent of SFUSD students participating and passing a dual enrollment course at City College of San Francisco | Defined as any SFUSD student who is enrolled in high school and a college course simultaneously. | City College of San Francisco Research and Data Office via Bridge to Success | Annually |
| 5) Percent of SFUSD of students who place into remedial Math and English at City College of San Francisco and SF State | Defined as SFUSD graduates who place into remedial courses disaggregated by ethnicity. | Reports for Bridge to Success; SF Promise; MBKI | Annually |

# Glossary

**Adverse Childhood Experiences (ACEs):** traumatic experiences that can have a profound impact on a child's developing brain and body with lasting impacts on a person's health and livelihood throughout her lifetime. There are ten recognized ACEs, which fall into three types – abuse, neglect, and household dysfunction.

**Area Median Income (AMI):** the median divides the income distribution into two equal parts: one-half of the cases falling below the median income and one-half above the median. The U.S. Department of Housing and Urban Development (HUD) uses the median income for families in metropolitan and non-metropolitan areas to calculate income limits for eligibility in a variety of housing programs. HUD estimates the median family income for an area in the current year and adjusts that amount for different family sizes so that family incomes may be expressed as a percentage of the area median income. For example, a family's income may equal 80 percent of the area median income, a common maximum income level for participation in HUD programs. Eighty percent AMI for a family of 4 in San Francisco was $81,500 in 2015.

**Barriers to employment**: may include, but are not limited to, the lack of work experience, past criminal record, legal status, and homelessness.

**Body Mass Index (BMI):** BMI is calculated by dividing a person's weight in kilograms by the square of height in meters. For children and teens, BMI is age- and sex-specific and is often referred to as BMI-for-age. A child's weight status is determined using an age- and sex-specific percentile for BMI rather than the BMI categories used for adults. This is because children's body composition varies as they age and varies between boys and girls. Therefore, BMI levels among children and teens are expressed relative to other children of the same age and sex.

**Career and technical education (CTE):** an educational strategy for providing young people with the academic, technical, and employability skills and knowledge to pursue postsecondary training or higher education and enter a career field prepared for ongoing learning.

**Career pathway:** an integrated collection of programs and services intended to develop students' core academic, technical and employability skills; provide them with continuous education, training; and place them in high-demand, high-opportunity jobs.

**CalWORKs**: a welfare program that gives cash aid and services to eligible needy California families. The program serves all 58 counties in the state and is operated locally by Human Services Agency of San Francisco. If a family has little or no cash and needs housing, food, utilities, clothing or medical care, they may be eligible to receive immediate short-term help. Families that apply and qualify for ongoing assistance receive money each month to help pay for housing, food and other necessary expenses.

**Child maltreatment:** types of maltreatment include physical abuse, neglect, emotional abuse, and sexual abuse.

**Child (and youth):** person under age 18.

**Contributing measure:** Although not an official component of the Outcomes Framework, the Council will track and report on a set of contributing measures which provide insights into the well-being of children, youth, and families.

**Controller's City Survey**: a biennial survey measuring San Francisco's residents' perceptions of the quality of select city services administered by San Francisco's Office of the Controller.

**Dental caries or cavities (tooth decay)**: The destruction of tooth enamel, the hard, outer layer of teeth.

**Depression:** a major depressive episode involves feeling sad more intensely and for longer periods. Such feelings are severe enough to interfere with an individual's daily life and may persist for weeks or months rather than days.

**Employed:** A person that has a job.

**English Learner (EL):** Term used by the California Department of Education to describe students who are in the process of acquiring English as a second language and have not yet reached Fluent English Proficient (FEP) status.

**English Learner Typology:** Descriptors indicating the number of years a student has been classified as an English Learner: 1) New – classified as an EL for 1-2 years (Newcomers who are recently arrived immigrants are a subset of New ELs); 2) Developing – classified as an EL for 2-5 years; and 3) Long-Term English Learner – classified as an EL for more than 5 years.

**Equity:** Just and fair inclusion into a society in which all can participate, prosper, and reach their full potential.

**Expanded learning opportunities:** Includes before-school, after-school, summer learning, and extended day or expanded learning time (ELT) programs.

**Extended Learning Time** (school day and year): school models that extend the traditional school day and calendar to balance the core curriculum with enrichment opportunities; also includes afterschool programs, which are structured programs in out-of-school time that coordinate with schools and provide children and youth supervised and safe activities designed to promote learning across time, contexts and developmental stages.

**Families:** Family is defined as a household with at least one child.

**Federal Poverty Line:** a measure of income level issued annually by the U.S. Department of Health and Human Services. Federal poverty levels are used to determine eligibility for certain programs and benefits.

**Goal:** In the context of the Council, a desired outcome we want for all children, youth, and families in San Francisco.

**Healthy body composition:** For preschoolers participating in Preschool for All, this is defined as not identified as at risk of obesity (rapid BMI gain, overweight or obese. For SFUSD students, this is defined as when a student has a body fat percentage OR a body mass index that falls within a "Healthy Fitness Zone" as defined through The Cooper Institute's FITNESSGRAM protocol, used by California Department of Education.

