



Presenter Disclosures

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The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

“No relationships to disclose”



Safe Passages and Youth Ventures
Joint Powers Authority
Bringing Together What Work for Kids

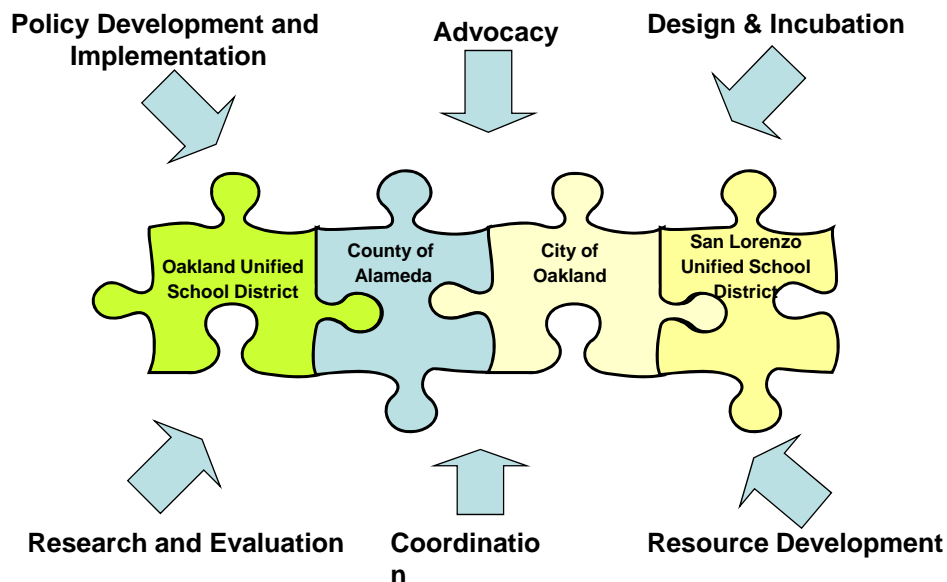
**A COMPREHENSIVE SERVICE
DELIVERY MODEL FOR
ADOLESCENT HEALTH**

Hollywood, Florida
June 27 2009

Safe Passages Background

- ❖ Founded in 1996 as part of a national Urban Health Initiative of The Robert Wood Johnson Foundation.
- ❖ R&D of Public Systems: It is an initiative that researches, develops, implements, and evaluates prevention and intervention strategies for children and youth.
- ❖ Established in Oakland as a program of the East Bay Community Foundation.
- ❖ In 2004, the new Executive Director charged with developing a sustainable organizational infrastructure for the initiative beyond the RWJF investment.
- ❖ Today, the multi-jurisdictional organization exists as a Joint Powers Authority with a non-profit arm - Safe Passages (501)(c)(3) and Youth Ventures JPA, an independent governmental body of local public systems covering Oakland and Alameda County
- ❖ Youth Ventures JPA is committed to advocating for children, youth and families with a special emphasis on vulnerable populations.

Institutionalizing Cross Jurisdictional Functions



Youth Ventures Joint Powers Authority Board of Trustees

County of Alameda

Supervisor Keith Carson,
Supervisor Nate Miley,
Susan Muranishi, County
Administrator,
Dave Kears, Director of Health
and Human Services Agency,
Yolanda Baldovinos, Director of
Social Services Agency
Don Blevins, Chief of Probation

OUSD

Bd. President Alice Spearman,
Bd. Member David Kakishiba,
Bd. Member Noel Gallo,
Roberta Mayor, Superintendent
Laura Moran, CSO

City of Oakland

Councilmember Jane Brunner,
Councilmember Jean Quan,
City Administrator,
Howard Jordan, Interim Chief of
Police,
Andrea Youngdahl, Director of
the Department of Human
Services

San Lorenzo USD

Dr. Dennis D. Byas,
Superintendent,
Dr. Ammar Saheli, Director of
Student Support Services

Cultural Competency Framework

“Cultural Competency is the ability to work effectively across cultures. For individuals, it is an approach to learning, communicating and working respectfully with people different from themselves.

