

**YOUTH VENTURES JOINT POWERS AUTHORITY  
BOARD OF TRUSTEES MEETING AGENDA**

**Monday, January 25, 2010**  
**4:00-6:00 PM**

**Location: East Bay Community Foundation  
Center for Philanthropy Conference Center  
353 Frank H. Ogawa Plaza, 2<sup>nd</sup> Floor  
Oakland, CA 94612**

**TRUSTEES**

**Alameda County:** Supervisor Keith Carson; Supervisor Nate Miley; Susan Muranishi, County Administrator; Dave Kears (Chairperson), Assistant to County Administrator; Yolanda Baldovinos, Director Social Services Agency; Donald Blevins, Chief of Probation.

**City of Oakland:** Council President Jane Brunner; Councilmember Jean Quan; Dan Lindheim, City Administrator; Howard Jordan, Deputy Chief of Police; Andrea Youngdahl, Director of the Department of Human Services.

**Oakland Unified School District:** Board Director Alice Spearman; Board Director Jody London; Board Director Gary Yee; Dr. Anthony Smith, Superintendent; Laura Moran, Chief Services Officer.

**San Lorenzo Unified School District:** Dr. Dennis D. Byas, Superintendent; Dr. Ammar Saheli, Director of Student Support Services.

The Board of Trustees of the Youth Ventures Joint Powers Authority welcomes you to its meetings and your interest is appreciated. **If you wish to speak on a matter on the agenda or during open forum, please fill out a speaker slip available at the entrance and turn it in to the Operations Manager as soon as possible.** When addressing the Board, please give your name for the record prior to your presentation. If you wish to speak on a matter not on the agenda, please wait until the Board Chair calls for open forum at the end of the Regular Calendar. Time limitations shall be at the discretion of the Chair of the Board of Trustees.

The Board of Trustee meetings are ADA compliant. If you desire information about wheelchair accessibility, sign language/sound receiver assistance, or language interpretation, please contact the Youth Ventures JPA offices at (510) 238-4910 48 hours prior to commencement of the meeting.

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**3:00 PM**

**CALL TO ORDER**

**REGULAR CALENDAR**

- 1. Approval of minutes from last meeting held November 16, 2009 (Action Item).**

**NEW BUSINESS AND CONTINUED ITEMS**

- 2. Youth Ventures Joint Powers Authority Election of Vice Chair. (Action Item)**
- 3. Update on Latest Information Regarding the Federal Promise Neighborhood Initiative, an Overview of Oakland's Community Profiles, Existing Continuum of Services and Gaps, a Discussion on Process for Gathering Community Input.**
- 4. Request for Board Direction regarding Future JPA Agenda Items Relating to Intergovernmental Collaboration. (Action Item)**
- 5. Presentation from the Youth Intervention Network, a Project of UrAtWork, Inc. per Board Request. (Informational Item)**
- 6. Report on Safe Passages and Youth Ventures Current Strategies including Elev8 and other Strategies. (Informational Report)**

#### **MISCELLANEOUS**

- 7. Announcements.**
- 8. Open Forum/Public Comments (2 minutes allowed for each speaker).**

#### **ADJOURN**

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**Safe Passages /Youth Ventures Joint Powers Authority Board of Trustees Meeting**

**MINUTES**

**Monday, November 16, 2009**

**3:00 p.m. – 6:00 p.m.**

**Location: East Bay Community Foundation**

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***Board Trustees in attendance:***

***Alameda County:***      ***Dave Kears(Chair), Office of the County Administrator; Susan Muranishi – Alameda County Administrator; Supervisor Keith Carson – Alameda County Board of Supervisors; Supervisor Nate Miley – Alameda County Board of Supervisors; Yolanda Baldovinos, Director – Alameda County Social Services Agency;***

***City of Oakland:***      ***Andrea Youngdahl, Director – Department of Human Services; Councilmember Jean Quan – Oakland City Council; Dan Lindheim – City Administrator; Donald Blevins – City of Oakland Chief of Probation;***

***Oakland Unified School District: Laura Moran, Chief Services Officer; Noel Gallo, President OUSD School Board;***

***San Lorenzo Unified School District: Dr. Dennis Byas, Superintendent***

***Guests: Reygan Harmon, Legislative Analyst – City of Oakland Public Safety; John Gussler and Sean Hammond – Oakland Housing Authority***

**CALL TO ORDER**

Meeting was called to order at 3:15 p.m. A quorum was present.

**REGULAR CALENDAR**

**Item #1: Approval of minutes from Monday, September 21, 2009 (Action Item).**

*Trustee Gallo motioned to approve minutes*

*2<sup>nd</sup>: Trustee Blevins*

*Ayes: Trustee Kears, Trustee Youngdahl; Trustee Gallo, Trustee Baldovinos, Trustee Moran, Trustee Blevins, Trustee Lindheim, Trustee Byas, Trustee Muranishi, Trustee Quan, Trustee Miley, Trustee Carson*

**Item #2: Approval of JPA Board of Trustees Meeting Dates and Times for the 2010 Calendar Year (Action Item)**

Staff recommends that the Board of Trustees continue to meet on the third Monday of every other month (for the exception of the January meeting which will be held on January 25, 2010 because of the Martin Luther King Jr. holiday), and that it approves the schedule for 2010 as follows:

January 25, 2010  
March 15, 2010  
May 17, 2010  
July 19, 2010  
September 20, 2010  
November 15, 2010

Trustee Baldovinos motioned to approve schedule for 2010

2<sup>nd</sup>: Trustee Gallo

Ayes: Trustee Kears, Trustee Youngdahl; Trustee Gallo, Trustee Baldovinos, Trustee Moran, Trustee Blevins, Trustee Lindheim, Trustee Byas, Trustee Muranishi, Trustee Quan, Trustee Miley, Trustee Carson.

**Item #3: Report and Recommendations Regarding the Promise Neighborhoods Initiative including an Overview of the Harlem Children's Zone Model, the Adoption of Guiding Principles, Geographic Priorities, and Submittal Timeline. (Action Item)**

Staff reported on background information about the JPA's participation to date on the Promise Neighborhood Initiative, provided information about the Harlem Children's Zone (HCZ) model, and information about the work of the JPA and Safe Passages to date to build a continuum of services that spans the ages of birth to young adulthood. Staff requests board action regarding next steps for the adoption Guiding Principles, Selection Criteria for Geographic Priorities and Submittal of an Oakland application to the US Department of Education.

Board discussed their experience in both the Practioner's Institute visit in New York as well as the Harlem Children's Zone Policy Conference in New York.

**Discussion:**

Trustee Muranishi admired their discipline. Particularly, the fact that the HCZ is education focused and their ability to follow a business plan; she also stated that it was important for them to move to new geographic boundaries only when they felt "ready."

Trustee Youngdahl liked their deep integration between after-school and school day which they were able to achieve with charter schools. She added that The Baby College was amazing because the program was not "dumbed" down for parents. Trustee Youngdahl also stated that they were able to expand on the work of Headstart program but acknowledges that they have a strong financial support from philanthropy and the private sector, unlike here in the East Bay.

Guest Harmon also liked that they had a business plan and they were constantly changing that plan and evaluating every month to see if things were working and changing the plan accordingly.

Trustee Quan voiced that half of their money comes from private sources and their government sources are probably double that of Oakland. The four things that Trustee Quan was impressed with include: 1) HCZ has a business plan and are constantly evaluating that plan, 2) taking in consideration the families and not just the kids, 3) their ability to track the kids and to be culturally specific, 4) younger parents are supported and feel comfortable sharing in a safe place. It is also impressive that 100% of the kids are kindergarten ready.

Trustee Gallo admires the fact that what they do is not out of political convenience and that they function along personal responsibility, from the student to the family to the community. The accountability goes from the bottom up. They have a very specific mission that they follow. This is a vehicle that we need to take advantage of.

Trustee Moran shared that this money is not to replicate the Harlem Children's Zone exactly as they have done it but instead to take their principles and the philosophy and implement them in our own way in our community. We need to improve what we already have and tighten up our continuum of care. We need to be more results oriented and hold ourselves accountable across agencies.

Trustee Carson impressed that the program focuses solely on the kids themselves and not on other entities. The business plan took a lot of time to develop and the individuals that adopted that vision also live by it.

The Oakland Housing Authority representatives liked that they put the evaluation person on the top of the organizational chain and that they are data driven. The challenge is that while we have a lot of partnerships in Oakland, we have been struggling with creating the physical environment. Adding some value and growing those spaces where young people feel safe.

Trustee Miley shared that there are other local organizations that are interested in applying and being the lead such as YouthUprising and EBAYC led by David Kakishiba. Trustee Miley sits on both boards. A discussion needs to be had and there needs to be a process to see who can best maximize resources. Process is important.

Trustee Miley shared that there are other major nonprofits out there that are doing worthy work. David Kakishiba needs to be at the table if we want to use the JPA.

Trustee Carson discussed the importance of having First 5 at the table since we would need to build the Baby College infrastructure. First 5 also has a long term funding stream that would help. In order to have an honest dialogue with all other organizations that may be interested in applying we cannot convene this meeting as the JPA nor as Safe Passages. We need to be sensitive to the other competing organizations.

Trustee Miley suggested that under "next steps" that shared understanding of what the initiative is trying to accomplish should be first.

Trustee Kears motioned for a small group of board representatives to meet with the other organizations that are interested in applying to have a discussion. This meeting will not be convened by Safe Passages nor as the JPA but instead by one elected and one non-elected official to be the convener/inviter.

Board agreed with the following process:

- 1) Shared understanding of what initiative is trying to accomplish
- 2) Selection of a Neighborhood
- 3) Process of Selection
- 4) Decisions on how the public systems will create a shared commitment and sustainability
- 5) Determination of lead organization

Trustee Kears motioned for the creation of a work group with representatives from each entity to help move the process forward. The following are the representatives:

- 1) Laura Moran
- 2) Noel Gallo
- 3) Dan Lindheim
- 4) (Councilmember Quan will speak with Councilmember Brunner)
- 5) (Supervisor Carson, Supervisor Miley and Trustee Muranishi will discuss who will represent and get back to the group)

*(Board did not vote at this time. Item to be re-visited.)*

**Item #4: Presentation from the City of Oakland Department of Human Services on the Oakland Fund for Children and Youth (OFCY) Strategic Plan.**

The OFCY has a twelve year lifespan, and represents a long-term commitment to support the development of a network of integrated services for children and youth in Oakland.

The OFCY 2010 – 2013 Draft strategic plan is provided by Gibson and Associates. The strategic plan's funding priorities and frameworks were approved by the Strategic Planning Subcommittee. It is being forwarded to the full POC for review. A final Strategic Plan will be provided to the committee on October 7, 2009.

*(Non-Action Item)*

**Item #5: A Report and Recommendations regarding Federal Appropriation Opportunities for the Elev8 National Initiatives. (Action Item)**

Staff requests board approval to pursue a Federal Special Appropriation for the Elev8 Oakland Initiative. The request would be made initially to Senator Feinstein and is part of a national effort from three of the Elev8 sites. The appropriation would be provided in Fiscal Year 2011. These funds would close the gap in financing needed to resource Elev8 Oakland during the 2011 – 2012 transition year from The Atlantic Philanthropies.

Trustee Gallo motioned to approve pursuit of the Federal Appropriation Opportunity

2<sup>nd</sup>: Trustee Quan

Ayes: Trustee Kears, Trustee Youngdahl; Trustee Gallo, Trustee Baldovinos, Trustee Moran, Trustee Blevins, Trustee Lindheim, Trustee Byas, Trustee Muranishi, Trustee Quan, Trustee Miley, Trustee Carson, Trustee Harmon

**Item #6: Overview of JPA's Mission and Principles and Safe Passages and JPA Continuum of Services Initiatives and Programs. (Informational Item)**

**Discussion:**

Trustee Kears distributed Trustee Brunner's Memo to Board to share her thoughts since she was unable to attend the meeting. Trustee Kears suggests that our board meetings need to be much more interactive and spend less time on presentations. We should instead focus more on issues that we are all working on together whether they are part of the JPA or not. The value of the JPA is in the interaction of three jurisdictions and the commonality that we all have to help children, youth and families. We need to work on making the meetings more productive.

Trustee Moran suggested that we should be looking more at global data of all strategies and entities.

Trustee Miley requested the JPA Board meetings be posted publicly with the City, County, and school district.

Trustee Quan suggested that staff email posting to their clerks for them to post. Trustee Quan would also like to see more truancy data from the school district to see if there has been any changes. She would also like to see drop out rates, test scores, violence, how many young folks are going to Juvenile Hall.

Trustee Youngdahl would like to keep membership open. First 5 and Nancy O'Malley's office has voiced an interest. Trustee Youngdahl would also like to have a place to talk about foundation funding that may or may not be coming into the city.

*(Non-Action Item)*

Meeting adjourned 5:10 p.m.

**YOUTH VENTURES JOINT POWERS AUTHORITY  
BOARD OF TRUSTEES REPORT**

**TO:** Board of Trustees  
**FROM:** Josefina Alvarado Mena, Chief Executive Director  
**DATE:** January 25, 2010  
**RE:** **Youth Ventures Joint Powers Authority Election of Vice Chair. (Action Item)**

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**Summary**

Per the Youth Ventures JPA bylaws, the Board of Trustees of the JPA must consist of a Chair and a Vice Chair. The responsibilities of the Vice Chair include facilitating the JPA Board meetings in the absence of the Chair. Staff requests that the Board of Trustees fill the vacancy created by the departure of former Trustee Greg Hodge, who was an OUSD Board of Director and assigned by that body to serve on the JPA Board. A Vice Chair may be elected by motion of the Board and a majority of votes from a quorum of the Board.



## **YOUTH VENTURES JOINT POWERS AUTHORITY BOARD OF TRUSTEES REPORT**

**TO:** Board of Trustees  
**FROM:** Josefina Alvarado Mena, Chief Executive Director  
**DATE:** January 25, 2010

**RE:** **Update on Latest Information Regarding the Federal Promise Neighborhood Initiative, an Overview of Oakland's Community Profiles, Existing Continuum of Services and Gaps, a Discussion on Process for Gathering Community Input.**

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### **Summary**

During the November 16, 2010 Board Meeting, Trustees reviewed a report outlining background information about the JPA's investigation and research to date on the Promise Neighborhood Initiative, information about the Harlem Children's Zone (HCZ) model, and information about the work of the JPA and Safe Passages to date to build a continuum of services that spans the ages of birth to young adulthood.

The Board directed staff to bring back a report on community profiles for Oakland that provide an overview of high need analysis and services in those neighborhoods, and gaps. This report provides information about five Oakland high need communities: West Oakland, Lower San Antonio, Fruitvale, Havenscourt, Sobrante Park.

### **Background**

#### ***About The Harlem Children's Zone Program and Finance Model***

- Obama Administration is expected to launch "Promise Neighborhoods" Initiative in 2010; modeled after The Harlem Children's Zone<sup>®</sup> Project (HCZ).
- HCZ is a unique, holistic approach to rebuilding a community so that its children can stay on track through college and go on to the job market.
- The goal is to create a "tipping point" in the neighborhood so that children are surrounded by an enriching environment of college-oriented peers and supportive adults, a counterweight to "the street" and a toxic popular culture that glorifies misogyny and anti-social behaviour.
- In January 2007, the Children's Zone<sup>®</sup> launched its Phase 3, expanding its comprehensive system of programs to nearly 100 blocks of Central Harlem.
- The HCZ pipeline begins with The Baby College<sup>®</sup>, a series of workshops for parents of children ages 0-3. The pipeline goes on to include best-practice programs for children of

every age through college. The network includes in-school, after-school, social-service, health and community-building programs.

- The two fundamental principles of The Zone Project are to help kids as early in their lives as possible and to create a critical mass of adults around them who understand what it takes to help children succeed.
- The current budget for the HCZ Project for fiscal year 2009 is over \$75 million: 1/3 Public Systems, 1/3 Philanthropy, 1/3 private/business donors
- Outcomes:
  - 10,883 number of youth served by HCZ in 2008
  - 100% of students in the Harlem Gems pre-K program were found to be school-ready for the sixth year in a row.
  - 81% of Baby College parents improved the frequency of reading to their children.
  - \$4.8 million returned to 2,935 Harlem residents as a result of HCZ's free tax-preparation service.
  - 100 percent of the third-graders at HCZ Promise Academy II scored at or above grade level in the state-wide math tests. A few blocks away, 97 percent of the Promise Academy I third-graders were at or above grade level.
  - Many of these children have been in HCZ programs from the time their parents were in The Baby College, which highlights the effectiveness of our comprehensive model of supporting children.

### ***Update on The Atlantic Philanthropies and Promise Neighborhoods***

In 2008, The Atlantic Philanthropies granted Oakland a \$15 million grant to implement the Elev8 Initiative at five school communities in Oakland. This grant was matched with a \$25.7 million contribution from local partners (Alameda County, City of Oakland and Oakland Unified School District). Elev8 Oakland is uniquely positioned for the Promise Neighborhoods Initiative. The collaborative has been working for the last twelve years on building the continuum of services for children, youth and families in Oakland from birth until young adulthood. Safe Passages has been engaged in place based work at target school communities through its Middle School Strategy for ten years. Safe Passages has also been implementing its Early Childhood Strategy for the past eight years. The Proposed Promise Neighborhood Initiative provides the opportunity to build the linkages between new and existing services to wrap around children and families starting from birth in a focused geographic area in Oakland. Atlantic Philanthropies is interested in supporting these efforts.

## **Key Issues and Impacts**

### ***Oakland Neighborhood Profiles***

During the Elev8 planning process, the partners worked jointly in the development of criteria for the selection of target school communities. Similar criteria are recommended for the selection of a Promise Neighborhood community in Oakland:

- **Neighborhood demographics** – ethnicity, socio-economic levels, Free and Reduced Lunch levels of 80% or higher, English Language Learners (ELL), student mobility, enrollment.
- **Distribution of resources** – OUSD, Alameda County, and City of Oakland data on Early Periodic Screening and Diagnostic Treatment (EPSDT) services, school based health center locations, Safe Passages Middle School Strategy, AB825 programs, Health Start Programs, Measure Y funded programs, Oakland Fund for Children and Youth (OFCY) funded programs, community based clinics.
- **Academic performance** – OUSD, California Department of Education data of Academic Performance Index (API) scores, California Achievement Test (CAT6) scores, statewide rank.
- **Suspension levels**- rate, days and students suspended, violent vs. all suspensions level, expulsion referral data.
- **Community Stressors** – Measure Y police data, juvenile arrests and victimization levels.
- **Health Indicators** – infant mortality, asthma rates, immunization rates, STDs, teen pregnancies
- **Early Childhood Data** – kindergarten readiness, pre-school participation rates.

Given these criteria, staff is reviewing preliminary data from the following planning and assessment materials:

1. *Measure Y Stressor Data*
2. *OUSD and CDE school level data*
3. *AC Public Health*
4. *Head Start (community assessment)*
5. *Every Child Counts*
6. *Measure Y Service Data*
7. *OFCY funded programs*
8. *Head Start snapshots*
9. *Public Health (CAPE)*

### ***Community Boundaries***

Staff focused primarily at the communities in five geographic locations in Oakland's flatlands that have historically experienced a high level of environmental stressors. The boundaries drawn around those communities correspond to the five Elev8 middle school boundaries and feeder schools.

- ❖ **West Oakland (W. Oakland MS)**
  - ❖ City Council District 3
  - ❖ Street boundaries: MLK – San Pablo Ave. – Emeryville Border, to Estuary
  - ❖ OPD Beats: 2X, 5X, 2Y, 3Y, 5Y
  - ❖ Zip Codes: 94607
- ❖ **Lower San Antonio (Roosevelt MS)**
  - ❖ City Council District 2
  - ❖ Street Boundaries: 7<sup>th</sup> Avenue, E. 29<sup>th</sup> Street, 25<sup>th</sup> Avenue, to Estuary
  - ❖ OPD Beats: 17X, 18X, 19X, 20X, 21X
  - ❖ Zip Codes: 94606
- ❖ **Fruitvale (United for Success MS)**
  - ❖ City Council District 5
  - ❖ Street Boundaries: 25<sup>th</sup> Av., Brookdale/Allendale, Monticello, Estuary
  - ❖ OPD Beats: 20X, 21X, 23X, 24X, 27X, 21Y
  - ❖ Zip Codes: 94601
- ❖ **East Oakland – (Havenscourt MS)**
  - ❖ City Council Districts 6
  - ❖ Street Boundaries: High Street, Holly Street, 85<sup>th</sup> Ave., Hegenberger, Estuary
  - ❖ OPD Beats 26X, 26Y, 27X, 30X 31X, 27Y, 33X
  - ❖ Zip Codes: 94621
- ❖ **East Oakland – (Sobranate Park/ Madison)**
  - ❖ City Council Districts 7
  - ❖ Street Boundaries: 85<sup>th</sup> Ave., G Street, Hegenberger Road, San Leandro Border
  - ❖ OPD Beats 31X, 31Y, 31Z, 32X, 33X
  - ❖ Zip Codes: 94603

### ***Measure Y Stressor Data***

The City of Oakland Human Services Department administers the Measure Y Violence Prevention Funds. They also conduct analysis of Oakland Police Beat areas and assign a “stressor” number based on environmental factors affecting communities.

Passed by Oakland voters in 2004, Measure Y, the Violence Prevention and Public Safety Act of 2004, is a comprehensive effort to address the root issues of violence including poverty, unemployment, discrimination, substance abuse, educational failure, fragmented families and domestic abuse. The initiative supports over \$20 million per year increased fire safety, police services, violence prevention programs.

Oakland’s local communities are affected by violence at vastly different levels. Distribution of measure Y resources was designed to reflect those differences. In order to determine the varying needs of each community, Department of Human Services staff evaluated fifty-seven (57)

community police beats on eleven data indicators, referred to as “stressors.” The stressors identified include:

- **Crime Factors:** Juvenile and young adult arrests, domestic violence and child abuse, violent offenses and total crime.
- **Economic Factors:** Census data for unemployment, percent of residents living under the poverty level and percent of residents receiving public assistance.
- **Education Factors:** Number of chronic truants and violent suspensions.