**Health status:** Refers to self-assessed health status. It is a measure of how an individual perceives his or her health—rating it as excellent, very good, good, fair, or poor. Self-assessed health status has been validated as a useful indicator of health for a variety of populations and allows for broad comparisons across different conditions and populations.

**High school cohort graduation rate**: The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

**High-quality early care and education**: High-quality is defined as Tier 4 or higher on the locally adapted Quality Rating and Improvement System (QRIS) matrix, which includes environmental ratings in addition to staff-child interactions, developmental screenings, and other dimensions of program quality.

**Homeless**: Homeless under the category 1 definition of homelessness in the Homeless Emergency Assistance and Rapid Transition to Housing (HEARTH) Act, includes individuals and families living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements, or with a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, including a car, park, abandoned building, bus or train station, airport, or camping ground.

**Immigrant/foreign born:** Immigrant and foreign-born are used synonymously to refer to people born outside of the United States. Some may be naturalized citizens, others may have lived in the country for decades and never naturalized, are in the waiting period before they can initiate naturalization procedures, have temporary legal status, or are residing without authorization.

**Justice-involved youth:** Youth under the age of 18 who are accused of committing a delinquent or criminal act and are typically processed through a juvenile justice system. There are also other youth come into contact with the system for status offenses—actions that are illegal only because of a youth's age—such as truancy, underage drinking, and running away from home. Not all of these cases, however, are formally processed through the courts.

**Juvenile Probation Referrals**: all cases referred to the probation department for purposes of screening. These referrals may or may not result in a booking or petition for adjudication of wardship.

**Kindergarten-ready:** Entering kindergarten proficient across four dimensions of readiness, which include: a) self-care & motor skills, b) self-regulation skills, c) social expression, and d) kindergarten academics. Readiness is assessed for 24 skills using the Kindergarten Observation Form which is completed by kindergarten teachers to assess each student's transition into kindergarten.

**LGBTQ:** Lesbian, Gay, Bisexual, Transgender, Queer or Questioning.

**Measures of success:** Indicators to track our progress towards achieving the goals outlined in the Outcomes Framework.

**Nativity:** Refers to whether an individual was born in the United States or in another country.

**Neighborhood:** Refers to neighborhood of residence. Depending on the data source could be defined using city agency definitions, or by zip code, census tract, census block groups, or census Public Use Microdata Area (PUMA).

**Obese:** A body mass index at or above the 95th percentile for children and teens of the same age and sex.

**Outcomes Framework:** A common set of milestones the City, School District, and community want all children, youth, and families to reach.

**Overcrowded:** Households are considered overcrowded if they have more than one person per room. A room includes whole rooms used for living purposes (Includes bedrooms, kitchens, etc. Excludes bathrooms, porches, balconies, foyers, halls, unfinished basements, etc.).

**Overweight**: A body mass index at or above the 85th percentile and below the 95th percentile for children and teens of the same age and sex.

**Postsecondary education**: Education typically delivered at universities, academies, colleges, seminaries, and institutes of technology, higher education and is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications.

**Primary language:** Language in which the student is most proficient. Typically, it is the language the student learned first. The term is used interchangeably with home, native and first language.

**Public housing:** Housing managed by the San Francisco Housing Authority (SFHA). SFHA is a governmental body authorized to assist in the development or operation of housing for low-income families. The goal of the agency is to provide decent, safe, sanitary, drug-free housing in good repair to all SFHA residents. In this effort, the agency also strives to improve living conditions for low-income families while charging only 30% of the families income for rent.

**Preschool for All:** San Francisco's universal preschool system that aims to expand preschool access and improve preschool program quality for all four-year-old children residing within San Francisco County.

**Preterm birth:** Birth of an infant before 37 weeks of pregnancy.

**Regular school attendance**: As attending school more than 90% of the time (chronic absenteeism is missing 10 percent of school days).

**Self-Sufficiency Standard:** A budget-based measure of the real cost of living and an alternative to the federal poverty measure. The Self-Sufficiency Standard determines the amount of income required for working families to meet basic needs at a minimally adequate level, taking into account family composition, ages of children, and geographic differences in costs.

**Sexual orientation:** The type of sexual, romantic, and/or physical attraction someone feels toward others. Often labeled based on the gender identity/expression of the person and who they are attracted to. Common labels: lesbian, gay, bisexual, pansexual, etc.

# Glossary (continued)

**Smarter Balanced Assessments:** New computer-based state assessment taken by students in grades 3-8 and 11 in both Language Arts and Mathematics to measure their mastery of the new Common Core State Standards. This assessment replaces the California Standards Test (CST).

**Social cohesion:** An emotional and social investment in a neighborhood and sense of shared destiny among residents.

**Socio-emotional development**: A child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others.

**Special education:** Children identified with a disability that adversely affects their education and are determined as eligible for special education services.

**STEM:** Science, technology, engineering, and mathematics fields. STEM jobs could include professional and technical support occupations in the fields of computer science, mathematics, engineering, and life and physical sciences.

**Theory of change:** A comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.

**Transitional-Age Youth (TAY):** Youth between the ages of 18 and 24.

**Unemployed**: A person who is jobless, looking for a job, and is available for work.

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## Goal A

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