Culture can refer to an individual’s race, class, gender, sexual orientation, religion, immigration status and age, among other things.

For organizations, cultural competency means creating the practices and policies that will make services more accessible to diverse populations, and that provide for appropriate and effective services in cross-cultural situations.”

California Tomorrow (Cultural Competency: What it is and why it matters, brief prepared by Laurie Olsen, Jhuma Bhattacharya and Amy Scharf0, December 7, 2006).

2007-08 ACCOMPLISHMENTS

In 2007-08, Safe Passages leveraged \$475,000 in partner dues into \$4.05 million in funded services for Oakland's children and families.

That's a return on investment of 750%:

Over \$7.50 dollars of services returned for each \$1 invested in Safe Passages' systems change



2008-09 ACCOMPLISHMENTS

In 2008-09, Safe Passages leveraged \$475,000 in partner dues into \$16.8 million in funded services for Oakland's children and families.

That's a return on investment of 3437%:

Over \$34 dollars of services returned for each \$1 invested in Safe Passages' systems change work!

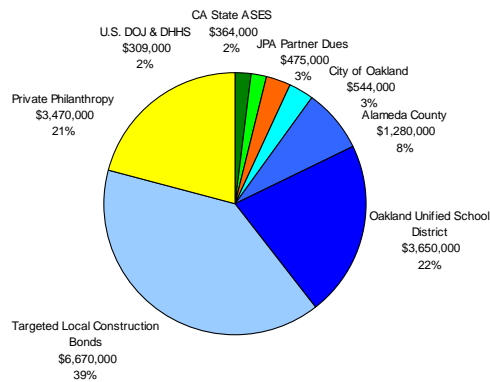


SUSTAINABLE PUBLIC INVESTMENT

- **City:** Department of Human Services, police department, voter approved measures -- \$544,000
- **School District:** General Fund, School Site Budgets, LEA MediCal -- \$3.65 million
- **County:** EPSDT Medical Expansion, EPSDT/MediCal, Tobacco Settlement -- \$1.28 million
- **State Funds:** ASES After School dollars -- \$364,000
- **Federal Funds:** US Dept. Health and Human Services, US Dept. of Justice -- \$309,000
- **Private Philanthropy:** Atlantic Philanthropies/Elev 8 Initiative, East Bay Community Foundation, Kaiser -- \$3.47 million
- **Targeted Local Construction Bonds:** Oakland Unified School District -- \$6.67 million

LEVERAGING SUCCESS FY 2008-09 \$16.8 MILLION

SAFE PASSAGES/JPA LEVERAGE 2008-09



Leveraging Sustainable Funds

<i>Federal</i>	<i>State</i>	<i>Local (City, County & OUSD)</i>
<p>Title I, Title IX, Title IV, Supplemental Education Services, EPSDT, Medi-Cal, Title X (OFP), VOC, Healthy Smiles, MCH-Federal Financial Participation, 21st Century</p>	<p>State Supplemental Instruction, TIIG, Prop. 49, Family Pact, Tobacco Master Settlement, AB3632, Prop 63, General Fund, Family Planning Funds, Denti-Cal</p>	<p>OFCY, Measure Y, Oakland Community Action Partnership, City General Fund, Workforce dollars – Oakland Police Department, Alameda County Social Services Agency, school site budgets, Williams Act, Measure E, Measure B, AB825, adult education ADA</p>

Addressing the Root Causes of Violence

Early Childhood Initiative



**School-Linked Services Initiative
(Middle School Strategy)**



Juvenile Justice Initiative



Best Practices in School Linked Services

Violence Prevention Programs:

- **Instituted early in the child's development and are developmentally appropriate, comprehensive and long term.**
- **Comprehensive approach- programs recognize violence as a complex problem that requires a multi-faceted response.**
- **Programs need to provide educational interventions that help students develop alternative strategies to deal with anger and conflict.**
- **Violence is a learned behavior and children learn to deal with conflict through violence.**

Best Practices in School Linked Services

School site-based:

- **Safe, reliable and accessible activities and spaces for kids.**
- **Comprehensive school programs should have expanded extra curricular activities.**

Caring Relationships:

Programs should promote supportive relationships with caring adults, i.e. teachers, case managers, coaches

Resiliency Programs:

Need to emphasize the resiliency of youth through protective factors that help young people make the right decisions.