Each beat was rated on each stressor and the top ten beats for each stressor were highlighted. The number of time a beat was found in the top ten on any given variable counted toward the total stressors for the beat.

Safe Passages staff merged the middle schools and elementary schools boundaries map with OPD beats and found the following number of stressors per middle school neighborhood:

West Oakland 2X, 5X, 2Y, 3Y, 5Y = **10 Stressors**

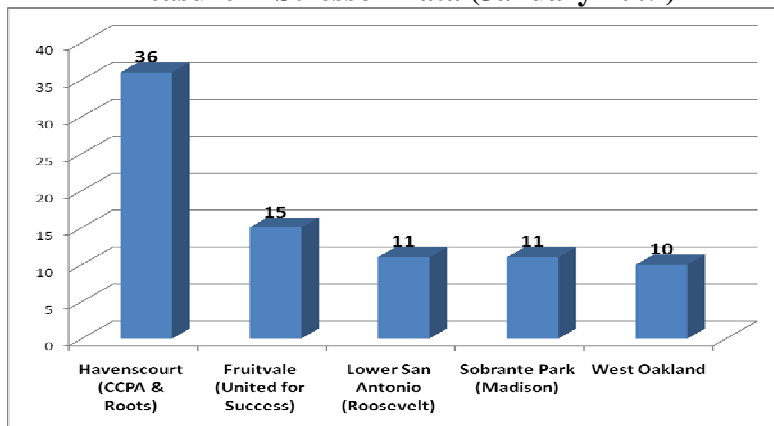
Fruitvale (United for Success) 20X, 21X, 23X, 24X, 27X, 21Y = **18 Stressors**

Lower San Antonio (Roosevelt) 17X, 18X, 19X, 20X, 21X = **11 Stressors**

Havenscourt (CCPA & Roots) 26X, 26Y, 27X, 30X 31X, 27Y, 33X = **36 Stressors**

\*Sobrante Park (Madison) 31X, 31Y, 31Z, 32X, 33X = **11 Stressors**

**Measure Y Stressor Data (January 2009)**



### ***Disaggregated Measure Y Data***

Clearly, all neighborhoods presented suffer from high levels of environmental stress. However, it is clear that the Havenscourt neighborhood is one of the most stressed communities in Oakland. Further, disaggregated data also shows that this neighborhood also has the number one Police Beat for arrests and incidences of domestic violence.

\*Also, when Measure Y data is disaggregated, for the **Sobrante Park** neighborhood where Madison Middle School is located, it shows that this community continues to hold two of the top ten Police Beats in the area of unemployment, (31Y with 11.1% unemployment and 31 with 7.6% unemployment). It also holds two of the top ten beats for domestic violence, incidents of

child abuse, incidents of part I & II Offenses<sup>i</sup>, chronic truants and school suspensions for violence.

The Havenscourt community has two of the city's highest stress beats, 26Y and 27X; these account for 12 stressors alone. While Sobrante Park is currently showing low stressors, it has been historically a highly stressed area. In 2007, that community had 42 stressors. An influx of cross jurisdictional services and interventions have attributed to the sharp decline of environmental stressors in the area. Other data, however, continues to demonstrate that this neighborhood is in high need of support services particularly those targeted at improving education outcomes for children, and reducing the poverty rates. A map indicating City of Oakland Stressor Beats (Updated January 2009) is found on Attachment II.

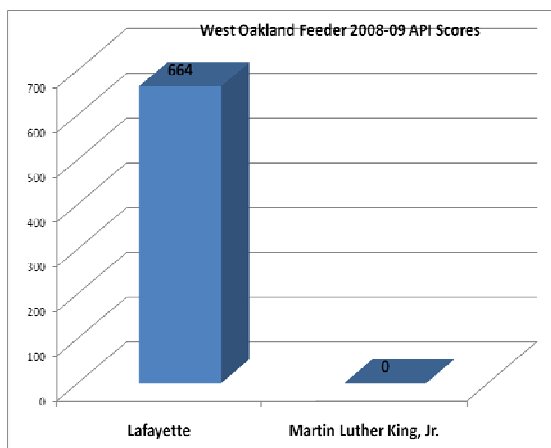
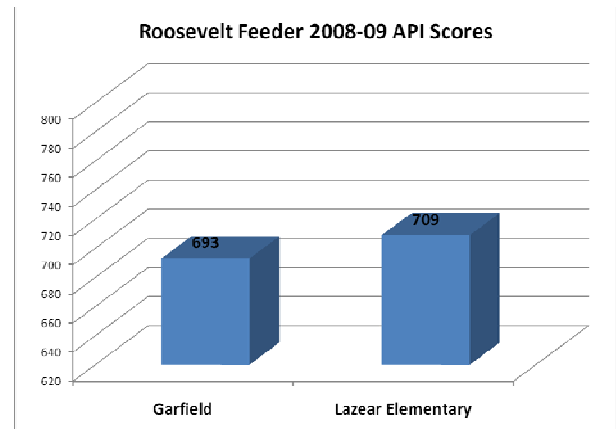
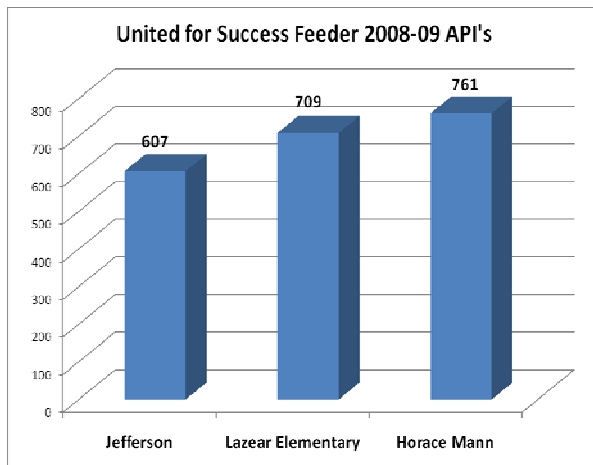
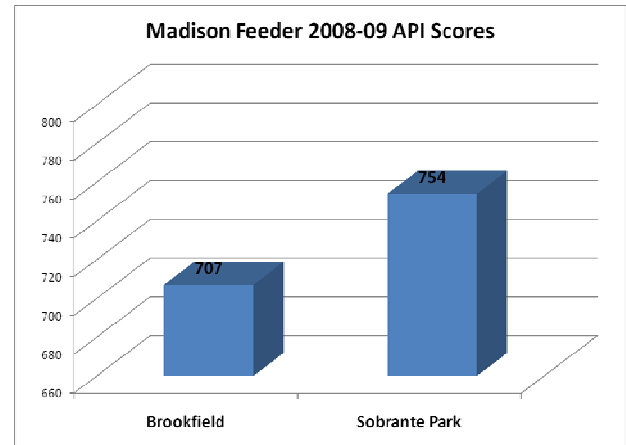
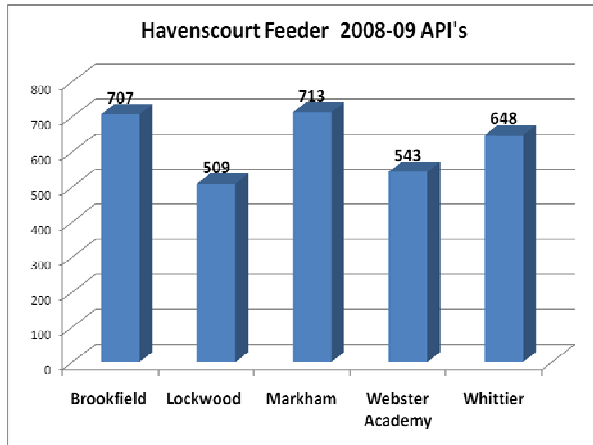
### ***School Data***

Oakland Elev8 target middle schools are geographically dispersed across the city's flatlands and serve Oakland's most disadvantaged families. Target schools are located in Oakland neighborhoods with the highest levels of health disparities including the highest rates of hospitalization for asthma among youth; Chlamydia diagnosis among youth; teen birth rates; and hospitalization for assaults among youth.<sup>ii</sup> In addition, selected schools have Free and Reduced Priced Lunch rates of 80% or higher, scored below state and national academic test score averages, have high suspension and truancy rates and high levels of community stressors.<sup>iii</sup> The table below illustrates the basic need profile of the Elev8 target schools.

	<b>2008-09 Enrollment</b>	<b>Academic Performance Index (800 is CA goal)</b>	<b>Free &amp; Reduced Lunch Enrollment</b>	<b>English Language Learners</b>	<b>Exceptional Needs</b>
<b>Coliseum College Prep</b>	260	591	91%	42%	9%
<b>Roots International</b>	349	575	85%	38%	6%
<b>James Madison</b>	274	674	89%	33%	7%
<b>United for Success</b>	391	570	96%	46%	10%
<b>Roosevelt</b>	695	642	85%	33%	11%
<b>West Oakland</b>	160	698	80%	9%	8%

## Feeder Schools

Additionally, the elementary feeder schools for these communities have API's lower than the State's standard of 800. Feeder schools to the Havenscourt Middle Schools have particularly low API scores, including Lockwood with an API of 509.



### ***Early Childhood and Head Start Assessment***

Currently, the City serves 1,608 Head Start and Early Head Start children and their families. Of these, the City directly provides child development and family support services to 1,095 low-income children ages 3 to 5 and their families, in 18 centers and 7 family child care homes in Oakland. The Unity Council, a diverse community organization, became a Head Start delegate agency for the City in 1988.<sup>iv</sup>

The following statistical information was gathered for the City of Oakland Head Start Program Community Assessment 2007 report.

- ❖ In 2000, Oakland had 11,216 children ages 0-1 year old, 17,076 children age 2-4 years old, and 46,797 children ages 5 to 12 years old.
- ❖ It is estimated that from 2006 to 2010 there will be a 1% decrease in children ages birth to 4 years old, and a 3% increase in children ages 5 to 12 years old.
- ❖ 35.7% of city residents AA, 15.2% Asian, 31.3% White, 5% Two or More Races, and 17.8 Other, 21.9% Latino.
- ❖ 38% of children under the age of 12 are AA, 32% are Latino, 13% Asian or Pacific Islander, and 11% White.
- ❖ 43% of children ages 5 to 12 years old speak a language other than English at home in Oakland.
- ❖ The areas with the highest rates of poverty (26 to 32% of residents living in poverty) are in West and East Oakland, followed by North Oakland, Fruitvale/San Antonio and far East Oakland. (Refer to Attachment X for map indicating geographic distribution of poverty rates in Oakland)
- ❖ In Oakland, there is a shortage of slots for infants and toddlers (0-1) and school-age children (5-12), but a slight surplus in slots for preschoolers (2-4).
- ❖ According to an Alameda County ECE needs Assessment analysis of preschool supply, the zip codes with the greatest preschool supply are 94605 in East Oakland and 94601 in Fruitvale/San Antonio. The zip code with the least supply is 94618, in the Hills area of Oakland. In comparison with the MediCal live birth date 94601(Central Oakland) had the most number of births in 2005, and 94618 (Hills) the least.
- ❖ The areas identified with the highest level of environmental stressors (Measure Y) correspond to districts that contain most of the Head Start centers (14 out of 17 Centers in Districts 2,3,5,6 and 7).
- ❖ The zip codes with the largest number of Head Start families are 94603 (Sobrante Park) and 94621 (Havenscourt).



Oakland Head Start currently has 18 centers and family child care homes. The delegate agency has 4 centers and offers home based Early Head Start services. Sites are distributed throughout the City, located in the flatlands. A map indicating the location of all Oakland Head Start sites (grantee and delegate) for 2007-08 is found on Attachment II.

### ***Census Data***

While the U.S. Census data is from the year 2000, it does reveal information about the needs of each of these five communities. Noteworthy, is the fact that Havenscourt and Sobrante Park have the largest percentage of small children (now under the age of 15) in the community. These two neighborhoods and Fruitvale have the lowest rate of high school graduates.

	<b>Total Population</b>	<b>Children Under 5</b>	<b>High School Graduate</b>	<b>Median household income</b>	<b>Families below poverty level</b>
<b>Havenscourt</b>	30,744	9.7%	51.1%	\$ 29,181	26.1%
<b>Sobrante Park</b>	31,389	9.3%	57.6%	\$ 34,755	21%
<b>Fruitvale</b>	54,857	9.1%	53.3%	\$ 33,152	21.4%
<b>Lower San Antonio</b>	41,872	7.0%	61.6%	\$ 32,273	21.8%
<b>West Oakland</b>	21,048	6.9%	62.5%	\$ 21,124	28.9%

### ***Health Indicators***

Information gathered from the Community Assessment, Planning and Education (CAPE) Unit of Alameda County Public Health Department (including Alameda County, birth data, 2003-05; alameda County Sexually Transmitted Disease data, 2004-2006; and Alameda County hospitalization data, 2003-2005) shows that significant health inequities exists within all five of these communities. However, most notably, the **Havenscourt and Sobrante Park** neighborhoods struggles greatly amongst Oakland, and Alameda County, with highest rates of teen pregnancies, STD cases and hospitalizations.

**Havenscourt (94621 zip code) has:** The 2<sup>nd</sup> highest teen birth rates in the County; rates of teen births and new Chlamydia cases among youth that are more than double the rates in the County as a whole.<sup>v</sup>

**Sobrante Park (94603 zip code) has:** The highest teen birth rate in the County; rate of Chlamydia among youth that is more than double the County rate; rate of youth asthma hospitalization that is more than 90% higher than for the county as a whole.<sup>vi</sup>

**West Oakland (94607 zip code)** has: highest rates of Chlamydia, hospitalization for asthma and assault among youth in Alameda County, 3<sup>rd</sup> highest rate of teen births; 25% higher rate of youth hospitalization for depression and unintentional injury than Alameda County as a whole.<sup>vii</sup>

**Lower San Antonio (94606 zip code)** has: Teen birth rate that is more than 50% higher than the rate found in the County as a whole.<sup>viii</sup>

**Fruitvale (94601 zip code)** has: Teen birth rate that is more than double that rate found in the County as a whole;<sup>ix</sup> Rate of youth Chlamydia diagnosis that is more than 50% higher than for the county as a whole.<sup>x</sup>

### **Summary of Findings**

Data contained in this report does point to the vast need found in all five of these neighborhoods. However, data demonstrates that the Havenscourt and Sobrante Park continue to struggle with significant environmental stressors, health disparities, low education levels, high poverty rates and significant population of young and school age children.

While this report provides significant data from which to draw conclusions, there is still a level of additional analysis needed to concretely determine a neighborhood to target additional federal and local resources. Staff will review further health and early childhood data and continue to report findings and recommendations to the Board.

**Attachment I**  
**Census 2000 Demographic Profile Highlights**

**94607 – West Oakland Community  
Census 2000 Demographic Profile Highlights**

<b>General Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Total population	21,048	
Male	10,305	49.0
Female	10,743	51.0
<a href="#">Median age</a> (years)	33.7	(X)
Under 5 years	1,453	6.9
18 years and over	15,537	73.8
65 years and over	2,732	13.0
One <a href="#">race</a>	20,224	96.1
White	2,381	11.3
Black or African American	10,689	50.8
American Indian and Alaska Native	119	0.6
Asian	5,626	26.7
Native Hawaiian and Other Pacific Islander	40	0.2
Some other race	1,369	6.5
Two or more races	824	3.9
Hispanic or Latino (of any race)	2,647	12.6
Household population	19,661	93.4
Group quarters population	1,387	6.6
Average <a href="#">household</a> size	2.59	(X)
Average family size	3.40	(X)
Total housing units	8,592	
Occupied housing units	7,594	88.4
Owner-occupied housing units	1,792	23.6
Renter-occupied housing units	5,802	76.4
Vacant housing units	998	11.6
<b>Social Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Population 25 years and over	13,555	
High school graduate or higher	8,474	62.5
Bachelor's degree or higher	2,047	15.1
<a href="#">Civilian veterans</a> (civilian population 18 years and over)	1,321	8.5
Disability status (population 5 years and over)	5,612	30.0
Foreign born	6,244	30.0
Male, Now married, except separated (population 15 years and over)	3,141	39.3
Female, Now married, except separated (population 15 years and over)	2,609	31.2
Speak a language other than English at home	7,947	40.9

(population 5 years and over)		
<b>Economic Characteristics -</b>	<b>Number</b>	<b>Percent</b>
In labor force (population 16 years and over)	8,069	50.2
Mean travel time to work in minutes (workers 16 years and older)	30.0	(X)
Median household <a href="#">income</a> in 1999 (dollars)	21,124	(X)
Median family income in 1999 (dollars)	25,725	(X)
Per capita income in 1999 (dollars)	13,685	(X)
Families below poverty level	1,257	28.9
Individuals below poverty level	6,438	32.2
<b>Housing Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Single-family owner-occupied homes	1,031	
Median value (dollars)	158,600	(X)

**94606 – Lower San Antonio (Roosevelt MS)**  
**Census 2000 Demographic Profile Highlights**

**Census 2000 Demographic Profile Highlights:**

<b>General Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Total population	41,872	
Male	20,858	49.8
Female	21,014	50.2
<a href="#">Median age</a> (years)	30.8	(X)
Under 5 years	2,935	7.0
18 years and over	31,182	74.5
65 years and over	3,624	8.7
One <a href="#">race</a>	39,801	95.1
White	7,824	18.7
Black or African American	10,079	24.1
American Indian and Alaska Native	316	0.8
Asian	16,418	39.2
Native Hawaiian and Other Pacific Islander	125	0.3
Some other race	5,039	12.0
Two or more races	2,071	4.9
Hispanic or Latino (of any race)	8,804	21.0
Household population	41,611	99.4
Group quarters population	261	0.6
Average <a href="#">household</a> size	2.77	(X)
Average family size	3.68	(X)
Total housing units	15,593	
Occupied housing units	15,029	96.4
Owner-occupied housing units	2,960	19.7
Renter-occupied housing units	12,069	80.3
Vacant housing units	564	3.6
<b>Social Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Population 25 years and over	26,575	
High school graduate or higher	16,362	61.6
Bachelor's degree or higher	5,524	20.8
<a href="#">Civilian veterans</a> (civilian population 18 years and over)	1,741	5.5
Disability status (population 5 years and over)	8,989	23.0
Foreign born	18,826	44.9
Male, Now married, except separated (population 15 years and over)	6,714	41.0
Female, Now married, except separated (population 15 years and over)	6,422	38.3
Speak a language other than English at home (population 5 years and over)	23,664	60.3

<b>Economic Characteristics -</b>	<b>Number</b>	<b>Percent</b>
In labor force (population 16 years and over)	19,888	61.2
Mean travel time to work in minutes (workers 16 years and older)	31.1	(X)
Median household <a href="#">income</a> in 1999 (dollars)	32,273	(X)
Median family income in 1999 (dollars)	32,616	(X)
Per capita income in 1999 (dollars)	16,020	(X)
Families below poverty level	1,900	21.8
Individuals below poverty level	9,841	23.7
<b>Housing Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Single-family owner-occupied homes	2,166	
Median value (dollars)	165,300	(X)

(X) Not applicable.

**94601 – Fruitvale (United for Success)**  
**Census 2000 Demographic Profile Highlights**

**Census 2000 Demographic Profile Highlights:**

<b>General Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Total population	54,857	
Male	27,883	50.8
Female	26,974	49.2
<a href="#">Median age</a> (years)	27.9	(X)
Under 5 years	4,995	9.1
18 years and over	37,525	68.4
65 years and over	4,074	7.4
One <a href="#">race</a>	51,616	94.1
White	14,071	25.7
Black or African American	13,027	23.7
American Indian and Alaska Native	643	1.2
Asian	8,911	16.2
Native Hawaiian and Other Pacific Islander	381	0.7
Some other race	14,583	26.6
Two or more races	3,241	5.9
Hispanic or Latino (of any race)	27,187	49.6
Household population	53,603	97.7
Group quarters population	1,254	2.3
Average <a href="#">household</a> size	3.57	(X)
Average family size	4.03	(X)
Total housing units	15,584	
Occupied housing units	15,008	96.3
Owner-occupied housing units	5,101	34.0
Renter-occupied housing units	9,907	66.0
Vacant housing units	576	3.7
<b>Social Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Population 25 years and over	30,904	
High school graduate or higher	16,469	53.3
Bachelor's degree or higher	3,456	11.2
<a href="#">Civilian veterans</a> (civilian population 18 years and over)	1,940	5.1
Disability status (population 5 years and over)	12,782	25.8
Foreign born	23,932	43.4
Male, Now married, except separated (population 15 years and over)	9,480	47.4



Female, Now married, except separated (population 15 years and over)	8,811	43.5
Speak a language other than English at home (population 5 years and over)	31,384	62.5
<b>Economic Characteristics -</b>	<b>Number</b>	<b>Percent</b>
In labor force (population 16 years and over)	20,999	53.3
Mean travel time to work in minutes (workers 16 years and older)	29.7	(X)
Median household <a href="#">income</a> in 1999 (dollars)	33,152	(X)
Median family income in 1999 (dollars)	34,086	(X)
Per capita income in 1999 (dollars)	12,072	(X)
Families below poverty level	2,448	21.4
Individuals below poverty level	13,250	24.5
<b>Housing Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Single-family owner-occupied homes	4,571	
Median value (dollars)	152,500	(X)

(X) Not applicable.