Best Practices in School Linked Services

Interventions

- School programs should include coping skills for loss, impulse control, anger management, problem solving, conflict resolution, emotional ability, and depression management.
- Programs should identify drop-outs and other youth without community affiliation as being at high-risk, and treat accordingly.
- Programs should have specific targeted interventions for the most at-risk youth.

Best Practices in School Linked Services

Integration

- Programs should improve linkages between schools and mental health services for all.
- School climate needs to be improved through good organization and increased student, staff, and parent attachment and participation, including integration of violence-related issues into teacher training.

Numbers Served Sept. 2007 thru June 2008, SLZUSD

Program Component	Total Enrollment	Goal	# Served	% of Goal Achieved	% of Year* (Sept. - June 08)
Second Step	1779**	1779	1779	100%	100%
Case Management	1779	20***	20	100%	100%
Mental Health	1779	60****	37*****	62%	100%
After School Activities	1779	150	342	228%	100%
Family Engagement Activities	1779	N/A	157	--	100%

Numbers Served Sept. 2007 thru June 2008, OUSD

Program Component	Total Enrollment	Goal	# Served	% of Goal Reached	% of Year*** (Sept.- Jun. 08)
Second Step	*4640	4600	4640	**100%	100%
Case Management	4640	600	445	74%	100%
Mental Health	4640	250	167	67%	100%
After School Activities	4640	2716	2447	90%	100%
Family Engagement	4640	600	****2030	338%	100%



Middle School Strategy Goals and Components

GOALS

- Improve School Climate and
- reduce the number of suspensions

SEVEN COMPONENT MODEL:

- 1) Violence prevention curriculum,
- 2) Site-based service coordination,
- 3) Targeted Intervention: Case management, and School-based mental health counseling,
- 4) Parental engagement,
- 5) Alternatives to suspension,
- 6) After-school programs.



Middle School Strategy Goals and Components

Violence Prevention Curriculum - Second Step

- Teaches social skills including empathy, impulse control, non-violent problem-solving, and anger management.
- Students learn early to control their impulses and negotiate their way through conflicts.
- School wide intervention, provides for common language

Funded by City of Oakland Measure Y



Middle School Strategy Goals and Components

Targeted Intervention: Case Manager

- Dedicated on-site case manager develops individualized plans
- Refers students and their families to tutoring, mental health counseling, mentoring, referrals to school conflict management teams, or after-school activities on campus.

Funded by City of Oakland Measure Y, OUSD LEA/MAA, Alameda County Tobacco Settlement

Middle School Strategy Goals and Components



Targeted Intervention: Mental health counseling

- Clinicians work with school staff and families to bring intensive mental health support to children seeking services.
- Each middle school houses a dedicated mental health professional.
- Students may be referred by teachers, school staff, or their families, and may even seek out services themselves if they feel the need.
- These services are available to students without them having to be placed in “special ed”, a cost saving policy shift for the school district.

Funded by MediCal – EPSDT (Early Periodic Screening

Middle School Strategy Goals and Components



Parental Engagement

- Meaningful relationships are fostered with families;
- Culturally and linguistically appropriate events and services.
- Home visits are conducted for the hardest to reach families.

Funded by State funds via OUSD (AB 825): Outreach Workers for dropout prevention program

Middle School Strategy Goals and Components



Alternatives to Suspension

- Creative and effective alternatives to suspensions
- On-campus suspension or community service during non-school hours
- Students remain connected to school
- Schools do not lose ADA funds

Middle School Strategy Goals and Components



After-School Activities

- Availability and coordination of key after school programs
- Tutoring, mentoring, sports, enrichment, etc.
- Programming that is culturally relevant to students
- Family outreach to increase participation of high need students

Funded via OUSD with 21st Century and State

Middle School Strategy Goals and Components



Coordination of Services

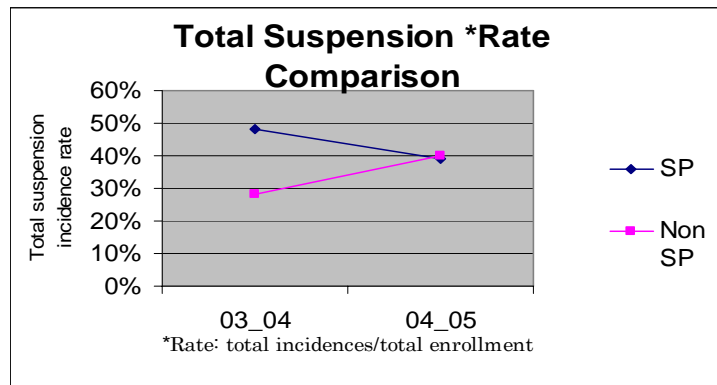
- Negotiates appropriate services for diverse middle school population.
- Works with school staff and families to bring quality programs to schools.
- Spots, arts, music, social clubs, tutoring, support services.

Funded by school sites: Title I, General Fund

SCHOOL-LINKED SERVICES ACCOMPLISHMENTS

- ❖ In 1998, under the UHI, Safe Passages Middle School Strategy established the benchmark goal of reducing suspensions for violence 30% by 2005 at targeted middle schools.
- ❖ The number of violent suspensions has decreased by 72%: 200% of goal met.
- ❖ 90% of the middle school population (9,300 students) are taught violent prevention/social skills curriculum.
- ❖ The Middle School Strategy reached city-wide scale and has been sustained with local resources for past 6 years.
- ❖ Students no longer have to be labeled “special ed” to qualify for mental health services.

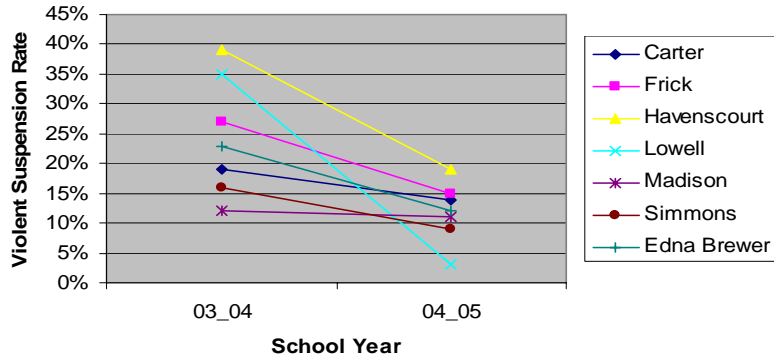
MIDDLE SCHOOL STRATEGY ACCOMPLISHMENTS



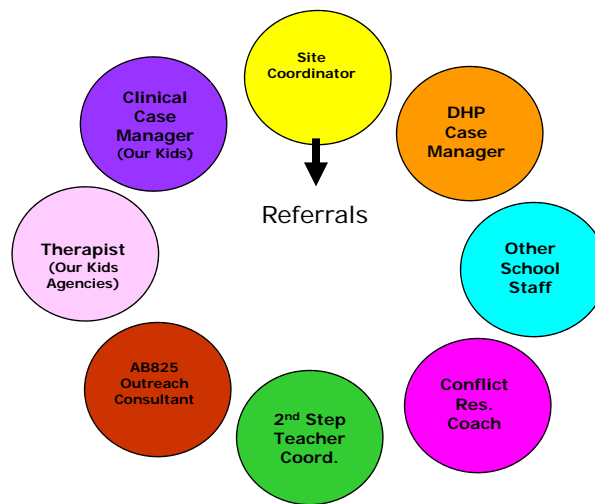
SP: From 48% to 39% suspension rate – a 19% **decrease** in overall suspension rate
 Non SP: from 28% to 40% suspension rate – a 43% **increase** in overall suspension rate