**94621 – Havenscourt Community  
Census 2000 Demographic Profile Highlights**

<b>General Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Total population	30,744	
Male	15,103	49.1
Female	15,641	50.9
<a href="#">Median age</a> (years)	26.8	(X)
Under 5 years	2,969	9.7
18 years and over	19,857	64.6
65 years and over	2,489	8.1
<b>One <a href="#">race</a></b>	<b>29,253</b>	<b>95.2</b>
White	4,923	16.0
Black or African American	14,944	48.6
American Indian and Alaska Native	199	0.6
Asian	1,409	4.6
Native Hawaiian and Other Pacific Islander	342	1.1
Some other race	7,436	24.2
Two or more races	1,491	4.8
Hispanic or Latino (of any race)	12,737	41.4
Household population	30,448	99.0
Group quarters population	296	1.0
Average <a href="#">household</a> size	3.51	(X)
Average family size	3.99	(X)
Total housing units	9,056	
Occupied housing units	8,673	95.8
Owner-occupied housing units	3,795	43.8
Renter-occupied housing units	4,878	56.2
Vacant housing units	383	4.2
<b>Social Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Population 25 years and over	16,384	
High school graduate or higher	8,368	51.1
Bachelor's degree or higher	800	4.9
Disability status (population 5 years	7,592	26.9

and over)		
Foreign born	9,602	30.7
Male, Now married, except separated (population 15 years and over)	4,238	41.0
Female, Now married, except separated (population 15 years and over)	4,323	37.8
Speak a language other than English at home (population 5 years and over)	12,664	44.8
<b>Economic Characteristics -</b>	<b>Number</b>	<b>Percent</b>
In labor force (population 16 years and over)	10,939	51.7
Mean travel time to work in minutes (workers 16 years and older)	34.9	(X)
Median household <a href="#">income</a> in 1999 (dollars)	29,181	(X)
Median family income in 1999 (dollars)	30,113	(X)
Per capita income in 1999 (dollars)	11,006	(X)
Families below poverty level	1,776	26.1
Individuals below poverty level	8,739	28.2
<b>Housing Characteristics</b>	<b>Number</b>	<b>Percent</b>
Single-family owner-occupied homes	3,396	
Median value (dollars)	129,700	(X)

## 94603 – Sobrante Park Community Census 2000 Demographic Profile Highlights

### Census 2000 Demographic Profile Highlights:

<b>General Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Total population	31,389	
Male	15,248	48.6
Female	16,141	51.4
<a href="#">Median age</a> (years)	27.9	(X)
Under 5 years	2,905	9.3
18 years and over	20,657	65.8
65 years and over	2,602	8.3
One <a href="#">race</a>	30,050	95.7
White	5,345	17.0
Black or African American	16,813	53.6
American Indian and Alaska Native	164	0.5
Asian	919	2.9
Native Hawaiian and Other Pacific Islander	353	1.1
Some other race	6,456	20.6
Two or more races	1,339	4.3
Hispanic or Latino (of any race)	11,950	38.1
Household population	31,057	98.9
Group quarters population	332	1.1
Average <a href="#">household</a> size	3.55	(X)
Average family size	3.89	(X)
Total housing units	9,086	
Occupied housing units	8,744	96.2
Owner-occupied housing units	4,629	52.9
Renter-occupied housing units	4,115	47.1
Vacant housing units	342	3.8
<b>Social Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Population 25 years and over	17,336	
High school graduate or higher	9,993	57.6
Bachelor's degree or higher	1,275	7.4
<a href="#">Civilian veterans</a> (civilian population 18 years and over)	1,727	8.3
Disability status (population 5 years and over)	7,630	26.9
Foreign born	8,254	26.4
Male, Now married, except separated (population 15 years and over)	4,877	46.3

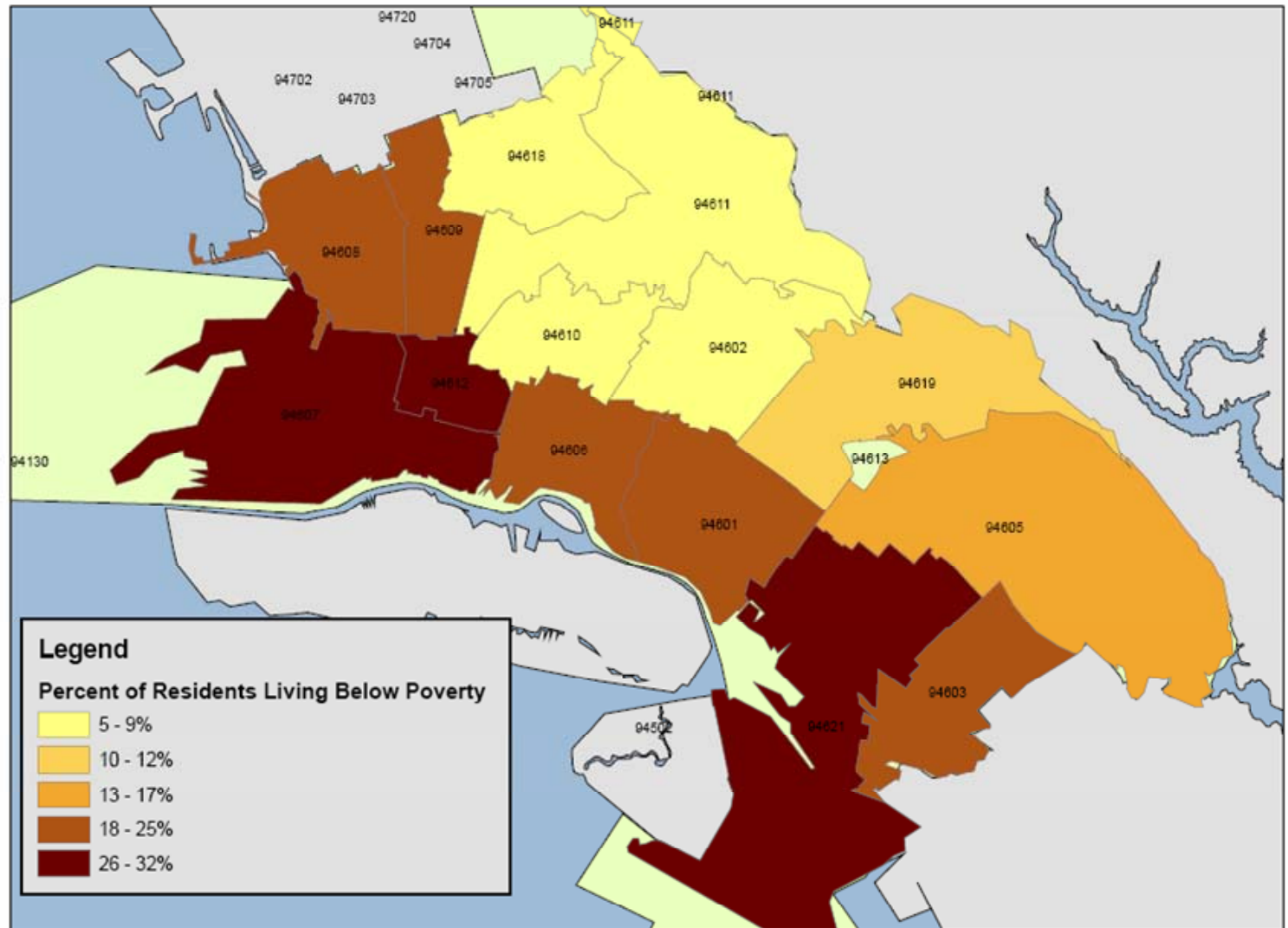
Female, Now married, except separated (population 15 years and over)	4,574	39.3
Speak a language other than English at home (population 5 years and over)	11,464	40.4
<b>Economic Characteristics -</b>	<b>Number</b>	<b>Percent</b>
In labor force (population 16 years and over)	11,240	51.8
Mean travel time to work in minutes (workers 16 years and older)	33.1	(X)
Median household <a href="#">income</a> in 1999 (dollars)	34,755	(X)
Median family income in 1999 (dollars)	36,611	(X)
Per capita income in 1999 (dollars)	12,688	(X)
Families below poverty level	1,463	21.0
Individuals below poverty level	7,334	23.6
<b>Housing Characteristics -</b>	<b>Number</b>	<b>Percent</b>
Single-family owner-occupied homes	4,137	
Median value (dollars)	132,200	(X)

(X) Not applicable.

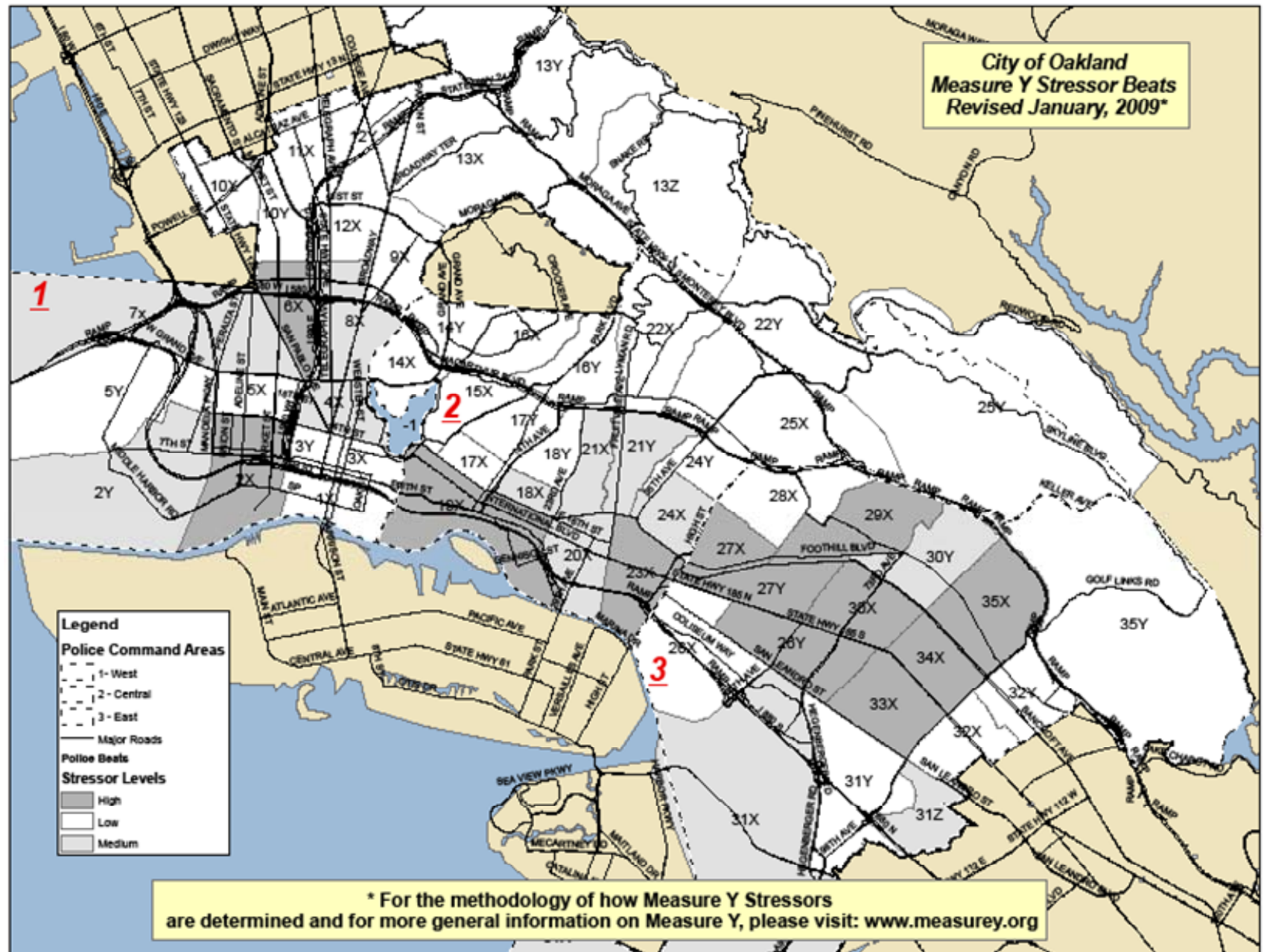
**Attachment II**

**OAKLAND MAPS**

***Percentage of City of Oakland Residents Living Below Poverty Level - 2000 Census***

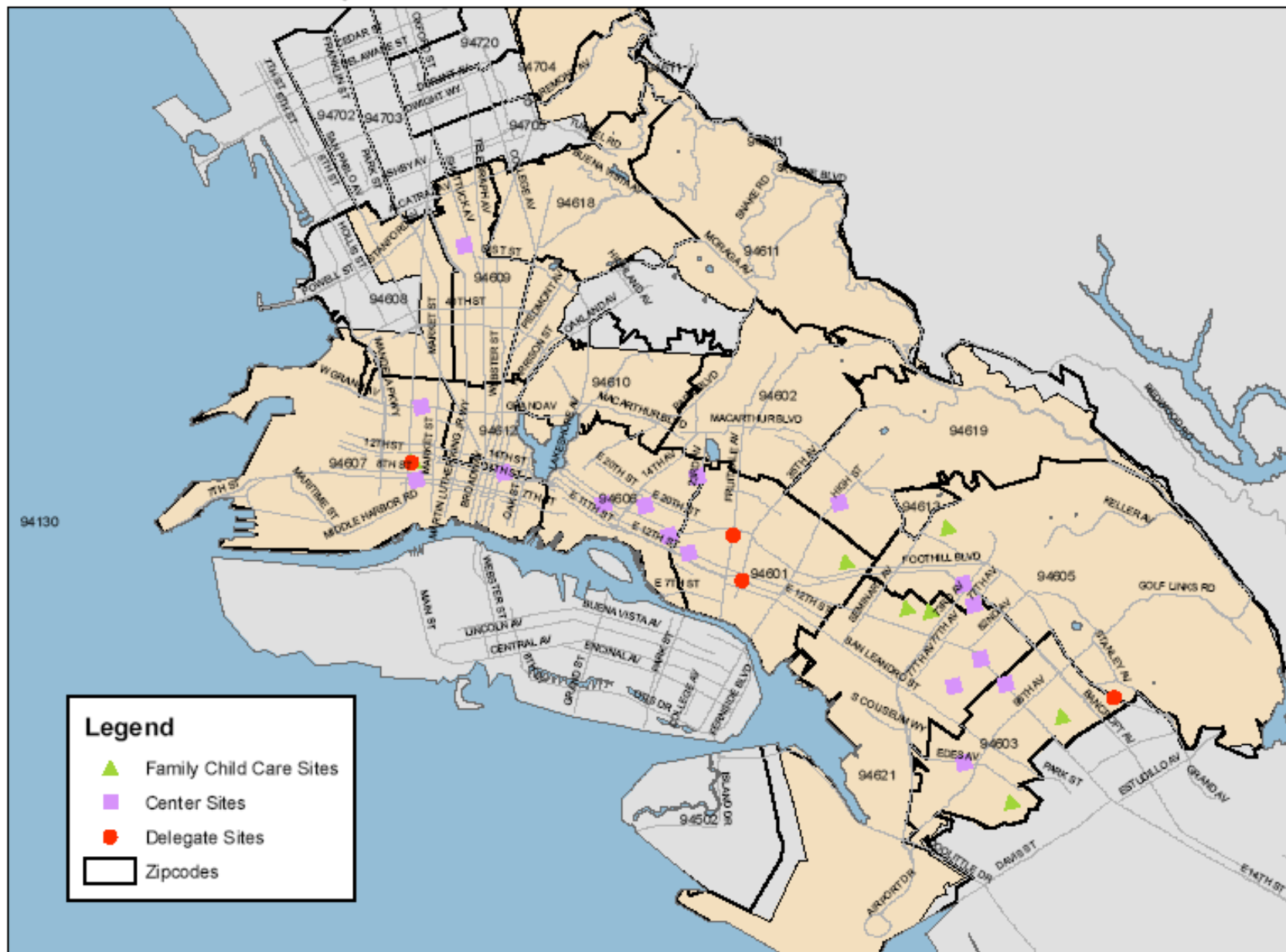


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## City of Oakland Head Start Sites - 2006-07



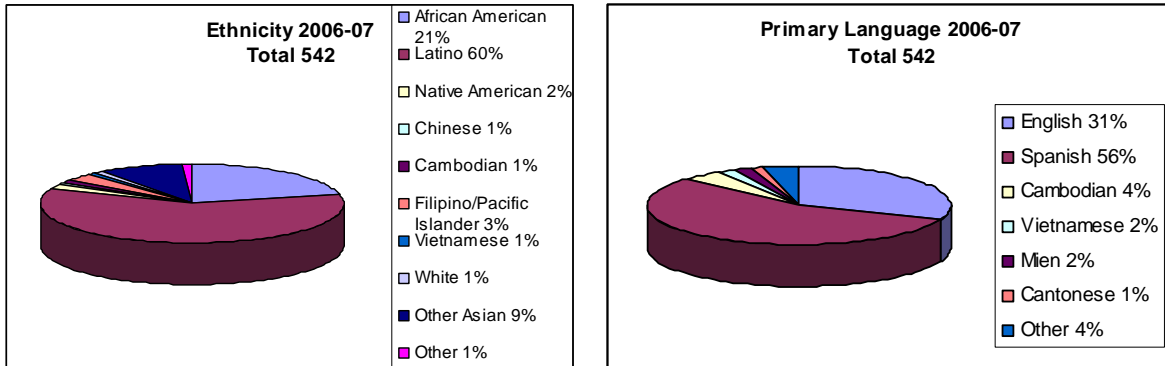


**ATTACHMENT III**  
**ILLUSTRATIVE ELEV8 SCHOOL PROFILES**

## *Illustrative School Profiles*

### **Fruitvale District - Calvin Simmons Campus (United for Success Middle School)**

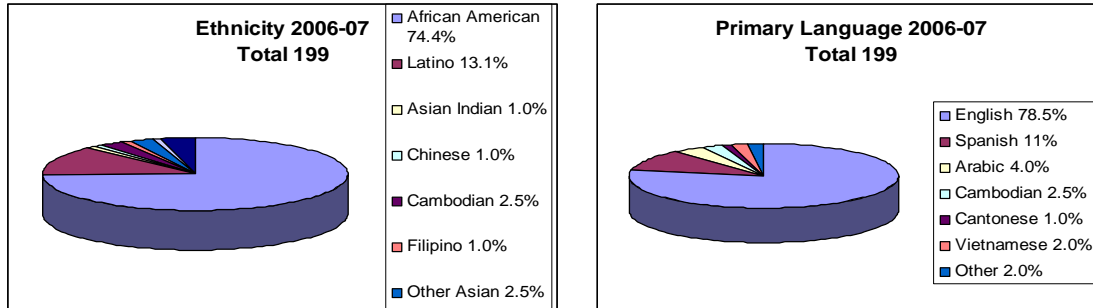
The Calvin Simmons site lies in the heart of **Oakland's Fruitvale District located in Central Oakland**. It is a largely immigrant neighborhood where non citizens outnumber citizens, Spanish is more often heard than English, and schools must address the needs of many English Language Learners. Poverty and unemployment are high, but there are few families on public assistance or receiving retirement.



Middle School and Feeder Schools	Enrollment	API Scores	Lang Arts Proficiency	Math Proficiency	F&R Lunch	Special Education	English Learners
United for Success	391	570	17%	17%	96%	10%	46%
Fruitvale							
Jefferson	109	607	22%	23%			
Lazear Elementary	320	709	35%	48%	82%	8%	72%
Horace Mann	339	761	37%	59%	87%	5%	49%

### **West Oakland**

West Oakland is one of the oldest neighborhoods in Oakland. It is currently the site of a number of revitalization efforts. Since the mid 1900's, African Americans have been the majority population. West Oakland is also one of the Bay Area's most impoverished neighborhoods.



The socio-economic status of Cole students is well documented by the high number of Title I students at Cole. 98% of all students are classified as Title I students. Additionally, the Federal Free and Reduced Lunch eligibility rate is close to 83% at Cole Middle school.

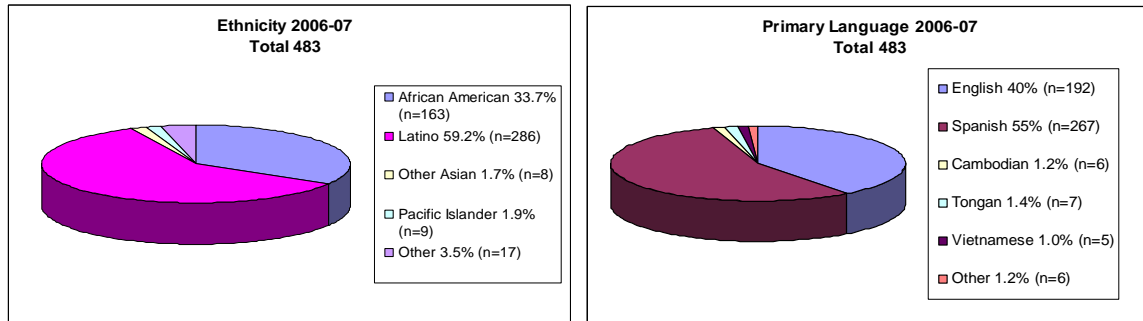
Subgroups	Number	Percent
<b>Title I</b>	194	98%
<b>Retained</b>	2	1%
<b>Special Ed</b>	14	7%
<b>GATE</b>	9	5%

### East Oakland - Havenscourt Campus Community

An analysis conducted by Safe Passages and the City of Oakland integrated data related to crime rates, child abuse reporting, domestic violence reporting, socio-economic indicators, truancy and school suspensions to produce an analysis of the number of community stressors attached to specific crime beats within Oakland.<sup>xi</sup> The Havenscourt Campus is embedded within some of the highest stress crime beats in the city:

- The Havenscourt community experience 42 community stressors. This is the greatest number of stressors within the pool of Elev8 school communities.
- The school community with the next highest level of community stressors is Madison with 33 community stressors. Significantly, 77% of parents/caregivers believe the campus itself is somewhat safe or very safe.<sup>xii</sup>

The Student demographics charts below demonstrate tremendous diversity on the Havenscourt Campus. The campus is overwhelmingly comprised of students of color with the majority of students speaking a primary language other than English. As illustrated by the primary language pie chart, the majority (55%) of students reported Spanish as their primary language.



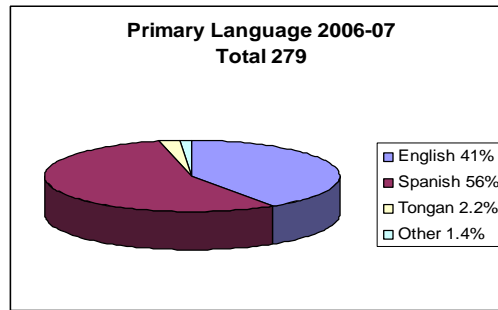
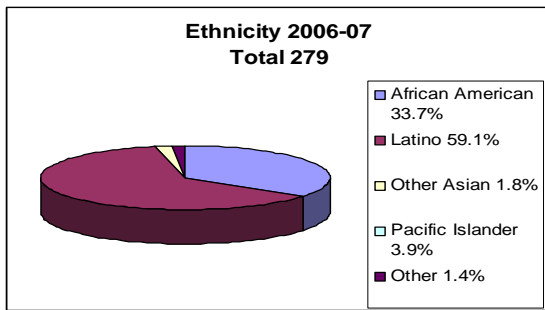
Currently, 86% of students on the Havenscourt Campus qualify for the Free and Reduced Lunch program and 98% of all students are classified as Title I students. Further, 35% of students at the Havenscourt Campus are English Learners.