MIDDLE SCHOOL STRATEGY ACCOMPLISHMENTS

Violent Suspension Rates Decline for ALL Safe Passages Schools Served in 2004-2005



Coordinated Services Team (COST)



Function of the COST

- **Referrals:** Standardized referral form completed by administrators, teachers, staff, parents and students for various service needs
- **Screening:** Weekly meetings to screen referrals from school community for student services
- **Consultation:** Multidisciplinary consultation on best approaches for individual students
- **Brokerage:** Referrals distributed to most appropriate service provider
- **Monitoring:** Review of referral status, trends, and school-wide patterns and needs

COST Team Members



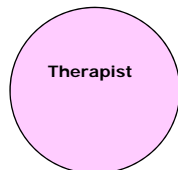
Site
Coordinator

- Role: Implementation lead for SP 6 Components, coordinates COST, collects data, point person for Safe Passages and Site Administrators. Not designed to be case carrying.
- Funded by school site funds. Full-time, onsite.



Clinical
Case
Manager
(Our Kids)

- Role: Participates on COST, provides Mental Health & Case Management Services. Sees clients that DO NOT meet EPSDT eligibility requirements.
- Funded by HCSA Tobacco Master Settlement Funds.
- Full-time, onsite, average caseload: 20-25



Therapist

- Role: Participates on COST, provides Mental Health & Case Management Services. Sees clients that DO meet EPSDT eligibility requirements.
- Funded by third party EPSDT reimbursement.
- Full-time, onsite, average caseload: 15-18

COST Team Members

DHP Case
Manager

- Role: Provides case management services to students who have come through the Disciplinary Hearing Process (DHP).
- Funded by District funds.
- Full-time, offsite. Partner with Safe Passages schools.

Conflict
Res.
Coach

- Role: Can participate on COST, recruits, trains and supervises group of peer mediators.
- Funded by OUSD through Measure Y.
- Half-time, onsite.

2nd Step
Teacher
Coord.

- Role: Can participate on COST, provides support to fellow teachers in implementing violence prevention curriculum.
- Stipend, 8-10 hrs. / month (usually an onsite teacher).

COST Team Members

AB825
Outreach
Consultant

- Role: Participates on COST, provides student success team facilitation and parent/family engagement.
- Funded by AB825 Grant from the State, through OUSD. Full-time, onsite.

Other
School
Staff

- Role: Participate on COST, usually includes Administrators, Psychologist, Nurse, Special Ed. Staff, Teachers, academic counselor, After School Coordinator.
- Provide various services to students and families.
- Varying sources of funding (usually site-based) and usually full-time.

COST Referral Process

- Moves school away from 'hallway referrals' and towards an organized process. This can help reduce the feeling of crisis on a school site.
- Educates staff on the multiple causes of behavior.
- Creates paper trail for increased accountability.
- Teachers are able to feel "heard."

Data Collection from the COST

- Site Coordinator collects service REFERRAL data.
- Each staff person give service DELIVERY data to their supervisors.
- Supervisors bring data to the Regional Oversight Board, and will bring to the Safe Passages / Youth Ventures JPA.
- Important for improving and identifying gaps in service delivery.
- Breakouts by: referral reason, status, origin.
- Proactive identification: retention list, DHPs, "far below basic."
- Patterns of service delivery



ELEV8 OAKLAND

- In 2007, Safe Passages became the lead entity for The Atlantic Philanthropies Elev8 Initiative – an integrated services in schools initiative being implemented in four sites across the country
- Safe Passages leveraged the \$15 Million grant from the foundation with another \$23 Million from local public systems in Oakland.