Subgroups	Number	Percent
<b>Title I</b>	474	98%
<b>Retained</b>	12	2.5%
<b>Special Ed</b>	35	7%
<b>GATE</b>	56	12%

### **Sobrante Park - Madison Middle School**

James Madison Middle School (Madison) has been serving East Oakland middle school students 6<sup>th</sup> through 8<sup>th</sup> grade since 1959. Madison is located in East Oakland's Sobrante Park neighborhood, a mixed residential and industrial area of the city.

- Significant demographic changes have occurred over the last ten years, with a large increase in immigrant populations.
- East Oakland has some of the highest crime rates in the city and the greatest number of community stressors.
- These stressors include high juvenile arrest rates, high levels of domestic violence, child abuse reports and unemployment.
- Madison sits in 94603 zip code which has the following public health indicators:
  - Highest teen birth rate in County
  - 3<sup>rd</sup> highest rate of assault hospitalization
  - Rates of teen birth, new Chlamydia cases, and assault hospitalization are more than double the rates in the County
  - Rate of youth intentional injury hospitalization is more than 25% higher than for the county as a whole.
  - Rate of youth asthma hospitalization is more than 90% higher than for the county.
- 2006 API: 551 (State Average 715);
- Although Madison Middle School exceeded its 2007 growth target to reach a score of 604, the CST Spring 06 results included in Madison's Single Plan for Student Achievement 2007-2010 indicate that 54% of Madison students scored FBB and/or BB in English Language Arts; and 65% scored FBB and/or BB in Math.

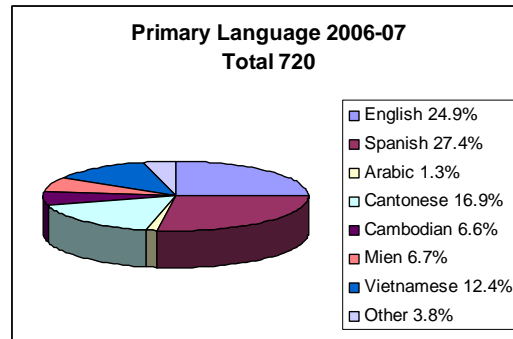
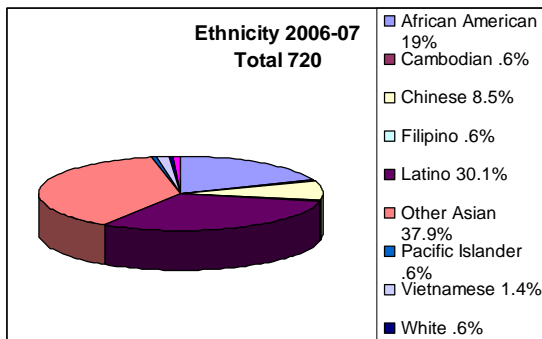


While, the Free and Reduced Lunch rate at Madison is 80%, 98% of all students are classified as Title I students. Further 33% of students at Madison are English Learners.

Subgroups	Number	Percent
<b>Title 1</b>	273	98%
<b>Retained</b>	25	9%
<b>Special Ed</b>	14	5%

### Roosevelt Middle School

Roosevelt Middle School is a large comprehensive middle school residing in the San Antonio Neighborhood of East Oakland, CA. Roosevelt serves the largest and most diverse Asian population of all proposed Oakland ELEV8 target sites. Roosevelt is a designated Title I school, and a significant percentage of its students live in poor socio-economic conditions. For example, 85% of students qualify for the Federal Free & Reduced School Lunch Program.



Subgroups	Number	Percent
<b>Title I</b>	703	98%
<b>Retained</b>	25	4%
<b>Special Ed</b>	93	13%
<b>GATE</b>	89	12%

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<sup>ii</sup> Community Assessment, Planning and Education (CAPE) Unit of Alameda County Public Health Department, “Alameda County Healthy Status Report 2006” and “Oakland Health Profile,” Alameda County Public Health Department website, <http://www.acphd.org/AXBYCZ/Admin/DataReport> (accessed October 11, 2007).

<sup>iii</sup> Prior to implementation of Measure Y: The Violence Prevention and Public Safety Act of 2004 - a voter approved parcel and parking tax measure, which appropriates approximately \$19M annually for safety programs in the City of Oakland, including \$6 million in 2004-05 for violence prevention and intervention services - the City of Oakland and Safe Passages conducted a study of stressor indicator data to target funds to high need neighborhoods in the city. The stressor data includes: arrests 18 and under, arrests 19-29, domestic violence, child abuse, violent crime, unemployment, poverty, chronic truants, and violent suspensions within the police beats of each city council district.

<sup>iv</sup> City of Oakland Head Start Community Assessment 2007.

<sup>v</sup> Community Assessment, Planning and Education (CAPE) Unit of Alameda County Public Health Department, “Alameda County healthy Status Report 2006” and “Oakland Health Profile,” Alameda County Public Health Department website, <http://www.acphd.org/AXBYCZ/Admin/DataReport> (accessed October 11, 2007).

<sup>vi</sup> Alameda County, birth data, 2003-05; Alameda County Sexually Transmitted Disease data, 2004-2006; and Alameda County hospitalization data, 2003-2005.

<sup>vii</sup> Alameda County birth data 2003-05; Alameda County Sexually Transmitted Disease data, 2004-05.

<sup>viii</sup> Ibid.

<sup>ix</sup> Ibid.

<sup>x</sup> Ibid.

<sup>xi</sup> Prior to implementation of Measure Y: The Violence Prevention and Public Safety Act of 2004 - a voter approved parcel and parking tax measure, which appropriates approximately \$19M annually for safety programs in the City of Oakland, including \$6 million in 2004-05 for violence prevention and intervention services - the City of Oakland and Safe Passages conducted a study of stressor indicator data to target funds to high need neighborhoods in the city. The stressor data includes: arrests 18 and under, arrests 19-29, domestic violence, child abuse, violent crime, unemployment, poverty, chronic truants, and violent suspensions within the police beats of each city council district.

<sup>xii</sup> Safe Passages, Alameda County School Based Health Services Coalition, “Atlantic Integrated Services in Schools Initiative Parent Surveys, August 2007.



## **YOUTH VENTURES JOINT POWERS AUTHORITY BOARD OF TRUSTEES REPORT**

**TO:** Board of Trustees  
**FROM:** Josefina Alvarado Mena, Chief Executive Director  
**DATE:** January 25, 2010  
**RE:** **Presentation from the Youth Intervention Network, a Project of UrAtWork, Inc. per Board Request. (Informational Item)**

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### **Summary**

Periodically, and at the request of Board of Trustee members, external providers are invited to present promising practice strategies to the Board of Trustee meetings. The Youth Intervention Network (YIN) has been invited to provide an overview of their youth gang prevention efforts in Antioch, CA. Staff requests Board direction on next steps for the development of similar initiatives for Alameda County.

### **Background**

The long-term goal of the Antioch Youth Intervention Network (YIN) is to reduce the number of incidents in which youth, ages 13 thru 18, commit or become victims of violent crime in Antioch and the East County region.

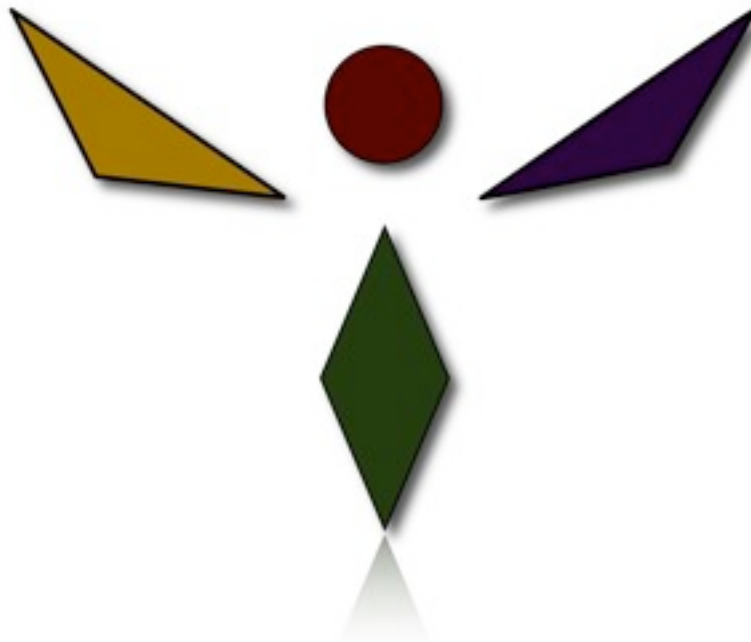
The overarching goal of the Youth Intervention Network (YIN) is to engage an entire community in providing safe places and positive activities and services that support Antioch's at risk youth in making positive life style choices and prevents them from engaging in violence, crime or gang affiliations. YIN is Antioch and East Contra Costa County's first community-wide youth violence and gang prevention initiative.

At the heart of the YIN model is a process of early identification of youth likely to commit or become victims of violence based on a sophisticated data collection and analysis process that collected and analyzed individual disaggregated data on the 8,753 youth in the Antioch Unified School District. The process identified truancy and lack of engagement with school as the key indicators of future youth involvement with violence; in response, YIN developed an intensive support system for participating youth and their families. YIN's parent agency, UrAtWork, serves as the centralized coordinator of the collaborative network of agencies who have signed collaboration agreements with this project. In addition, each youth and his/her family is assigned a team of 2 mediators who conduct an extensive initial mediation process resulting in the youth's individualized goal plan, and a Family/Youth Advocate who guides the youth and the family through their time in the program. All mediators and Family/Youth Advocates receive extensive training in the use of mediation, advocacy, conflict resolution and mentorship skills and techniques. Please refer to Attachments 1 and 2 for more detailed information and program evaluation.

### **Recommendation**

Staff requests board direction on the development of a strategy that incorporates promising practices presented by the YIN.

# The Youth Intervention Network Story



**UrAtWork, Inc.**  
***Building High Performing Communities - Now, and Together***

*2008/2009 Report*

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# Foreword

UrAtWork is a non-profit corporation created to build High Performing Communities in Antioch, East Contra Costa County and beyond. The High Performing Community model is a trademark of Emerald Consulting, and by permission, has been adapted for the purpose of developing high performing communities that effectively engage youth populations.

## Wondering why we chose the name UrAtWork?

The word **ur** (oor) in Hebrew means to awaken, stir, raise up, arouse to action, open one's eyes. UrAtWork was coined to express the phenomenon of this awakening to action, and opening of eyes being at work in Antioch, California, the home of the Youth Intervention Network.

Research shows that there is no singular formula for becoming a high performing community that affectively engages the youth population. That is because as we know, each community has its own DNA and is made up of young people each with their own set of circumstances impacting on who they are and who they will become.

Becoming a community that is highly affective in the area of youth engagement and development is critical to a city's economic and social success.

We believe that to get there we must create an environment that includes the following key elements:

- More pressure for change than resistance to change
- Ownership of the problem by the entire community - these are our children
- Facilitated process to engage in a broad dialogue with stakeholders because studies show that interdisciplinary networks and collaboratives are the most effective.
- Partnership with the school district because research shows that a rigorous, relevant and relational learning experience that engages students is a huge deterrent to inappropriate and violent behavior
- Partnerships with environment-enhancing services (health, nutrition, sports, family support, etc) that help students become more engaged in their communities
- Career integrated education in job ready skills to prepare students for adulthood and the difficult choices facing them all along the way
- Partnerships with faith organizations to enhance spirituality and socialization
- Partnerships with community based organizations and Park and Recreation to enhance the level of physical activity our young people are engaged in
- Partnerships with local law enforcement to build trust and citizenship

Finally, to be successful, the agency partners and collaborators must have a commitment and a stake in the community and the region. If not they must move away from the table.

# Chapter One - In The Beginning

## All we knew was this:

Technology, demographics and the economy are all changing the world our kids live in. Therefore innovative data and outcomes driven strategies for engaging and intervening into the lives of young people who are likely to become involved in inappropriate and violent behavior are critical to the economic and social health of our city, and our entire region. Our youth were spinning out of control, and no single program, approach or methodology being employed at the time was working. Further, racial tension was on the rise and it was easy for folks to just blame the problem on the change in demographics, falling back on generally accepted assumptions that our community's problems were race based.



## Therefore:

In the fall of 2006, Antioch Police Chief James Hyde and then Police Crime Prevention Commissioner Iris Archuleta met to discuss their concerns about our city's youth. They agreed that more was needed than coming up with a short-term patch. Chief Hyde's philosophy around community policing is unique in that although he understands and employs suppression as a necessary and critical component of public safety, he also understands that the long-term health and safety of a community requires a strategy for intervention and prevention methodology, especially when dealing with youth.

We began to discuss the necessity of having a long-term strategy and being committed to working collaboratively with city and regional government, school districts and stakeholders to make whole community change. We knew that we would need to employ evidence and research based approaches, and would require the expertise of project facilitators with proven experience in data collection and analysis, project facilitation, stakeholder dialogue facilitation, consensus and community building, and work with government agencies, community based groups, and faith-based organizations. Since no real collaborative had been formed to address the problem, we decided to build one.

## At the Time:

*In 2007, young people in Antioch were struggling in our schools both academically and socially.*

It was clear that our youth needed us. At approximately 36%, Antioch had the highest concentration of people age 18 and under of any city in Contra Costa County. In addition:

- Less than 50% of students in our district were testing “proficient” in any core academic category.
- Only 42% were proficient in English/Language Arts, 40% in Math, 35% in Science, and 33% in History/Social Science.
- In a district with more than 3,500 11<sup>th</sup> and 12<sup>th</sup> graders, only 298 had taken advanced placement classes the prior year. Only 431 had taken the SAT the previous year, with the average score in math, verbal and written falling below the county and state average. This is no wonder, since there was only 1 academic counselor in the district per every 2,750 students.
- Only 26.7% of Antioch Unified students graduated with UC/CSU required courses. This was well below both the county and state average.
- Truancy within our district was at 46.64%; almost double the county and the state average.
- 25% of all the students expelled from Contra Costa County Schools in 2006–2007 had been expelled from AUSD (123 students at AUSD out of a total of 496 in Contra Costa County). By contrast, AUSD accounted for only 12% of student enrollment in Contra Costa County.
- 48% of our students were on free and reduced lunch in the district.
- On top of the 48% free and reduced stat, we had a 7.1% annual dropout rate in 2007/2008, insuring future generations of poverty. Studies showed that in this new technology-based global economy, dropouts are having a hard time finding livable wage jobs.



**Student graduation rates and student engagement has been a long-term problem in the Antioch Unified School District.**

*The city was also experiencing a significant shift in demographics.*

Antioch is located in Contra Costa County, at the eastern edge of the San Francisco Bay Area. As the cost of living had steadily risen in the core cities of the Bay Area, lower-income residents moved farther and farther east in search of affordable housing, thereby changing the demographics of the city of Antioch. At the time of the 2000 Census, 11% of Antioch’s children under age 18 lived in poverty (i.e., in households with incomes below the federal “poverty line”); by 2006, this number had risen to 17%. In 2000, 22% of

Antioch's residents spoke a language other than English at home; by 2006, that number had risen to 29%. The racial and ethnic makeup of the city had also changed:

RACE / ETHNICITY (US CENSUS)	2000	2006
White	65.3%	50.1%
Black or African American	9.7%	16.0%
American Indian and Alaska Native	0.9%	1.5%
Asian	7.4%	8.3%
Native Hawaiian and Other Pacific Islander	0.4%	0.2%
Some other race	9.2%	20.3%
Two or more races	7.0%	3.6%
Hispanic or Latino (of any race)	22.1%	28.8%

*Further, increasingly anti-social behavior among youth was developing into full-blown violent crime.*

There had been a 31% spike in violent crime by and against youth. Gang activity had been increasing at an alarming rate. In 2005, the Antioch Police Department (APD) recorded 161 gang-related calls for service; that number rose to 207 in 2006, and in 2007 APD recorded 266 gang-related calls for service—an increase of 65% in just two years. The primary reasons for these calls for service were, in descending order: assault; robbery; destruction of property (tagging, retaliation); and suspicious activity. The increase in gang-related police reports is even more staggering: 158 gang-related reports were filed in 2005; in 2006, the number was 326; in 2007, APD recorded 344 gang-related reports, for a total increase of 118% in two years. The primary crimes reported were, in descending order: narcotics, destruction of property (tagging, retaliation), assault, weapons, and robbery.

In 2007, 50% of Antioch's homicides were gang-related, and Antioch's rate of violent crime was 61% higher than that of the state of California, with especially large differences in murder and non-negligent manslaughter (Antioch's rate was 58% higher) and robbery (Antioch's rate was 109% higher). While Antioch's overall rate of property crime was similar to that of the state of California, Antioch's rates of burglary and motor vehicle theft were each 55% higher than the state rates.

Type of Crime	Antioch rate per 100,000 residents	California rate per 100,000 residents	Percentage Difference
<b>Violent crime</b>	843.4	522.6	+61%
Murder and non-negligent	9.8	6.2	+58%
Forcible rape	26.5	24.7	+7%
Robbery	403.0	193.0	+109%
Aggravated assault	404.0	298.8	+35%
<b>Property crime</b>	3061.6	3033.0	+1%
Burglary	1007.1	648.4	+55%
Larceny-theft	1123.8	1784.4	-37%
Motor vehicle theft	930.6	600.2	+55%

Crime trends in Antioch were of special concern, as rates of robbery, aggravated assault, and burglary had increased dramatically since 2005. (These crimes are often associated with gang activity.) From 2005 to 2007, robbery rates increased by 76%, aggravated assault by 45%, and burglary by 40%.

<b>Antioch Crime Trends</b>			
<b>Type of Crime</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Violent crime</b>	544.3	647.0	843.4
Murder and non-negligent manslaughter	9.8	9.8	9.8
Forcible rape	27.6	34.5	26.5
Robbery	228.4	280.7	403.0
Aggravated assault	278.6	322.0	404.0
<b>Property crime</b>	2874.3	2800.9	3061.6
Burglary	721.5	827.3	1007.1
Larceny-theft	1249.1	1107.0	1123.8
Motor vehicle theft	903.6	866.7	930.6

APD identified 443 validated gang members in the Antioch community since 2005. Many of these gang members are juveniles. Of all individuals arrested by APD officers in 2006 and 2007, 41.5% were ages 11–17. Antioch’s problems with youth violence and gangs have hit the African-American community especially hard. Between 2006 and 2007, the number of African-American youth arrested for Part I crimes (homicide, assault, robbery, and other serious crimes) increased, while the overall number of youth arrested for these crimes decreased slightly:

<b>ANTIOCH YOUTH ARRESTED FOR PART I CRIMES</b>			
	<b>2006</b>	<b>2007</b>	<b>CHANGE</b>
African-American	265	299	+13%
White	131	80	-39%
Hispanic	99	84	-15%
All Ethnicities	522	479	-8%

Over the same time period, African-American youth accounted for a larger percentage of juveniles arrested for Part I crimes than of overall juvenile arrests:

<b>ETHNIC BREAKDOWN OF ALL JUVENILE ARRESTS VS. ARRESTS FOR PART I CRIMES (2006–2007)</b>		
	<b>ALL ARRESTS</b>	<b>PART I CRIMES</b>
African-American	48%	55%
White	24%	21%
Hispanic	21%	18%

Hispanic gang violence has also seen a significant increase in the San Francisco Bay Area in recent years, as the Sureño gang has moved on to the territory of the rival Norteños. ( “SoCal gang making big strides in S.S.F.; tagging and fights are on the rise.” San Francisco Examiner, Dec. 19, 2006.)

According to Chief Hyde, Antioch is no exception to this trend, with APD seeing significant activity associated with these two gangs. Chief Hyde also noted that some gangs in Antioch are multi-ethnic, and that several appear to be primarily “robbery crews” who use violence and intimidation as tools to increase profit.

## Chapter Two - Shedding Light On The Problem

### Using the Right Data

*From the beginning we were committed to building a collaborative process based on more than our assumptions about what was happening in our community. Our mission was and continues to be to combine data analysis, evidence based and research-based practices, stakeholder education and awareness, and the leveraging of existing programs and resources to provide a continuum of support for those youth ages 13 through 18 most likely to commit and/or become victims of violence.*

Those of us leading this effort, including Police Chief James Hyde; Mayor Don Freitas; City Manager Jim Jakel; Assistant City Manager Arlene Mornick; County Supervisor Federal Glover; Dr. Deborah Sims, Superintendent of Schools; Paul Taylor, Pastor of Antioch Christian Center; and Keith and Iris Archuleta of Emerald Consulting; had many years of experience as facilitators, trainers, directors and leaders.

For example, Emerald Consulting, the developer of the High Performing Community model on which the YIN is built, has been developing “whole people, healthy organizations, and sustainable communities” since 1992. Its founders have extensive experience developing and managing collaborative partnerships throughout the state and locally. Emerald Consulting builds and leads initiatives that deliver positive community outcomes and employs strategic planning and best practice models to improve the accountability, efficiency and effectiveness of organizations and communities.

Because of this experience, we knew that we had to spend significant time creating a framework for a broader discussion with stakeholders before bringing them to the table. To do so, we looked at the school district’s performance data, the police department’s arrest data, and a number of studies and models. With this information, and taking into account our own experience in law enforcement, education reform and collaboration building, we felt like something was missing, and although we had some ideas, we were not willing to rely on instinct and past experiences alone to figure out what it was. Therefore we made a decision to slow our process down, take our time, and really try to understand what was happening with local youth/teens. We wanted to know why some were doing well and some were not.

Given our concerns, and our commitment to understanding what was going on with our kids, we decided to collect and use individual rather than aggregate data in our quest to understand and properly identify youth who, without the assistance of a violence prevention and intervention strategy, would most likely commit or become victims of violent crimes.



To help us with this, we called in an old friend, Andy Wong of AJWI Consulting in San Francisco to collect and analyze risk-factor data for individual youth. AJWI Consulting specializes in providing data, technology and policy solutions for government agencies, foundations, and nonprofit organizations. Founded in 1998, AJWI has provided database integration, strategic planning, policy analysis, and evaluation services for dozens of clients in both the public and private sectors.

To date, we have collected and analyzed data for all 8,763 youth enrolled in Antioch Unified School district between the ages of 13 and 18. A detailed Memorandum of Understanding governs the use of this data, and only three people have access to it, to allay privacy concerns. Information from this database is not shared with partner organizations unless family members sign a privacy release form. For research purposes a mirror image of the database has been set up with a fictitious student number assigned to each individual record.

First, data is collected from the school district for students between the ages of 13 to 18. This data includes name, date of birth, gender, ethnicity, free or reduced lunch status, other socioeconomic status data, truancy record with dates, and disciplinary actions with dates. This data will eventually be cross-referenced with police department data, records from Sutter Health Emergency Room, and Children and Family Services.

The analysis of the data revealed that the 2 top indicators of youth likely to commit or become victims of violence are truancy and academic disengagement. This finding is consistent with recent research by Finn-Aage Esbensen, (Preventing Adolescent Gang Involvement; OJJDP Bulletin, September 2000), which says that “Gang members were more impulsive, engaged in more risk-seeking behavior, were less committed to school, and reported less communication with, and lower levels of attachment to, their parents. Non-gang youth were more committed to prosocial peers and less committed to delinquent peers.

Additionally, the 2001 study by Gary D. and Denise C. Gottfredson, (Gang Problems and Gang Programs in a National Sample of Schools; Behavioral Science Research and Development, 2001), said that “Youths who participate in gangs have much lower educational expectations than do other students, and are very much more likely to be threatened or victimized in school.”

AJWI Consulting used three key methodologies in analyzing the data set (first within the school district and later to be cross referenced with other key agencies) :

1. Identifying relevant and significant indicators that show a developing or ongoing risk behavior. Indicators are identified agency by agency and cross tabbed to define indicators that need to be tracked.
2. Determining chronological order of events. Indicators and events related to them are charted in chronological order.
3. Identifying key intervention points. This is made possible through the analysis of cross-over data from multiple departments using the methods above to determine common points across specific sub-cohorts of the universe of data clients.

Mr. Wong will also work with the YIN and the Antioch Unified School District to develop an alert system within the current student information system which will notify the office of Student Services when youth between the ages of 13 to 18 are displaying behavioral patterns associated with our risk indicators. This process will greatly enhance the district’s ability to make strategic referrals into the YIN wraparound and mentorship initiatives.



One final point of interest on the issue of data is that contrary to what many would have assumed, ethnicity and socio-economic status were not strong predictive indicators of youth who are were likely to commit or become victims of violence. In fact, the youth currently involved in the YIN are white, black, asian and hispanic. There are single and dual parent homes represented. Some families have high six figure incomes and some are low income and receiving government assistance. Yet, all these youth were struggling both socially and academically.

## Chapter Three - Building A Solid Foundation

**You cannot build a strong collaborative of stakeholders without first building a non-competitive basis for working together.**

The Youth Intervention Network, (YIN), has, from the beginning, worked to build and support a robust coalition of service providers, government agencies, community organizations, faith-based organizations, and community members to work together to serve the youth identified as likely to commit or become victims of violent crimes.

Current partners include but are not limited to the Antioch Police Department; Police Athletic League (PAL); City of Antioch; Antioch Unified School District; Sutter Delta Memorial Hospital; John Muir Health; East County Business-Education Alliance; Opportunity Junction; John F. Kennedy University Counseling Center; East County Child and Family Services; Juvenile Probation; the REACH Project; One Day at A Time; The Williams Group; faith-based organizations; community-based organizations; youth; parents; and community members.

Emerald Consulting has served as convener, facilitator and coordinator of this effort.

The development of strong interagency collaboration and communication is key to our initiative. The initiative aims to blend best-practices with effective collaboration to create a nurturing atmosphere—a community that functions like a “village,” to prevent young people from being marginalized or “falling through the cracks” in the service-delivery system.

The YIN initiative is built on the understanding that the problem is not a lack of services, but a lack of connection between service-providing agencies and organizations, as well as a lack of connection between these agencies and community members and families. YIN’s capacity building efforts seek to connect these agencies, organizations and community members to enable them to work collaboratively to address problems that no one organization can address alone. In other words, our goal is, and we are coming a long way in the process of becoming, a High Performing Community.

Although YIN has from the beginning been dedicated to helping service delivery organizations learn how to successfully work cross-agency with community members and faith-based organizations to bring

young people and their families the support they need, we didn't know how to best make that happen.

We also knew that we had to add value to the stakeholders' willingness to engage and stay at the table. We were wise enough, after having worked so long with organizations, to know that we had to stay far away from even the hint of monetary incentive or our attempts to build the collaborative would be disastrous. We did not want money to be the objective or the goal. We wanted the hopes of a high performing community to be what the collaborative aspired to.

In our first full planning year, we sought out the help of the Vesper Society Foundation. We actually went to them for a planning grant. Instead what we were offered was something that has come to be one of, if not the most powerful component of the High Performing Community methodology. Instead of cash, the Vesper Society provided a facilitated, week long collaborative team building experience led by representatives from Dialogue for Peaceful Change (DPC), an organization based in Ireland.

Rich Watson of Vesper Society saw something interesting and exciting about what we were trying to do and became our advocate with Vesper.

Rich is the Director of Finance and Senior Program Manager with Vesper Society. Vesper has over 30 years of experience in bringing parties in conflict together for peaceful resolution in Central and South America, Africa, and Europe. Rich has conducted training around the world with the Network 21 program, which he co-founded. Rich is also a DPC trainer internationally.

According to its website, "DPC is a global coalition, dedicated to creating safe spaces to overcome division through a structured and skilled process of mutual empowerment." The DPC workshops enabled community members and organizations to look at collaborative approaches to addressing youth violence in the Antioch community.

When we look back now we continue to marvel at the power of that experience and how it played such a pivotal role in the establishment of what is now a remarkably cohesive and effective network. However, if truth be told, it was not easy getting our folks to make the kind of commitment they had to make to get to and through that experience. At the time, in early 2008, we had a 53-member steering committee that involved City, faith, non-profit, community, County, corporate and labor leaders, including the Police Chief, School Superintendent, a City Council Member, the Assistant City Manager, and an Antioch School Board member.

When I told them that we had an opportunity to get support from Vesper they were excited at first until I told them that they would be going away for 5 consecutive days, leaving laptops and cell phones in their rooms from 9:00 each morning until 9:00 each night, rolling up their sleeves, and engaging one another in a very intensive team building experience. I explained to them that they would even be eating together and that all this would be happening at a retreat center tucked away in the mountains of Danville. There would be no escape. 45 of the 52 said that there was absolutely no way this could happen. After all, they argued, who was going to run things while all the important people were away.

Hearing the protests, we moved to plan B and Vesper flew Colin Craig out from Ireland for a visit. That's when everything changed.

Colin Craig is the founder of Tides Training Institute in Northern Ireland. He has been involved in working for reconciliation in Northern Ireland for 35 years. Over his career he has worked professionally as a Youth Worker, a Director of a Juvenile Justice Project, a Principal Officer and Regional Consultant for UrAtWork, Inc

Youth Intervention Network

a National Charity. In 1990 he became Centre and Program Director for the Corrymeela Community, recognized internationally for pioneering work for reconciliation in Northern Ireland. In 2000 he co-founded TIDES [Transformation, Interdependence, Diversity, Equity and Sustainability] a non profit training and consultancy company. He has lectured and trained internationally on the themes of reconciliation, equality and diversity, and conflict management.

Colin came out and addressed the group. After his presentation, we knew that we had found what we needed to not only build and strengthen our collaborative under a common language and methodology for working together, but we had found the key to engaging the families of our youth who are at risk. But we'll talk more about that later in the story.

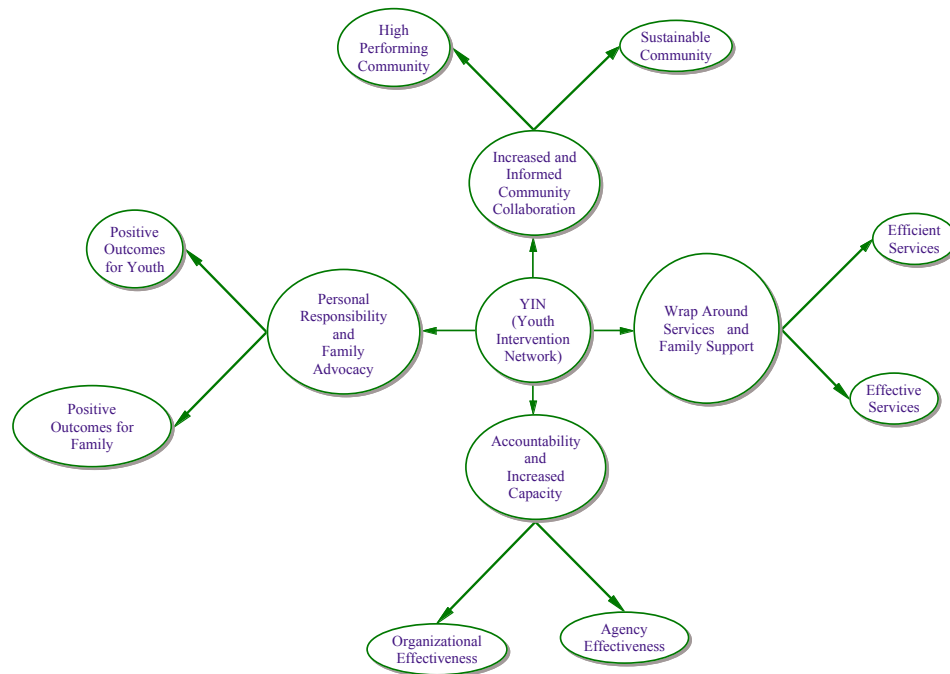
After Colin's talk, we unanimously accepted Vesper's offer. We hoped and prayed for at least 30 participants but were elated to see that 52 of our 53 executive committee members confirmed their attendance. We then scheduled and held two week-long workshop/retreats to accommodate two groups of 26 people each at the San Dominio retreat center in Danville.

During those ten days we witnessed our city and community leaders work hand in hand with community organizations, county leaders, and the faith community. We engaged in the challenging and difficult process of learning the art of social change by building and rebuilding community and dealing with the conflicts that naturally arise within agencies and organizations as well as within the community in general. The training taught us the creative and practical skills required to assist those in conflict to move through change peacefully. We took a hard and realistic look at why conflicts resurface time and time again and learned the specific steps needed to bring individuals, families, agencies and cities to a place of transformation - so that they can live and work without violence. What was very important to us was that the DPC approach fully recognizes that conflicts in today's communities frequently include tensions that have a cross-cultural basis. In order to build a High Performing Community, our collaborative needed to know how to successfully overcome division through a structured process of learning and mutual empowerment.

By the time we'd completed our training and received our certification, people who had said they would never work together were reconciled to working together for the good of the community. Old perceptions, rivalries, barriers, prejudices and even the sense of hopelessness were set aside and we were excited about getting back to the table and talking about how we would move forward.

Now that we had the stakeholders at the table and ready to work there were two things we had to figure out. The first was how we would engage youth and families, and the second was how we would engage youth and families as stakeholders and not just as service recipients. This was important for two reasons.

1. We did not want to become competitive with our partners/stakeholders. We did not want to reinvent the wheel, but rather create not another program, but systemic change through a visionary collaborative process.
2. We did not intend to do anything "for" youth and families, rather; we wanted to partner "with" them in the process of doing something for themselves with the help of the rest of the community stakeholders. In other words we wanted to create an opportunity for youth to find reasons to be involved in a positive mainstream culture as opposed to a negative sub-culture such as gangs, and we wanted their families to feel like a part of a caring community whose job it is to help get them there.



## Chapter Four - Innovative Engagement

### **We are not a program and if we ever become one then we have failed.**

The YIN is not a service provider. The YIN is a facilitator of the High Performing Community building project. As we began to build the initiative, the first thing we needed to do was to build our capacity to bring youth and their families into the process in a way that accomplished the goal of making them a part of the process and not just the recipient of programming.

To do this, we once again looked to Rich Watson of Vesper Society and Colin Craig of DPC. We remembered how powerful the DPC training had been for us and how we not only came away with hope and commitment; we came out armed with a powerful tool: our mediation training and certification. We wondered if we could recruit members of the community to be ground floor volunteer partners in the work.

We pitched the idea of training and certifying community volunteers in the DPC mediation process and using the process as a way to engage youth and their families in the act of self discovery, empowerment and positive change.

Both DPC and Vesper thought it was a great idea, so we set out to recruit community volunteers to play one of two roles - Family Mediator or Family Advocate.

We decided that the recruitment process had to be very informative so we chose to use an orientation format. We now hold informational orientations quarterly where we educate the community on the High Performing Community model and the YIN initiative. Our goal during these orientations is to take

community folks from a sense of helplessness around youth violence to a place of hope, enthusiasm, and participation. Notifications about orientations originally happened at city counsel, school board, rotary, neighborhood watch and church meetings. Now our network has grown such that sending a reminder out to the network database with information for their friends, co-workers, neighbors and family is usually sufficient. Word about the DPC training experience is spreading, and it helps generate enthusiasm because of the life-changing testimonials that are coming from our volunteers.

In addition to its role in recruiting new volunteers, the DPC training serves an important role in building community networks and connecting both organizations and families with one another. For some time now, criminologists have noted a correlation between communities lacking in social networks and high levels of crime. Numerous studies have documented that there are common neighborhood or community characteristics that result in an increased risk of crime and violence. These include: a) anonymity and sparse acquaintanceship networks among residents, b) unsupervised teenage peer groups and attenuated control of public space, and c) a weak organizational base and low social participation in local activities. (R. Putnam, 2000).

The explanation for what differentiates safe and organized cities from unsafe and disorganized ones has increasingly been found in the concept of “social capital.” “Social capital refers to connections among individuals—social networks and the norms of reciprocity and trustworthiness that arise from them.” (R. Putnam, 2000).

At first, criminologists were merely speculating on the tie between increased safety and highly connected communities. However it has since been proven that the connection between social capital and safe streets is very real. For example, one 15-year study between 1980 and 1995 looked at the relationship between homicide rates in various cities across the nation and documented the corresponding levels of social capital. The study concluded that social capital is as important as poverty, urbanism, and racial composition as a determinant of homicide prevalence. In fact, social capital was more important than education level, rate of single-parent households and income inequality in predicting the number of murders per capita during the 15-year study period. (Putnam, 2000).

The DPC training is YIN’s tool for building social capital. Among those who have already completed the training, YIN has noted a surge in organizational partnerships, an increase in individuals volunteering, and growing number of reciprocal relationships between the individuals who participated in the training.

Our next step is to work with DPC to provide “Training of the Trainers” This will not only serve to expand the capacity and reach of the YIN initiative, it will also increase the supply of social capital in the Antioch community to the betterment of all community residents.

## Becoming a YIN volunteer

These volunteer positions require 40 consecutive hours of mediation training and certification. Mediators then spend an additional 24 hours in practical training and work closely with a coach during their first case assignment. Family advocates attend an additional 8 hours of educational advocacy and domestic violence training. All volunteers go through a full day of agency exposure. On top of that, in order to responsibly select volunteers we hold a mandatory volunteer orientation before training. After training is completed, the volunteer applicants must submit an application and go through a federal background check.

Both volunteer roles require a huge commitment on the part of the volunteer, but with that commitment



comes huge rewards. We will discuss some of those rewards later in the story. But right now, let's talk a little about what these volunteers actually do. Oh and by the way, keep in mind that we have successfully recruited, and DPC has now trained and certified, more than 100 YIN volunteers to date with two classes involving more than 30 participants coming up in September and October of this year (2009).

### **Once we had a solid group of trained mediators and family advocates we were able to put a youth referral process in place that matched our goals and objectives, which include:**

- (1) building and reinforcing relationships between community groups to strengthen delivery of services;
- (2) a youth enrollment process with two components: strong referrals from local schools and community partners, and a five-stage mediation process with the youth, family, and school;
- (3) a mentoring system based on our family advocacy model, which assists youth and their families in meeting their personal objectives through a wraparound process.

### **There were seven mistakes we saw programs make over and over again, and we did not want to replicate them:**

1. Working with the youth without also working with the family
2. Labeling during the referral process
3. Presuming to know what is going on in the life of a youth and his/her family that is causing him/her to display negative indicators
4. Presuming to know what a family needs
5. Creating a dependency on services
6. Relying on a single "one size fits all" programmatic approach
7. Defaulting to an inadequate case management model with unrealistic client ratios

### **Our process in brief, looks like this:**

- The YIN participation criteria includes indicators derived from the previously discussed data collection and analysis of risk indicators that describes the risk factors for the individual youth of Antioch;
- At-risk youth are referred to YIN by people (AUSD, APD, neighbors, family friends, etc) who have personal knowledge of the youth and his/her situation; personal knowledge must be demonstrated in a written narrative that must be signed by the parent/legal guardian of the referred youth (this is required to avoid anonymous finger-pointing);
- The youth's family provides a statement and the youth writes an essay explaining why he or she

would benefit from affiliation with the YIN;

- The application is reviewed by YIN's nine-member Review Panel, taking into account the referral, the family's and applicant's desire for assistance, and the applicant's risk factors from the database. (The review panel receives a packet 3 weeks before the formal review meeting which includes information about the child from the school district, the police department, the local hospital, and juvenile probation. All information has been released by parent consent. Consents are signed at a family orientation at the close of the referral cycle).

### **The five stages of mediation are as follows:**

Stage 1: Each family member individually tells the two mediators the story of what he or she feels is happening in his life and in the family and what his or her experiences and concerns are presently and have been in the past.

Stage 2: Each family member tells his/her story again in front of the entire family and the mediators. Participants are strongly encouraged to be completely candid and share what was disclosed in Stage 1, as well as anything that is important but was held back. Often families are asked to repeat Stage 1 if the mediator feels that it is necessary.

Stage 3: The mediators guide the family through a process of identifying what family issues they agree on. These are documented and the family is asked to take a week to think about possible solutions and about which resources and/or help will be needed. As in Stage 2, families may be asked to go back and repeat the previous one or two stages. This will occur when families disagree on family issues. Adults will often discount what youth consider an important issue. This is a signal that there was a disconnect in a previous stage and it should be repeated.

Stage 4: The family returns with their suggestions, and mediators lead them in a discussion and to an explorative conversation about what strategies, resources and assistance could best meet their needs.

Stage 5: The family, with the assistance of the mediators, creates mutually accountable steps to achieve the objectives associated with solutions and services.

The mediated dialogue serves to establish trust and respect between the youth, family members, and YIN. It also starts the relationship off from a position of mutual accountability.

The result of the mediative process is a comprehensive, personalized plan for the youth and family, which will be delivered using wraparound case management. Part of the youth's personalized plan will derive from discussions with the school district in which an educational plan is developed.

Once the mediative process completes, the family's volunteer Family Advocate is introduced, and takes over to help guide the youth and families through the services and strategies identified in the personalized plan.

The family advocate serves as a mentor, both to the youth and to his/her parents or guardians. The most significant role they play is to act as an educational advocate for the youth while training the parents/



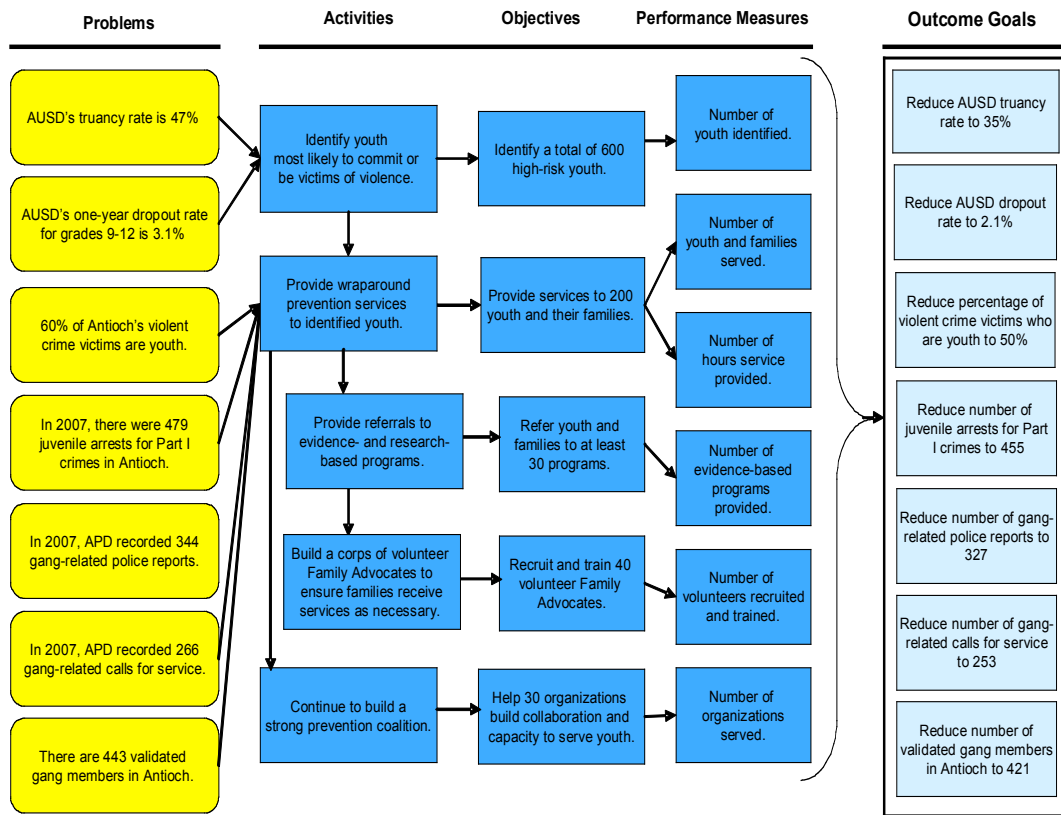
legal guardians in educational advocacy. Parents also attend a mandatory education advocacy training; and all youth involved in YIN mandatorily participate in the Youth Leadership Council created thru a partnership with the Antioch Police Activities League, (PAL), where successful youth serve as peer mentors to other youth.