OAKLAND'S VISION *Access to educational opportunity, health services and family support should not be dictated by race or socio-economic status. Healthy and supported young people are better prepared to learn and*

Oakland Elev8 Oakland Objectives

Learning



- Academic support activities targeted to the highest need children across the five sites - extended day academic support
- Saturday school and Summer transition programs



Family Support

- **Family Advocates**
- **Financial, health and educational opportunities**
- **Enrollment in government benefits**



- **Adult education and job skills courses.**
- **Legal services**
- **Tax/EITC preparation clinics**



Health



- **Build 4 new School Based Health Clinics and expand an existing one**
- **Provide physical, mental and dental health services, and case management services;**
- **Health Education including nutrition services and trainers.**

EARLY CHILDHOOD INITIATIVE ACCOMPLISHMENTS

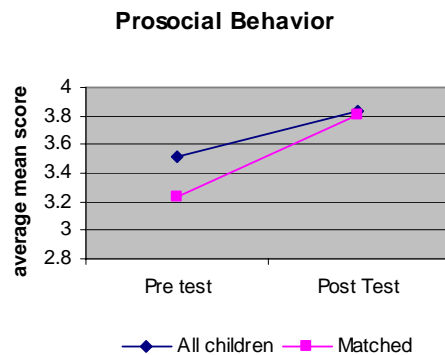
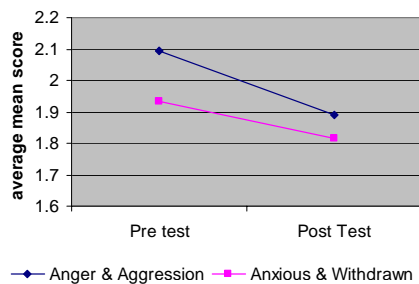
Prior to Safe Passages . . .

No coordinated means of identifying and helping children exposed to community violence.

Today:

- ❖ Childcare centers, service providers, and over 800 police officers trained to identify and refer in Oakland, Hayward, San Leandro and Sheriff force.
- ❖ Mental Health Consultations for teachers and families in childcare centers
- ❖ Citywide referral network for children exposed to violence (Safe Start)

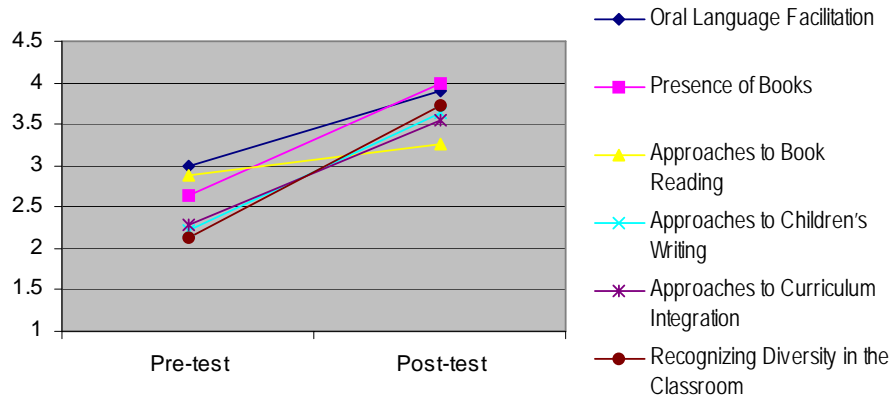
EARLY CHILDHOOD INITIATIVE *Impact of Site-Based Services*



- Teachers rated children as showing reduced anger and aggression, and reduced anxious and withdrawn behavior,
- Teachers also stated that children's pro-social behavior had improved significantly compared to before the program.

EARLY CHILDHOOD INITIATIVE *Classroom Literacy Environment*

**Early Language and Literacy
Classroom Observation Results**



ACCOMPLISHMENTS

Prior to Safe Passages. . .

Little to no community outreach on effects of exposure to violence.

Today:

❖ **Violence prevention/social skills curriculum taught from Pre-school to middle school.**

❖ **The Oakland Violence Prevention and Public Safety Act of 2004 allocates \$19 Million to public safety programs.**

JUVENILE JUSTICE INITIATIVE ACCOMPLISHMENTS

Prior to Safe Passages . . .