**In the context of a timeline, the process looks like this:**

## **YIN TIMELINE 2009-2010**

July 9, 2009	Family Advocates & Mediators Orientation Meeting
July 20, 2009	Due date for Volunteer Applications
July 23, 2009	Executive Committee Meeting
September 26, 2009	Fundraiser – A Taste of Antioch
September 28-Oct. 2, 2009	DPC Training - Basic 5 Day
October 1, 2009	Referral Process Opens
October 1, 2009	Referral Process Training – AUD
October 22, 2009	Mediation Practice Session
October 24, 2009	Family Advocate Professional Training - 1 Day
October/November	Receipt of Referral Letters Mailed
October 2009-Feb 2010	Mental Health Training
November 5, 2009	Mediation Practice Session
November 16, 2009	Referral Process Closes
November 19, 2009	Executive Committee Meeting
November 19, 2009	Mediation Practice Session
November 24, 2009	Due date for response to Family Orientation Meeting
December 3, 2009	1 <sup>st</sup> Family Orientation Meeting – Consent Forms Signed
December 3, 2009	Mediation Practice Session
December 5, 2009	2 <sup>nd</sup> Family Orientation Meeting – Consent Forms Signed
December 7, 2009	Consent Packets sent to Agencies
December 16, 2009	Due date for requested information from all Agencies
December 17, 2009	Mediation Practice Session
December 18, 2009	Referral Packets Distributed to YIN Review Panel
January 21, 2010	Review Panel – Make Recommendations
January 28, 2010	Final Selection of YIN Youths/Families by Co-Chairs
February 1, 2010	Due date for background checks for all Volunteers
February 2, 2010	First Round of Rejection Letters & Acceptance Letters Mailed
February 15, 2010	Due date for Family Acceptance Letter
February 19, 2010	Family Advocates & Mediation Team Selected
February 20, 2010	YIN Families - Workshop
February 20, 2010	Due date for Confidentiality Agreements for Family Advocates & Mediation Team
February 27-28, 2010	Mediation Practice Session – Final Preparation & Assignments
March 4, 2010	Executive Committee Meeting
March 6, 2010	1 <sup>st</sup> Induction Meeting – Families meet their Mediation Team
March 8-12, 2010	DPC Training - Basic 5 Day
March 13, 2010	2 <sup>nd</sup> Induction Meeting – Families meet their Mediation Team
March 31, 2010	Due date for scheduling Stage I Mediation
Spring 2010	Law Academy Training-Pilot Rollout for Fall Curriculum
April-Aug 2010	Youth & Parents Sign the YIN Formal Agreement
April 14, 2010	Executive Committee Meeting
April 24, 2010	Family Advocate Professional Training - 1 Day
May 2010	Family Advocates & Mediators Orientation Meeting
July 2010	Due date for Volunteer Applications
July 22, 2010	Executive Committee Meeting

## Antioch Youth Intervention Network Program Logic Model



## Chapter Five - How Do You Measure Success?

YIN collects data to substantiate its achievement of both process and outcome objectives consisting of a systematic process for collecting, analyzing, and interpreting information to determine the effectiveness of the project in meeting the needs of the participating youth, their families, schools, and community. Data is collected by the mentors and family advocates.

The process evaluation provides ongoing feedback during the project to YIN's staff examining the process objectives accomplished during the project, using performance measures specific to each objective.

We will analyze the project's ongoing impact on academic achievement, graduation rates, truancy / disciplinary problems, gang participation, parental involvement, and personal achievement goals. Additional measurements will identify the numbers of new volunteers recruited, trained and utilized, and the number of new partnerships formed.

UrAtWork leadership will continuously identify the strengths and weaknesses in mentor recruitment,

training, and retention, and in youth and family participation. Modifications will be made as needed to maximize the efficiency and impact of the program.

Data is monitored monthly by the Director of Youth and Family Services through her supervision of Family Advocates to quickly assess the need for any program adjustments or changes to be made to improve program effectiveness and fiscal efficiency.

The outcome evaluation will assess how well the project's outcome objectives are met, using both quantitative and qualitative measurements. Pre/post evaluation surveys are conducted as a part of the 5 stage mediative process and administered to the youth, their parents, and the volunteers. The surveys will cover the youth's pre/post status at school, home, and in the community. These youth and parent surveys, academic records, and attendance and progress reports are evaluated per student to evaluate specific outcomes that measure the impact of each service component, including use of the YIN database.

**Key outcomes are divided into two categories, academic performance, and social relationships as follows:**

<b><i>Goal 1</i></b>	<b><i>Improve academic performance of the participating at-risk youth</i></b>
Activities	Academic assistance, family advocacy services
Outcome Objectives	<ul style="list-style-type: none"> <li>• Scores on California Standards Tests (CST) improve 25%</li> <li>• Number of students who pass CAHSEE increases 25%</li> </ul>
Process Objectives	<ul style="list-style-type: none"> <li>• 90% participation in scheduled services</li> </ul>
Measures	<ul style="list-style-type: none"> <li>• California Standards Tests</li> <li>• California High School Exit Examination (CAHSEE) results</li> <li>• Course grades</li> <li>• Classroom tests/exams</li> <li>• Truancy records</li> <li>• Suspension records</li> <li>• Program rosters</li> <li>• Sign in sheets</li> <li>• Mentor surveys</li> </ul>
Data Collected	<ul style="list-style-type: none"> <li>• Number of participants</li> <li>• School where enrolled</li> <li>• Baseline test scores (standardized and classroom)</li> <li>• Ongoing test scores (standardized and classroom)</li> <li>• Truancy</li> <li>• Program attendance</li> <li>• Program completions</li> </ul>

<b>Goal 2</b>	<b><i>Increase pro-social relationships with family, school, and community</i></b>
Activities	Family mediation, family advocacy with wraparound services, and one-on-one mentoring
Outcome Objectives	<ul style="list-style-type: none"> <li>• 100% of parents of participating youth are involved with family mediation, monthly home visits, and mentoring activities</li> <li>• Contacts with families will increase by 75%</li> <li>• The number of youth who offend/reoffend decreases by 90%</li> <li>• Program volunteers increase 50%</li> <li>• District attendance increases 40%</li> <li>• District suspension rate decreases 15%</li> <li>• District dropout rates decrease 15%</li> <li>• 80% of participants meet personal objectives</li> <li>• 80% of participants report increased hope and optimism for the future</li> </ul>
Process Objectives	<ul style="list-style-type: none"> <li>• Services include at least one evidence-based program</li> <li>• The number of mentors recruited increases by 50%</li> <li>• 90% of mentor recruits successfully complete training</li> <li>• 70% of trained mentors, mediators, and family advocates increase their knowledge of program area</li> <li>• 90% mentor retention rate</li> <li>• 90% mediator retention rate</li> <li>• 80% family advocate retention rate</li> </ul>
Measures/instruments	<ul style="list-style-type: none"> <li>• Law enforcement records and arrests</li> <li>• Discipline referrals</li> <li>• Suspensions</li> <li>• Expulsions</li> <li>• Truancy records</li> <li>• Drop out records</li> <li>• Program participation</li> <li>• Pre/post/ongoing youth surveys</li> <li>• Pre/post/ongoing parent surveys</li> <li>• Pre/post/ongoing mentor, mediator, family advocate, and instructor surveys</li> </ul>
Data collected	<ul style="list-style-type: none"> <li>• Baseline individual data</li> <li>• Gang involvement (where available)</li> <li>• Disciplinary records</li> <li>• Juvenile criminal records</li> <li>• Attendance records</li> <li>• School behavior</li> <li>• YIN program attendance</li> <li>• Volunteer reports (mentors, mediators, family advocates)</li> </ul>

## So exactly what does success sound like?

The youth who have participated in our two pilot cycles have been white, black, asian and hispanic. They have come from two family homes and single family homes. Their parents represent every socio-economic category from high six figure incomes to public assistance. Yet, the one consistent fact is that each of these kids was failing socially and academically. All had committed a violent act, some more severe than others. The average GPA coming into the network was .085, and every one of them had given up on having dreams and had slipped into apathy.

Now that many of these kids and their parents have completed the five stage mediative process, which by the way takes between 3 to 5 months to complete, (yes, the mediators are volunteers), we have collected a significant amount of qualitative and quantitative data.

We asked each youth and parent(s) to describe their mediation experience, (Note: Youth & Parent(s) are identified by their YIN assigned number for confidentiality purposes).

### Youth:

“This was really cool for me. It has opened my eyes to see that my parents care and want the best for me. It showed me better ways to communicate with my parents and it helped me look at myself. Now I’m challenging myself to do better and make better choices in school, at home and in choosing who my true friends are. I see the importance of doing my chores on time and the rewards/benefits that comes with it when I’m obedient to my parents is a plus. It helped me see how cool it is to follow rules and stay out of trouble. Now my goal is to raise my GPA to 3.0 or higher and to graduate on time and pursue higher education in Law Enforcement.” (YIN 09-005)”

“It was good! My dad and I have a better relationship now. He listens to me more and we argue less. It’s been fun. I’ve set a goal to graduate on time with a 3.0+ GPA and possibly go to CAL Berkley where I can pursue an education in Business and Law. The mediators were cool, easy to talk to and they helped make the process comfortable.” (YIN 09-002)

“Mediation was very helpful. It led me to come up with goals and ways to keep peace in the house and have less conflict with my grandmother. Now we have a DRAMA FREE house or NO MORE DRAMA! One of my goals is to graduate on time and keep my GPA at a 3.0 or higher (right now, it’s a 3.0!). I would like to go to UC Davis and one day become a Forensic Detective!” (YIN 09-007)

“YIN has helped me a lot! I now have people who are real! They care about me and I can talk to them. I loved my mediators. We didn’t hit it off the first day I met them. I tested them to see how long they will last, but when I realized they were here for me and to help me communicate with my parents what was going on with me, we connected! They encouraged me to reach for the sky! I hope that they can all come to my graduation next year. I used to think that there was no hope for me and that I was not going to graduate, but now with YIN in my life, I have structure and I know now that I am going to make it! I’ve always wanted someone to listen to me and hear me out. I was glad that the mediators did that and did not judge me. This experience or process has brought my family closer. I now trust my parents with everything and I hope things will never change. Believe it or not, YIN has made a big impact in my life. I have stopped hanging out with the wrong crew and am now keeping my head in the books and staying focused. I’m living a DRAMA FREE life! I truly appreciate the guidance I received through this process.” (YIN 09-006)

## Parents:

"Mediation was just what we needed! At one point we just couldn't communicate as a family. We were all falling apart. Mediation opened up a better way or positive communication method for us. We've each had to check ourselves and take responsibility for the conflicts that were eating us up. My husband and I sat down and came up with much needed household rules and a chore list. We thank YIN for this opportunity! The benefit of going through and completing the mediation process is now we have less household stress; my daughter is focusing on getting better grades and succeeding in school; my younger daughter will follow her sister's lead; a better family life, we are happier to come home after work/school to calmness and a positive attitude/better mood; and there is peace and harmony in the family." (YIN 09-005)

"Mediation has allowed me to see my son as a growing young man. It has challenged us to have a two-way positive communication. It brought us closer together. My son is now ready to accept my involvement in his education. We've agreed to spend more family time together. The weekends will be our family time. My son will be playing football this year and I will be there to support him. I'm proud of the goals he has set before him and have no doubt that he will achieve them all. Thank you YIN for this opportunity." (YIN 09-002)

"I appreciated the mediation process and the mediators. They did an excellent job facilitating. I've seen some positive changes in my granddaughter since we started the process. If she does what she's asked to do, we'll be fine! The process has helped me to see that kids today aren't growing up the way we did when we were their age. They are being taught to express themselves, and I need to understand that (we didn't talk back or question our parents when I was growing up). I understand that it's important to allow her to communicate and express herself to me. She's a good girl." (Note: This is coming from a grandmother who rarely compliments her granddaughter.) (YIN 09-007)

"I greatly appreciate the support and assistance we got through the YIN mediators. We made it through! We know we still have a lot to work on, but we are now going in the right direction. I have seen a great change in my daughter's life. She now has a positive attitude and has made wonderful goals for herself. There's less stress in our house now and we are all getting along. Thank you for all your help." (YIN 09-006)

"I love how my daughter has changed her attitude since the mediation process. She's more positive now. I'm relieve and at peace to know that my family is doing better. It's a blessing to have my daughter wanting to stay home now and staying out of trouble. She's cooking, cleaning and being nice! The YIN team has become like family to us. We thank you!" (YIN 09-006)

## Some of our mediators had this to say:

(Youth 09-005) was very transparent with us. That is a BIG step in reconciliation and restoration. Her willingness to move in a new direction and make changes in her life is the center of what we do. But that would never happen unless her parents were also willing to see their role as important to all of this working. Parents or caregivers also need to take a step back and see their part in what has happened and how they can contribute to their child's success. It is a team effort! Last, the Family Advocates are taking the baton and helping to "flesh out" real actions that the family came up with through mediation. The fact that it is the family's plan is critical to how real change occurs. We are hopeful. This has been the best experience of my life this last year."

-Gary

UrAtWork, Inc

Youth Intervention Network

"I had a tremendous experience as a YIN mediator. It was amazing to be a tool for a family as they utilized the DPC mediation model to be able to open up their communication skills and begin to rebuild relationships. We were able to watch a young adult improve her decision making skills and gain hope and power in her own life by listening and helping her better communicate her feelings. I felt blessed to be with a youth that wanted to improve and a family that was willing to go through the process and work together. Ultimately going through mediation with this family was a fulfilling and heartwarming experience that helped my life and the life of those that chose to change. Thank you YIN."

-Dr. Sean Wright

"It has been an amazing experience for me. The DPC model really works for those who truly stay committed to it! To see a family that was falling apart and not communicating come together in agreement to bring positive changes into their lives is priceless! The family is now in a stable place and their relationships have been restored. The parents have come together and are working hard to help their son reach his academic goals. The son is showing improvement academically, socially and emotionally. To hear that his mother has agreed to take a class with him at LMC (Los Medanos College) to help him make up some of his needed credit is remarkable! What great role models these parents have become. Thank you YIN for this wonderful experience"

-Michael

### **One of our Family Advocates said:**

"It is encouraging for me to see youth and families wanting to do positive things with their lives. Of course I see it other places but it is just that I see too much destruction all around us. This feels rewarding."

-Terry

### **And what does positive change look like?**

A very critical component of the YIN methodology comes at the end of the five stage mediation process. It is in essence a sixth step where the family memorializes the outcomes of the process in the form of a contractual agreement. Here is a sample contract from our second pilot cycle. I think it speaks for itself when you consider that this was a defiant youth, and a family that was in turmoil as a result. The youth and family decided on the terms of this agreement, and they are sticking to it. The names have been removed for privacy.

## **Youth Intervention Network Family Support Agreement**

A. PARTIES: This Agreement is made on August 14, 2009, between The Youth Intervention Network (hereinafter "YIN"), and YIN 09-005, ("the Youth"), and YIN 09-005 ("the Parent(s)/Guardian(s)").

B. RECITALS: The purpose and goal of this agreement is to facilitate and support the educational, personal and social success of the Youth. The critical measure of success associated with this goal is:



1. Timely graduation from high school of origin, Antioch High
2. Successful Transition into institution of higher learning
3. Positive relationship with both parents and sibling
4. To raise up Grade Point Average (GPA) to 3.0+ prior to graduation
5. To respect all household rules
6. To dismiss any friend(s) who does not support her goals

In order to achieve the above-stated goals, the YIN agrees to:

Develop a service plan for the benefit of the Youth, which may or may not include, Tutorial services, leadership development through PAL/Leadership Institute volunteer training and internship, counseling, mentorship, meditative dialogue with family members when needed, on-going communication with school administrators/teachers, and the like.

Develop a service plan for the Parents, which may or may not include, individual and family counseling, training in how to become an education advocate for the youth, meditative dialogue for purpose of developing familial support solutions that work for all family members, and other available non-monetary support requested by parents.

In exchange for the YIN's provision of support services to the Youth and the Parents, the Youth agrees to:

1. A 2 way positive communication with her parents and sibling.
2. Stay focused and motivated in school.
3. Obey all household rules and to complete chores in timely manner.
4. When needed, attend all tutorial sessions unless excused by parent, with a maximum number of excused sessions not exceeding 3 during any school semester. The parental excuse must be in writing, signed by parent with the reason for the excuse included. Except in the case of an actual emergency, an excuse must be filed no less than 24 hours before the date and time of the scheduled activity. A YIN Family Advocate representative shall have the sole discretion to determine whether an absence is "excused" according to the terms of this Agreement.
5. The youth is to have no unexcused absences. If the youth has an unexcused absence both youth and the parents forfeit all their rights under this Agreement, and may – in the sole discretion of the YIN Family Advocate Team – be removed from the program without notice. IF the youth is removed from YIN program, at any time, for any reason, this Agreement shall become void and of no force and effect on any party hereto.
6. Youth also agrees to complete the necessary paperwork associated with the PAL/Leadership Institute volunteer opportunity, attend all training, and assist with activities as assigned. The benefits and rights conferred upon the youth and her parents pursuant to this Agreement are specifically subject to the receipt of acceptable monthly reports completed by the assigned PAL/Leadership Institute mentor/trainer.

Attendance at PAL/Leadership Institute assigned activities is critical so there will be no more than 2 excused absences. In the event that the youth has more than 2 excused absences, both the youth and the parents forfeit all their rights under this Agreement, and may – in the sole discretion of the YIN Family Advocate Team – be removed from the program without notice. IF the youth is removed from the YIN program, at any time, for any reason, this Agreement shall become void and of no force and effect on any party hereto. Process and conditions associated with an excused absence is the same as described above.



The youth agrees to cooperate with family advocate and youth subcommittee member assigned to this case for the purpose of scheduling counseling, tutoring, mentoring and other activities related to this agreement, and in every other respect.

Youth agrees to be more organized with her time and space for homework and to be respectful with each family member.

The youth agrees to subject herself to a rigorous academic plan designed to overcome graduation credit deficiency, and to satisfactorily complete this plan.

I understand and agree to the above requirements.

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Youth's Initials

In exchange for the YIN's provision of support services to the Youth and the Parents, the Parents agree to:

1. A two way positive communication with daughter.
2. Cooperate with assigned Family Advocate and YIN Case Management Team in all regards and for the purpose of scheduling services.
3. Accept training in the area of education advocacy for the benefit of the youth.
4. Ensure the youth's availability for tutoring, mentorship activities, and PAL/Leadership Institute related activities, including providing transportation.
5. Participate in family counseling and family mediative dialogue when needed.
6. Be more active in daughter's academic plan and assist in homework when needed.
7. Consent to the collection and sharing of data across YIN partner/participating agencies (agencies involved in the specific service plan including but not limited to Antioch Unified School District), and the case management team assigned to this family and YIN co-directors and legal counsel. The purpose of data collection and sharing will be for the sole purpose of measuring goals, determining the effectiveness of service plan, and documentation of the YIN process for research and development purposes. The data will not be used for any other purpose or shared with any other person or entity.
8. Possibly attend a communication class.
9. Weekly communication with teachers via email or phone.
10. Coordinate monthly family time and to have Thursdays as date nights.
11. To be respectful with each member of the family.

The case management team for the youth includes:

Family Advocate 1

Family Advocate 2

Vice Principal, Antioch High

Antioch Police Department School Resource Officer

Director of Student Support Services, AUSD

Director of Youth & Family Services, YIN

I understand and agree to the above requirements.

\_\_\_\_\_  
Parent Initials

\_\_\_\_\_  
Parent Initials

C. ADDITIONAL TERMS:

1. A lack of co-operation, or breach of any of the terms of this agreement will result in the immediate termination of services and will void any rights the Youth or the Parents may have under this Agreement.

2. Each member of the case management team and the YIN co-directors will be required to sign a confidentiality agreement with respect to all data and information related to the Youth and the Parents.

3. This Agreement constitutes the entire Agreement between the parties hereto, and no additional or other oral agreements or promises respecting its terms have been made. No modification of this Agreement will be effective unless it is in writing and is signed by all parties.

4. This Agreement may be terminated at any time, by any party.

5. This Agreement is governed by the laws of the State of California, and shall be interpreted pursuant to those laws.

6. By signing below, all parties represent and acknowledge that they have had adequate time to review this Agreement and to enlist legal or other assistance, as they deem necessary to understand its terms and the obligations it imposes on them.

7. Youth agrees to sign an Indemnity & Hold Harmless Agreement regarding her participation in YIN activities, PAL/Leadership Institute activities, etc.

8. Parents agree to sign an Indemnity & Hold Harmless Agreement regarding her participation in YIN activities, PAL/Leadership Institute activities, etc.

Household Rules (agreed by all family members):

Always tell the truth. Honesty is the best policy.

Follow the 'Golden Rule'...Do unto others as you would have them do unto you...(be nice!!)

Do not talk back.

No internet without permission...ever.

Do not access social networking sites (facebook, my space, etc.)

Priorities are: school work, chores, and then fun (TV, IPODS, DS, etc.) If the work is not done, don't even ask to have fun. (I" forgot is no longer a valid response").

School is your priority.

Go directly to school and come home right after. Permission must be granted prior to exceptions from this rule.

No friends, acquaintances, etc. are permitted in the house when you are home alone....EVER!  
Do not answer the phone or the door when you are home alone.  
No phone calls to friends, etc. when you are home alone...period.  
Allowance is earned for doing this above and beyond your required participation in the household.

Consequences for breaking house rules:

Most House Rules:

First offense: 2 days no TV, DS, IPOD or phone.

Second offense: One week of no privileges, including the above.

Third offense: In addition to the above, you will not be able to do something fun, planned, etc. at parents discretion (i.e. sleep over, play date, etc.).

Home Alone Rules:

First offense: Lose all privileges for one week, including pool time.

Second offense: Loss of privileges above, plus "house arrest" at City Hall for one day and no amenities in your room for one week.

Third offense: No amenities for one month, City Hall for one week, no family social fun for one month, this includes pool, family dinner parties, etc.