No court ordered diversion program or police diversion program

Today:

- ❖ **Initiative has brought county probation, the courts, law enforcement and service providers together to implement case management programs as alternatives to incarceration.**
- ❖ **Partners developed Project First, for first time offenders, and OPD 1st Diversion Program for youth.**

Public and Private Partners

Funders

Alameda County Health Care Services Agency
 City of Oakland
 County of Alameda
 Evelyn and Walter Haas, Jr. Fund
 Oakland Fund for Children and Youth
 Oakland Police Department
 Oakland Unified School District
 The Atlantic Philanthropies
 United Way of the Bay Area
 U.S. Dept. of Health & Human Services
 U.S. Department of Justice

Public & Private Agency Partners

East Bay Community Foundation
 Mills College School of Education
 Mobile Commons
 San Francisco State University,
 Bay Area Video Coalition,
 Arizona State University,
 Zero Divide Foundation
 University of California San Francisco
City of Oakland:
 City Council
 Mayor's Office
 Department of Human Services
 Oakland Fund for Children and Youth
 Oakland Police Department
 Oakland Parks and Recreation
 Oakland Public Library
 Oakland Head Start

Oakland Unified School District:

School Board
 Department of Community Accountability
 Department of Complementary Learning
 Department of Early Childhood Education
 Department of Research and Assessment
 Division of Student Achievement
 Facilities Department
 Claremont Middle School
 Cole Middle School
 Coliseum College Preparatory
 Edna Brewer Middle School
 Elmhurst Middle School
 Frick Middle School
 Madison Middle School
 Peralta Creek Academy
 Roots International
 United for Success Academy
 West Oakland Middle School
 Westlake Middle School
 Highland CDC
 International CDC
 Harriet Tubman CDC
 His Growing Grove CDC
 Kinder Kirk CDC
Alameda County:
 Board of Supervisors
 Behavioral Health Care Services
 Child Care Planning Council
 District Attorney's Office
 Every Child Counts
 Health Care Services Agency

Interagency Children's Policy Council
 Office of Education
 Our Kids Initiative
 Probation Department
 Public Defender's Office
 Public Health Department
 San Leandro Police Department
 San Lorenzo Unified School District
 Sheriff Department
 Social Services Agency
 Superior Court

Community Service Provider Partners:

Asian Community Mental Health Services
 Bret Harte Community Collaborative
 Center for Family Counseling
 Children's Hospital Oakland
 Covenant House Oakland
 East Bay Agency for Children
 East Bay Asian Youth Center
 Family Violence Law Center
 Fred Finch Youth Center
 Jewish Family and Children's Services
 Marcus A. Foster Education Institute
 Museum of Children's Art (MOCHA)
 Oakland Ready to Learn
 Parental Stress Service, Inc.
 Scotian Center
 Seneca Center
 The Mentoring Center
 The Link to Children
 Through the Looking Glass
 UCSF Child Care Health Program

Resource Mapping

Generally, school communities do not exist as blank slates. Schools often represent the heart of communities, bringing together a truly diverse group of stakeholders focused on the common agenda of improving the status of neighborhood children and youth. Schools are the only neighborhood institutions that draw such a broad range of stakeholders based on race and ethnicity, age, class and experience. In some cases, generations of families and community members have attended and engaged neighborhood schools.

The Oakland development process was designed specifically to build upon the history of stakeholder engagement and planning at each target site. This methodology respectfully incorporates the relevant history of school-based planning while simultaneously engaging current school community stakeholders through a variety of venues tailored to specific audiences to gather additional input regarding needs, priorities, and suggestions.

Resource Map Template: Provides a tool to capture existing programs and services and helps determine gaps in services. Existing site coordinators in consultation with school principals could be the lead on gathering information and engaging stakeholders to complete the resource maps. After resource maps are completed school based planning partners will be able to prepare a gap analysis and design and implement additional programs based on what exists and the identified gaps.