## Is this process sustainable?

Thus far, we have been able to develop and sustain the YIN initiative over 2 years with financial support of \$100,000 from the City of Antioch , \$50,000 from Emerald Consulting, a \$28,000 Project Safe Neighborhoods grant, \$20,000 EBCF grant and a \$13,000 grant from PG&E. We have maximized these financial resources by building a strong volunteer base and leveraging in-kind donations including pro-bono legal services from Attorney Carla Minnard of the Law Firm of Sher and Minnard valued at more than \$80,000 and training support from the Vesper Society valued at more than \$150,000.

We have been able to accomplish far more than if we'd created a heavily programmatic methodology. YIN has trained more than a 100 volunteers and over 30, agency, community, and faith partners.

Now that the model has been built and proven effective, the City of Antioch has graciously allowed YIN to use the city's grant writing firm to identify potential sources of funding and write grants so we can build to scale, ensure sustainability and assist with replication into other areas of the county and state.

The Youth Intervention Network:

- is research and outcomes based and effectively uses individual data associated with its youth population;
- challenges partner agencies to develop best practices and capacity for working cross-agency;
- involves the youth and their families in problem solving and fosters their support and guidance to other youth and families both informally and formally as future YIN mediators and family advocates;
- involves every segment of the community;
- effectively leverages existing resources.



**Because of these factors, this model is sustainable and can be woven into the fabric of the community.**



For more information on UrAtWork, Inc. - The Home of the Youth Intervention Network, contact Youth Intervention Network co-chairs, Chief James Hyde, Antioch P.D - phone: 925-779-9201, e-mail: [jhyde@ci.antioch.ca.us](mailto:jhyde@ci.antioch.ca.us) or Iris Archuleta, J.D, President, Emerald Consulting - 925-755-9291, email: [iris@emeraldconsulting.com](mailto:iris@emeraldconsulting.com)

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## Youth Intervention Network

### *Reflection, Transformation and Future Directions*

Courtnae Dunn

## EXECUTIVE SUMMARY

### Program Description

The Youth Intervention Network (YIN) is a project of UrAtWork, a non-profit corporation created to build High Performing Communities in Antioch, East Contra Costa County and beyond. YIN is collaborative community effort focused on youth engagement and development. YIN Aims to build and support a robust coalition of service providers, government agencies, community organizations, faith-based organizations, and community members to work together to serve the youth identified as likely to commit or become victims of violent crimes.

### Main Findings

#### *Reflection*

- Initial impressions of YIN were generally positive.
- Varying degrees of skepticism was expressed.
- The extraordinary commitment of volunteers and families to the work of YIN and Antioch arose a main theme.

#### *Transformation*

- The creation of a common language (through Dialogue for Peaceful Change) was the chief catalyst of transformation.
- The level of expressed personal change was correlated to the level of involvement in YIN.

#### *Future Directions*

- The top three themes envisioned for the future generation of YIN were:
  - Young people play a significant role in the future leadership and work of YIN.
  - YIN is established, secure and sustainable.
  - YIN replicated and grows as an organization.

### Suggestions Include:

#### *Considering YIN's Conceptual Foundation*

- Add specific training on the High Performing Community (HPC) and the Transformation, Interdependence, Diversity, Equity and Sustainability (TIDES) models upon which YIN is based.
- Offer a retreat for YIN volunteers. The retreat would offer time to reflect personally and on the models after having experienced them in action.
- Capture attitudinal shifts (on community building, notions of just or healthy societies etc.). Create apparatus to supply baseline beliefs/attitudes. Elicit feedback at deemed conclusion of process. Compare.

#### *Looking Forward*

- Identify and develop future organizational leadership in order to grow sustainably.
- Reevaluate current collaborating partners' level of involvement and consider engaging in new partnerships representative of the entire community.
- Put measures/procedures/practices in place to mitigate volunteer burnout.
- Expand YIN's training capacity.

- Establish communications department for YIN. Market the YIN mission and YIN success.
- Compile an adequate description of the current organizational capacity. As interest is increasingly being expressed for the replication of the YIN model elsewhere, it is essential for the leadership of the organization to do so.

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## PURPOSE/OBJECTIVE

The purpose of this report is to capture past learning and future vision of a set sample of Youth Intervention Network (YIN) Executive Board Members, Partners, Mediators and Family Advocates. Since its inception in 2007, YIN has gained significant momentum and as such the YIN leadership recognized the need at this point in the organization's growth to gather insight from those involved around the following areas and questions:

### Reflection

- Initial expectations of YIN?
- Surprises / Assumptions defied?

### Transformation

- Have your personal beliefs of community-building been influenced by YIN, i.e. the TIDES model and the High Performing Community model?
- Have you changed?

### Future Directions

- Next generation of YIN, what does it look like?

In effect, the purpose of this report is to serve as a 'check-in' point of reflection with the broader YIN community.

## INTRODUCTION

Over a two-week period, twenty-seven informal interviews were conducted with twenty-eight individuals involved with YIN in various capacities. In an effort to reflect to the YIN leadership the perspective of its partners, this report will seek to present the synthesized findings.

The report will be divided into two sections: Findings and Findings with Analysis. The first section of this report will present the findings for the questions of Reflection: *Expectations and Surprises* of YIN. Additionally it will also examine two new themes that arose in the course of the entire interview process. The second section will present a brief overview of the findings accompanied by analysis. This section will examine the questions of Transformation: *Community-Building & Personal* and the question of Future Directions: *Vision and Getting there*. Here, the analysis will include an examination of the challenges facing YIN in the future and suggestions for mitigating future challenges offered by those interviewed.

## Part 1: FINDINGS

### 1.0 REFLECTION

All interviews began with a conversation around how the individual became involved with the Youth Intervention Network (YIN). The questions posed were aimed at gauging individuals' initial understanding of YIN. Examples of the questions posed were: "*What were your expectations? What questions did you have*

*for the organization? Were you skeptical about anything in particular?"* The conversation then moved to the present where individuals were asked to reflect on their experience of YIN up to date. At this point, the ambition was to capture what surprised them. Some examples of the questions were: *"Looking at YIN today, 2009, what surprises you? You spoke of being skeptical about x, tell me about that now."* Due to the volume of those interviewed, and the individualistic nature of the responses, what follows is a thematic outline of interviewee's answers.

## 1.1 Expectations and Surprises

### 1.1.1 Expectations/Initial Questions for YIN

1. Collaboration of Agencies
  - a. Interviewees understood YIN sought to break silos in the community. This was to be a cross agency endeavor.
  - b. The YIN approach to this had never before been seen in Antioch.
2. YIN was beneficial for the community
3. Many expressed holding a 'wait and see' mentality
  - a. Interviewees have seen many programs with good intentions before.
4. Strong leadership
  - a. Interviewees recognized important community leaders were present.
  - b. The personalities of Iris and Chief Hyde attracted interviewees.
5. Skepticism
  - a. Unsure how the differing ideas and visions would fit together.
  - b. Dialogue for Peaceful Change (DPC)
    - i. What is DPC exactly?
    - ii. How will the methodology resonate with delinquent youth as the subject?
  - c. What does YIN *really* want to do?
  - d. Can this collaborative approach *actually* work?

### 1.1.2 Surprises

- Level of volunteerism
  - "There is *actual* follow through and commitment... and this isn't easy work."<sup>1</sup>
  - "YIN has tapped an untapped resource in the community with its volunteers."<sup>2</sup>
  - "People in this area are just searching for ways to connect and contribute something positive to the community – not just sitting back and complaining."<sup>3</sup>

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<sup>1</sup> Hyde, Jim. Chief of Police, Antioch Police Department/YIN Co-Founder. Personal Interview. 21 October 2009.

<sup>2</sup> Marchetti, Mickie. Director, The REACH Project. Personal Interview. 21 October 2009.

<sup>3</sup> Diokno, Ed. Assistant to Supervisor, Contra Costa County – District 5. Personal Interview. 20 October 2009.

- Professionals and community members want to be part of stopping the madness.<sup>4</sup>
- Undercurrent of *real* commitment
  - Evidenced in Leadership
    - Egos left at the door. This frequently cited phenomenon has fostered a sense of authentic community and in return created a selfless commitment to the collective YIN vision.
    - “I knew Iris was on top of it. I wouldn’t have gotten involved if YIN leadership wasn’t so committed.”<sup>5</sup>
    - “The people who created this – Chief and Iris. Such passion – real people.”<sup>6</sup>
  - Antioch community was ripe for change
    - “This is a community in crisis.” YIN is addressing the issues of the community.<sup>7</sup>
    - “People want to see change. There is no more waiting around for things to change.”<sup>8</sup>
    - “We couldn’t continue with a fragmented approach.”<sup>9</sup>
- Buy-in of important community players
  - School district, police, faith-based organizations, Antioch city.
- YIN is thriving
  - “You always hear that a program is going to follow through, but this really has.”<sup>10</sup>
  - “YIN has stayed together and stayed focused.”<sup>11</sup>
- Effective
  - The work of YIN heals families.
  - Regarding YIN wrap-around services: Advocates help parents successfully navigate the system.
- Dialogue for Peaceful Change
  - Effective and Powerful: Training and Methodology.
  - For further discussion on DPC, see section 1.2.1

“People in this area are just searching for ways to connect and contribute something positive to the community – not just sitting back and complaining.”

-E. Diokno

<sup>4</sup> Bays, Joanne. Director of Utilization Management, Sutter Delta Medical Center. Personal Interview. 16 October 2009.

<sup>5</sup> Robertson, C.A. Retired Police Officer, Founder Antioch & Richmond Police Activities League. Personal Interview. 19 October 2009.

<sup>6</sup> Jimno, John. Vice President, Live Oaks Alternative High School. Personal Interview. 19 October 2009.

<sup>7</sup> Marmalejo, Miguel. Social Worker, Sutter Delta Medical Center. Personal Interview. 19 October 2009.

<sup>8</sup> Guerrero, Alphonso. Director, Compass Mentoring Academy. Personal Interview. 20 October 2009.

<sup>9</sup> Ruehlig, Walter. School Board President, Antioch Unified School District. Personal Interview. 19 October 2009.

<sup>10</sup> Shackleford, Cardenas. Student Support Services, Antioch Unified School District (Former Vice-President, Antioch High School). Personal Interview. 16 October 2009.

<sup>11</sup> Bays, Joanne. 2009.

### 1.1.3 Conclusion

Interviewees' initial expectations of YIN were generally positive. It was expected that YIN sought positive change through cross agency work for the community. There existed a level of skepticism around YIN's specific objectives as well as how this network would amalgamate the various collaborating partners' agendas. Questions also arose concerning the partnership with DPC and skeptical remarks were passed about the relevance of some stranger from Ireland. It was in the early part of the interview where many specifically cited Iris's compelling passion and persuasion. Laughing, Richmond and Antioch Police Activities League (PAL) founder C.A. Robertson commented, "Iris just talks so fast and so much – how can you say no?"

Overwhelmingly, respondents were surprised at both the quality and quantity of volunteers. The exceptionally high level of commitment was noted repeatedly. This demonstrated dedication by the YIN leadership and in community members, mediators, advocates and partners alike. While many reasons were offered to explain this exceptional level of commitment, the most common response was that YIN, first, had effective and attractive leadership guiding it, and second, that it was addressing a pressing and widely recognized need in the community: The precarious state of Antioch's youth. The community had been waiting for something like YIN.

## 1.2 Emerging Themes

This section will draw attention to two major themes that arose organically in the course of the interviews. First, is the subject of Dialogue for Peaceful Change (DPC). Individuals here commented on a range of issues, from the experience of DPC training to the models and the methodology itself. Second, YIN's ethos and specifically the emphasis placed on relationships (the YIN Relational Model).

*"DPC has been the wheels of YIN...it has enabled a huge amount of movement."*

*-M. Watson*

### 1.2.1 Dialogue for Peaceful Change

The explicit topic of DPC was not included in the original question set. The question of Transformation explores ideas on community building and does reference DPC, yet many interviewees voluntarily offered a broader perspective of DPC at different parts of the interviews. Individuals cited their DPC training experience as well as (where relevant) the experience of DPC in the practice of YIN family mediation. The following themes relate to the virtue of DPC training and methodology. They are presented in the following two headings: DPC's Efficacy and the Power of DPC.

#### *Effective*

##### 1. Practical

- a. Skill set offered – communication, conflict analysis, and mediation framework.
- b. Use in everyday life.

- c. Clear steps to follow:
  - i. When reflecting on her mediation experience, family mediator K. Smith recalled a challenging moment during which she went back to Rich (DPC trainer) brilliant, yet simple, advice: “Trust the training”.
  - ii. Family Mediator C. Y. Orr commented on the frequency that she had to remind herself: “Stay with the book”.
- 2. Realistic models
  - a. “I was aware of the concepts on a certain level, the training and models gave a language. The iceberg model for example.”<sup>12</sup>
- 3. Methodology thorough
  - a. Tool gets to the heart of conflict. Analogy: DPC like lancing a blister. Painful, but necessary for healing (vs. concealing, ignoring it). DPC is that blade.<sup>13</sup>
  - b. Great practice to empower others. In so, creating sustainable foundation for change.
- 4. Positively influences ideas on community building
  - a. “The more people go through DPC training, the better off as a community we will be.”<sup>14</sup>
  - b. Empowering community.
- 5. Offers a common language within YIN
- 6. Mediation works in practice
  - a. “I am a believer. I have seen it work.” Now will actively advocate for intervention (vs. punitive ways of dealing with challenges of youth).<sup>15</sup>

*“At the end of  
DPC, I felt seen. I  
felt heard. We*

#### *Powerful*

- 1. Teambuilding tool
  - a. Original DPC training in Danville – facilitating vision and group cohesion.
  - b. Ongoing training. Glue for YIN. Offers a meeting/community point. Where YIN momentum in the community is gained.
- 2. Personally transformative
  - a. Repeatedly ‘Training taught me not just how to hear, but to listen’ was referenced by interviewees.
- 3. Breaks down barriers
  - a. Training = Relationships.
- 4. Fosters relationship building with unlikely characters. “I never would have thought I could call up the chief of police. But now I feel like I could.”<sup>16</sup>

*heard one  
another.”*

*-M. Marmalejo*

<sup>12</sup> Vogelgesang, Linda. Pastor, St. John’s Lutheran Church. Personal Interview. 22 October 2009.

<sup>13</sup> Yarbrough-Orr, Chavean. YIN Parent Representative – Tutorial Services Coordinator. Personal Interview. 23 October 2009.

<sup>14</sup> Mornick, Arlene. Assistant City Manager, City of Antioch. Personal Interview. 22 October 2009.

<sup>15</sup> Agopian, Gary. Family Mediator, Real Estate Agent. Personal Interview. 15 October 2009

<sup>16</sup> Vogelgesang, Linda. 2009.

5. Friendship formed between a city council member and a former gang member now seeking positive change in the community.
6. "I live in the 'school district box'. I'd never even thought to consider a perspective from the 'police box' or the 'city box'.<sup>17</sup>
7. Leveling, equalizing of all involved. Due to the nature of training structure with role-plays and partner activities.
8. Compelling – people subscribe.
  - a. The enthusiasm following the DPC training experience is a key contributing factor of YIN's stable and committed volunteer base.
  - b. "I saw passion from all the different groups (at the DPC training)."<sup>18</sup>
  - c. "When you go through the training – there is this 'WOW! This is it!' New levels of enthusiasm. This is part of what keeps this going."<sup>19</sup>
  - d. "DPC has helped create a dialogue – which continues to recreate itself."<sup>20</sup>

*NB:* There was no criticism of DPC. This could be due to the fact that no formal conversation around DPC was pursued.

### 1.2.2 Conclusion

DPC is an essential piece of the YIN model and widely accepted by all involved. It is a powerful and effective tool. *Effective* because DPC facilitated the initial YIN vision, it's relevance in personal and professional lives and, reportedly mediation worked with families. *Powerful* as a teambuilding tool, as a means to equalize collaborators, and as a means of empowerment (for self and others). Lastly, DPC is powerful evidenced by the commitment it inspires of YIN partners and volunteers.

### 1.2.3 The YIN Relational Model

For the purpose of this report, the "YIN Relational Model" will be used to describe the ethos YIN places upon relationships. This theme surfaced in answers to nearly all of the different questions posed. The YIN Relational Model refers to the emphasis and priority given to building real relationships with those involved. The approach extends to collaborative partners and to the families involved in mediation/YIN wrap-around services.

Some examples of this Relational Model include

1. "If we are going to change the community, we are not going to treat this (YIN Family) like a case – but like a *family*."<sup>21</sup>
2. "Relationship building is paramount. If it takes six months, it takes six months. Everyone (in YIN) understands this."<sup>22</sup>

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<sup>17</sup> Jimno, John. 2009.

<sup>18</sup> Bays, Joanne. 2009.

<sup>19</sup> Rahman, Abdul. Islamic Center of the East Bay. Personal Interview. 23 October 2009.

<sup>20</sup> Archuleta, Keith. Director, East County Business Education Alliance. Personal Interview. 20 October 2009.

<sup>21</sup> Bell, Lesia. Family Advocate Director, Emerald Consulting. Personal Interview. 22 October 2009.

3. "I've had to learn it happens when it happens. These are people's lives and it takes time."<sup>23</sup>

#### 1.2.4 Conclusion

The views expressed around the YIN Relational Model highlight that prioritizing relationships is something YIN is doing naturally and doing so, according to interviewees, is a mutually beneficial practice. For certain participants, this relational ethos was key to their sustained YIN involvement. Emphasis on relationships is embedded in the YIN Model (training with DPC and subsequent trainings). This report suggests that this ethos is an effective piece of the coalition building/community building puzzle and maintaining it will keep YIN healthy and thriving.

## Part 2: FINDINGS & ANALYSIS

*"The work itself  
changes you."*

*- V. Williams*

### 2.0 TRANSFORMATION

The YIN leadership was interested in exploring the ways in which both the models upon which YIN is based and the experience of involvement with YIN has influenced those who have been involved. Thus, this section will present the interviewees' reflections on the influence YIN has had on their ideas of community-building and the influence YIN has had on them personally.

#### 2.1 Community-Building

##### *Notions of community-building, Views Changed?*

The essence of this question was to capture, if any, the transformation of personal philosophies of community-building held by those involved.

A note on methodology: This evaluation holds no baseline measure/data from which to actually form a comparison. Thus, feedback is relative to reflections offered in the interviews. Additionally, it should be noted that the question was not uniformly phrased. Initially, the question was intentionally specific: *"How does the TIDES Model impact how you see community building?"* Four interviews into the process, however, the question was proved to be unclear. In an effort to guide the conversation to the aforementioned aim, the High Performing Communities model (HPC) was referenced. As such, generally the posed question was: *"Has your involvement with YIN and its philosophies/models changed the way you think about community-building or changed your philosophies around community-building? If so, how?"*

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<sup>22</sup> Williams, Vernon. Director, Williams Group. Personal Interview. 19 October 2009.

<sup>23</sup> Smith, Karen. Director of Communications, Antioch Chamber of Commerce. Personal Interview. 15 October 2009.



### 2.1.1 Findings

Some examples of those who explicated significant change in ideas as a result of YIN conceptual models:

1. Now committed to a more long-term program like YIN.
  - a. As compared to a 'one-night get kids off the street' type of program.<sup>24</sup>
  - b. Recognition that to work thoroughly with few was preferred to working superficially with more. Takes time to address what is beneath the iceberg.
2. Now see that empowerment is central to community building.
  - a. Everyone is better with the sense of the empowerment youth and parents gain. Cited example of YIN graduate. Prior to YIN considered troubled youth. Has since been recognized as youth of the year. Consequently sees himself as accountable to whole community.<sup>25</sup>
3. Recognizes personal responsibility and interdependence.
  - a. "If you want to see change, you have to take the first step."<sup>26</sup>
  - b. "Everything we've achieved has been because of personal responsibility. People have been gripped and wanted to change."<sup>27</sup>
  - c. Post DPC training interviewees' cited a realization that their problems exist all over.

*"I now see the community is committed to change. Not only for youth, but also for the whole community. Not only challenging youth's lives, but families also."*

For others the answer was "none." Generally it could be said that those already involved in community leadership responded something to the effect: 'This affirms what I have always held as true'.

1. "I hadn't thought about it on that (larger community) level...had been so focused on family level."<sup>28</sup>
2. "I was aware of the concepts on a certain level, training and models gave it a language."<sup>29</sup>

### 2.1.2 Analysis

The original question posed: *"How does the TIDES Model impact how you see community-building?"* assumed that this model was commonly understood as well as indicative of an individual's view of community-building. Throughout the course of the conversation, it would be fair to say that interviewees essentially did recall the model. However, reaching this point in the interview was indirect and time consuming. Whilst for the YIN leadership the two aspirational models upon which YIN is based (HPC and TIDES) are clearly correlated to

*-A. Guerrero*

<sup>24</sup> Casey, John. Family Mediator & Advocate. Personal Interview. 15 October 2009.

<sup>25</sup> Smith, Karen. 2009.

<sup>26</sup> Robertson, C.A. 2009.

<sup>27</sup> Watson, Rich. DPC Trainer/ Vesper Society. Personal Interview. 25 October 2009.

<sup>28</sup> Agopian, Gary. 2009.

<sup>29</sup> Vogelgesang, Linda. 2009.



community-building, this report suggests that the majority of those interviewed do not explicitly correlate the two. The explicit TIDES – Community-Building connection was not easily nor commonly made.

### 2.1.3 Recommendations

1. Add specific training on the HPC and TIDES models upon which YIN is based.
  - a. Extend the DPC Training of Facilitators course time in order to incorporate more time on the TIDES model.
2. At a point when YIN is a more established, offer a retreat for YIN volunteers.
  - a. The retreat would offer time to reflect personally and on these models once having experienced them in action.
3. If desired: To capture attitudinal shifts (on community building, notions of just or healthy societies etc.). Create apparatus to supply baseline beliefs/attitudes. Elicit feedback at deemed conclusion of process. Compare.

*“I was aware of the concepts on a certain level, training and models gave it a language.”*

*-G. Agopian*

### 2.1.4 Conclusion

Explicitly stated or not, involvement in YIN, with DPC as a central piece, has created a common language. Through the training every single member of the network has been exposed to common models, and explored universal issues of human kind (aspirational and de facto). For some the applicability and revelation of these models has been profound, and for others it has been streamlined into their current modes of operation. There was no expressed opposition to the HPC or TIDES models. Beyond articulated change or lack thereof, there is a corporate recognition of an effective community-building model in the work of YIN. For future trainings there is an opportunity to emphasize the direct correlation of these models to active community-building.

## 2.2 Personal Transformation

### *Have you changed?*

Not everyone interviewed answered this question directly. What follows is an overview of the answers offered to the question: *“Have you changed as a result of your involvement?”*

### 2.2.1 Findings

1. Yes, for the better.
  - a. “I am a control freak. I’ve had to learn that it happens when it happens.”<sup>30</sup>
  - b. “I haven’t planned or taken any vacation.” Whereas they normally would have. Want to be around for their YIN family.<sup>31</sup>

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<sup>30</sup> Smith, Karen. 2009

<sup>31</sup> Casey, John. 2009.

- c. "I am a nicer person. Before I was *right*. I was always open – but I didn't know how to listen."<sup>32</sup>
  - d. "I have changed a lot. I am more considerate about other people's lives, of others' feelings. Before it was all about me."<sup>33</sup>
- 2. Now have a deeper appreciation of youth in the community
  - a. "I see their street smarts...have had the chance to hear kids stories. Now I see so much hope, tenacity and leadership."<sup>34</sup>
  - b. Interviewees cited that previously there was little to no relationship with young people, if not disdain for youth.
- 3. Increased community involvement
- 4. New way of problem solving
  - a. Have to think of whole package:  
Emotional/relational/structural
- 5. Heighten sense of personal responsibility
  - a. "Take more responsibility for what I do for a living, and for my community."<sup>35</sup>
  - b. "This is new to me, this: I live here. I need to do something."<sup>36</sup>

### 2.2.2 Analysis

The more involved and individual was, the more powerful of an experience it proved to be personally.

### 2.2.3 Conclusion

There seems to be some invisible quality compelling individuals to commit to the work of YIN. Many interviewed cited specific ways in which they feel changed as a result of their commitment. Real relationships, more so friendships, seem to have been forged in this process. It is the energy produced in this sense of connection that seemingly is responsible for both the commitment to the community via YIN, as well as the personal transformation. The communication skills gained in DPC, building authentic relationships and a sense of partaking in meaningful work all contribute to individuals' cited personal transformation. Thematically what stood out, whether as a new revelation or a long-standing personal philosophy, was a deep sense of personal responsibility to one's community. The level of expressed personal *change* seemed to be in direct proportion to involvement with YIN. Hence, those connected on a more peripheral level expressed little to no personal change.

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<sup>32</sup> Shackleford, Cardenas. 2009.

<sup>33</sup> Casey, Kathy. Family Mediator & Advocate. Personal Interview. 15 October 2009.

<sup>34</sup> Vogelgesang, Linda. 2009.

<sup>35</sup> Jimno, John. 2009.

<sup>36</sup> Marmalejo, Miguel. 2009.

### 3.0 FUTURE DIRECTION

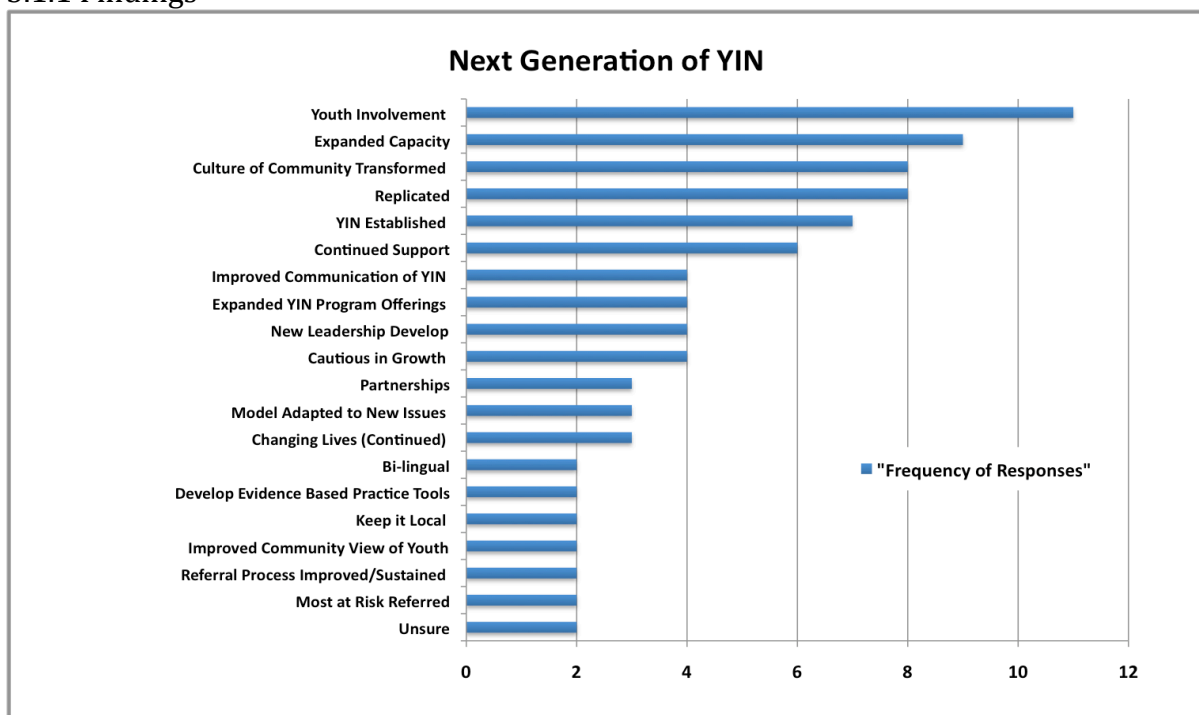
Of specific interest to YIN leadership was the future direction of the organization and its work. Did YIN partners dream of YIN future? What did they see? Is there a coherent vision? In all the interviews conducted a substantial discussion took place on this topic of vision. This section will examine interviewees' ideas on the next generation of YIN, the challenges facing the organization and lastly, interviewees' suggestions on how YIN can achieve its full potential.

#### 3.1 Vision

##### *The Next Generation of YIN*

The following section will present the findings of interviewees' responses to the question *"When you think about the next generation of YIN – what does it look like?"* The question was intentionally left open and unbound to time as to encompass a wide breadth of visions. Thus, some of the answers pertained to the short term and illuminated immediate challenges facing the organization, while others offered abstract aspirations for future direction of YIN.

##### 3.1.1 Findings



**Figure 1: Suggested Vision and Frequency of Responses when asked: *"Tell me about the Future Generation of YIN. What does it look like?"***

## The Future Generation of YIN

1. Youth involvement
  - “What more powerful mentor could you have than your peers?”<sup>37</sup>
    - a. Youth could work at YIN office space.
    - b. YIN graduates return and tell stories to peers in school.
      - i. Run after school program – credit offered to those who partake.<sup>38</sup>
    - c. YIN establishes the legacy and a new generation of youth continue it.
    - d. Professional mentoring/shadowing available.<sup>39</sup>
    - e. Youth trained to be mediators.<sup>40</sup>
2. Expanded Capacity
  - a. Funding
    - i. Secure source: federal and state money.  
Result of grassroots campaign.
  - b. Establish a YIN community center.
  - c. Mediators
    - i. Maintain a bigger pool of mediators = double amount of families engaged.
    - ii. Former mediators involved in YIN, now mentoring new mediators.
3. Culture of Community transformed
  - a. Towards a positive perspective of education.<sup>41</sup>
  - b. People are proud to be from Antioch.<sup>42</sup>
  - c. Antioch is a transparent community.
  - d. Youth mentality toward their community is characterized as interested and contributing.<sup>43</sup>
  - e. Hold common values.<sup>44</sup>
4. Replicated
  - a. On a Regional level.
  - b. On a National level.
  - c. On a Global level.
5. YIN Established
  - a. YIN Foundational in the Community
    - i. “Like boys and girls club.”<sup>45</sup>
    - ii. “Just part of the fabric.”<sup>46</sup>
    - iii. Stable, sustainable, it lasts.

*“We are the future of YIN.  
Through our influence of  
young people, we are  
developing a new breed of  
youth: where social  
consciousness is what’s up.  
Reconstructing their  
cognitive processes and  
changing how they perceive  
their society. Creating a  
new society.”*

*-V. Williams*

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<sup>37</sup> Casey, Kathy. 2009.

<sup>38</sup> Jimno, John. 2009

<sup>39</sup> Bell, Lesia. 2009.

<sup>40</sup> Rodriguez, Johnny. Director, One Day at a Time. Personal Interview. 22 October 2009.

<sup>41</sup> Vogelgesang, Linda. 2009.

<sup>42</sup> Vogelgesang, Linda. 2009.

<sup>43</sup> Rahman, Abdul. 2009.

<sup>44</sup> Yarbrough-Orr, Chavean. 2009.

<sup>45</sup> Casey, John. 2009.

<sup>46</sup> Vogelgesang, Linda. 2009.

- b. YIN provides solid programs, which meet a spectrum of needs for families. Influential.
- 6. Continued Support
  - a. From Partners
    - i. Police and schools via referrals.
  - b. From Community
    - i. People constantly committing. They continuously are engaging in training, signing up to mediate and advocate.
- 7. YIN Communication Improved
  - a. With public and with YIN partners.
    - i. Get message out: Who YIN is, how it can help, what is it doing?
    - ii. Creative marketing: Electric cars with YIN logo for organization.<sup>47</sup>
- 8. Expanded YIN Program Offerings
  - a. YIN run educational programs for parents.<sup>48 49</sup>
  - b. Community education – on demographics in the area.<sup>50</sup>
  - c. Jobs – “giving kids something to do.”<sup>51</sup>
  - d. Mentorship/Internship with YIN and local businesses.
- 9. Develop New Leadership
  - a. “More Iris(es) – passionate, does what it takes.”<sup>52</sup>
  - b. Future leadership will come from younger generation (YIN Graduates included).<sup>53</sup>
- 10. Cautious Growth
  - a. Important we get it right for ourselves first.<sup>54</sup>
- 11. Further Partnerships
  - a. REACH.
  - b. JFK Counseling.
  - c. One Day at a Time.
  - d. Compass Mentoring Academy.
  - e. Sutter Delta.
  - f. Cultural groups.
  - g. Local Business.
- 12. Model Adapted to New Issues
  - a. Community Wellness (health).<sup>55</sup>
  - b. “Other issues in the city.”<sup>56</sup>

*“YIN won’t*

*succeed until*

*it is just ‘of*

*course’ part*

*of this city.”*

*-L. Vogelgesang*

<sup>47</sup> Watson, Marilyn. DPC Trainer. Personal Interview. 25 October 2009.

<sup>48</sup> Casesy, Kathy. 2009.

<sup>49</sup> Ruehlig, Walter. School Board President, Antioch Unified School District. Personal Interview. 19 October 2009.

<sup>50</sup> Guerrero, Alphonso. 2009.

<sup>51</sup> Shackleford, Cardenas. 2009.

<sup>52</sup> Mornick, Arlene. 2009..

<sup>53</sup> Watson, Rich. 2009.

<sup>54</sup> Watson, Marilyn. 2009.

<sup>55</sup> Bays, Joanne. 2009.

<sup>56</sup> Mornick, Arlene. 2009.

- c. Sustainable living.<sup>57</sup>
- 13. Changing Lives (continue)
- 14. Bi-lingual
- 15. Develop Evidence Based Practice Tools<sup>58</sup>
  - a. Identify and utilize a Social Return on Investment diagnostic.
  - b. Tracking organization sustainability.
- 16. Stay Local
  - a. Should remain in Antioch.
- 17. Change Community View of Youth
  - a. Youth doing community service.
  - b. Youth transformed – a new breed would exist – contribute to community.
- 18. Referral Process Improved/Sustained
  - a. Clear guidelines for referral.
- 19. Network Working with Most at Risk
  - a. Top 20 or 40 most delinquent referred into YIN.
- 20. Unsure

## 3.2 Getting There

### *Challenges/Suggestions*

To realize these varied visions for the next generation of YIN the organization will surely encounter challenges. Acknowledging this, questions surrounding *challenges, suggestions and participation* were posed. This section aims to illuminate the breadth of challenges, perceived missing parties and suggestions offered to the YIN leadership by those interviewed.

#### 3.2.1 Challenges

According to those interviewed, the following themes arose on the topic of challenges facing YIN

- 1. Schools
  - a. “We have not yet fully touched on the nerve of the school district.”<sup>59</sup>
  - b. Teachers, principles, counselors, and parents can be stumbling blocks.
- 2. Spreading the word.
  - a. Schools, Hospitals, Churches, Probation Offices, all those on the ‘supply end’ of YIN model need to know more about YIN.
- 3. Organizational growth
  - a. Is growth logical in the first place?
  - b. Organization needs time to grow and “get it right.”
  - c. Is YIN current success replicable?
    - i. “What can be taught and what can not?”<sup>60</sup>

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<sup>57</sup> Watson, Marilyn. 2009.

<sup>58</sup> Hyde, Jim. 2009.

<sup>59</sup> Burdick, Dineen. Project Director, Emerald Consulting. Personal Interview. 20 October 2009.

<sup>60</sup> Wong, Andy. President, AJWI Consulting. Telephone Interview. 21 October 2009.

- d. How is YIN institutionalized? Is YIN a stand-alone organization, or is it absorbed into an existent institution such as schools or government?<sup>61</sup>
- e. Collaborating or combining with partners?
- f. Specifically, how are data systems managed in the context of a county (vs. city)?
- g. Lining up new leadership. When? How? Who?
- 4. Sustainability
  - a. Secure finances.
  - b. Ascertain YIN Office Space.
  - c. Ability to line up new leadership.
  - d. Keep community on board.
    - i. It is important that people continue to talk to one another. It is the established cross agency avenues of communication that have contributed to present successful functioning of YIN.<sup>62</sup>
  - e. Volunteer Management
    - i. Mitigate burnout.
    - ii. Maintain enthusiasm.
    - iii. Secure enough family advocates.
- 5. Changing the *culture* of the community
- 6. Political Elements
  - a. Political agendas of potential partners could clash with YIN.
- 7. Liability Issues – for schools and those mediating families
- 8. Securing the right people to grow new generation of YIN
  - a. Specifically the person who will be working with the new Youth Leadership within YIN.

From a broader perspective, this report suggests the following challenge for consideration:

- The “Iris Factor” - replicating present leadership
  - Iris champions the cause so effectively.
  - Identify the ratio of what can be trained and what cannot.

This report simply seeks to highlight: First, the positive and strong influence Iris has had to the success of YIN, evidenced in the frequency Iris and her passion was cited. Second, to reiterate the curiosity expressed by interviewees surrounding the challenge of YIN replication in light of the reality that there is only one Iris.

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<sup>61</sup> Wong, Andy. 2009.

<sup>62</sup> Vogelgesang, Linda. 2009.

### 3.2.2 Suggestions

Below is a thematic list of the specific suggestions offered by interviewees when prompted with the question: *Do you have any suggestions for YIN?*

Note: Not all interviewees had specific suggestions.

1. Mediation/Referral Process.
  - a. Provide more upfront info for the panel (decision panel).
  - b. Mediators should meet together once mediation begins to trouble shoot *while still in mediation*. As opposed to after like last time.
  - c. Situate mediation training near intake of families.
  - d. Referral requirements need to be informed by educators, and those who daily interface with students.
2. Operational/Organizationally
  - a. Identify present capacity, i.e. staff, trained individuals relative to YIN programs/services.
  - b. Improve feedback to those in the wider YIN community. Specifically those who are not daily involved in the happenings of YIN.
  - c. Tap into YIN families – involve youth and parents in ongoing YIN work.
3. YIN Marketing - Communications
  - a. Document success stories. This could be in brochures, a book, documentation available on the website, etc.
  - b. Create basic marketing materials.
  - c. With schools in particular, hold smaller meetings to spread the word of YIN. Meetings between teachers & YIN (staff/principles/other stakeholders).
4. Parent education
  - a. Offer courses on: positive parenting, communication, how to relate to their children, support groups.
5. Broaden network of collaboration. Expand present partners.
6. Protect against political elements<sup>63</sup>
  - a. Draft Bi-Laws to protect YIN as it grows.
  - b. Establish a Communications person in Sacramento (should YIN grow that big) in order to advocate for and protect YIN from political elements.
7. Leadership
  - a. Replication.
    - i. Create leadership counterparts in communities where YIN is being replicated.
  - b. Current
    - i. Keep hands on approach.
    - ii. Stay personable.
    - iii. Maintain energy – protect against burnout.

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<sup>63</sup> Rahman, Abdul. 2009.



### 3.2.3 Anyone Missing?

Not all interviewees offered an answer to this question. Of those thirteen who did the following parties' participation was identified as missing from the table at present or important for YIN moving forward.

Missing Party	Frequency of Responses
School District: Principles, Teachers, & Parents	4
Council Members	4
County System of Services: Probation & Children Services	3
Government/Elected Officials	2
Latino Community	2
Business Community	2
Faith Community	2
None	2
Housing	1
Retired Folks	1
Cultural Groups	1
Counseling	1
Original Antioch Community ("the old guard")	1
Special Needs Sector	1

**Figure 2: List of parties sighted as missing from YIN at present.**

### 3.2.4 Recommendations

Based on the expressed visions in "Future Directions" and the identified challenges in "Getting There" this report makes the following recommendations:

- Develop Future YIN Leadership.
  - Specifically identify what can be taught and what cannot.
  - Identify who is blooming for future leadership, mentor identified persons.
- Reevaluate current collaborating partners level of involvement and consider engaging new partnerships representative of the whole community.
- Put measures/procedures/practices in place to mitigate volunteer burnout.
  - This applies to strategies for the short-term and long term.
- Develop YIN's training capacity.
  - Operationally within YIN this requires resources of time and money to by develop and train new DPC & Family Advocacy Trainers.
- Market yourself and your success.
  - Create general brochures, business cards and documentation of what YIN has done.
  - Organize YIN Youth/Families share their positive experience with audiences of interest. This is a service readily on hand as YIN is growing.
  - Suggested time frame:
    - ASAP & at conclusion of second cycle of mediations.

- Suggested audience:
  - Distribute to PTSA, teachers, faith-based organizations/places of worship, YIN volunteers.

### 3.3 Conclusion (Future Directions)

All those interviewed offered thoughtful answers or suggestions as to what they perceived to be challenges for the organization. However, considering the strata of responses no entirely unified vision was articulated. Yet the following three themes highlight the encouraging confluence of vision for the next generation of YIN: First, the significant role for young people in the future leadership and work of the organization. Second, that YIN would be established, secure and sustainable. Third and finally, the organizational growth and replication of YIN (to varying degrees) were envisioned.

In order to achieve its potential in the near term and the long term YIN faces challenges, which have been discussed in this section along with suggestions to address them. This report suggests that, among other things, YIN leadership should pay particular attention to the expressed need for more YIN marketing and communication. A key challenge expressed is the lack of knowledge about YIN, specifically in the school system and county services. These two arenas offer a rich referral pool/gateway to those in need of YIN services. Some type of marketing YIN campaign could mitigate the root of this identified challenge. Additionally, an expressed challenge facing the organization is the operational structure of YIN. This pertains to elements YIN can control, such as staff, vision and business choices, and structural elements YIN cannot control, such as finances.

## 4.0 CONCLUSION

This report has presented past learning and future vision of a set sample of YIN Executive Board Members, Partners, Mediators and Family Advocates. The report was divided into three sections exploring questions of Reflection, Transformation and Vision. In addition to presenting the ideas collected in the interviews, the report also provided an analysis of the findings in order to offer suggestions on the organization's conceptual foundations and future directions.

### *Reflection*

Initially, the interviews suggested the expectations of YIN upon involvement were generally positive albeit with varying degrees of skepticism expressed by the interviewees. Mainly this skepticism referred to the possibility of creating a harmonious network comprised of so many different actors as well as the introduction and relevance of a new guiding methodology (the Dialogue for Peaceful Change). However these concerns were minimized by both the demonstration of certain leading individual's personal commitment and conviction as well as the subsequent demonstrated relevance of DPC. As for what surprised interviewees, the frequently cited extraordinary commitment to the work of YIN and Antioch stood out.

### *Transformation*

The creation of a common language through the models and issues explored in the DPC training and throughout continued YIN involvement has been cited as the chief catalyst of transformation, personally and collectively. Not everyone interviewed articulated a sense of transformation or direct influence from the YIN models. In relation to the varying sense of transformation experience, the findings suggest that the level of expressed personal change is correlated to both the level of involvement in YIN and, the level of community work experience.

### *Future Directions*

In considering a vision for the future generation of YIN, the answers provided by the interviewees suggest that the following three themes be highlighted: First, the significant role for young people in the future leadership and work of the organization. Second, that YIN would be established, secure and sustainable. Third and finally, the organizational growth and replication of YIN (to varying degrees) were envisioned. Furthermore, in realizing the future potential of the organization, interviewees identified a breadth of challenges, perceived missing parties and offered suggestions to the YIN leadership accordingly.

### *Recommendations*

Finally this report has suggested the following recommendations for consideration by the YIN leadership.

- Add specific training on the High Performing Community (HPC) and the Transformation, Interdependence, Diversity, Equity and Sustainability (TIDES) models upon YIN is based.

- Offer a retreat for YIN volunteers. The retreat would offer time to reflect personally and on the models after having experienced them in action.
- Capture attitudinal shifts (on community building, notions of just or healthy societies etc.) and create apparatus to supply baseline beliefs/attitudes. Elicit feedback at deemed conclusion of process. Compare.
- Identify and develop future organizational leadership in order to grow sustainably.
- Reevaluate current collaborating partners' level of involvement and consider engaging in new partnerships representative of the entire community.
- Put measures/procedures/practices in place to mitigate volunteer burnout.
- Expand YIN's training capacity.
- Establish communications department for YIN. Market the YIN mission and YIN success.
- Compile an adequate description of the current organizational capacity. As interest is increasingly being expressed for the replication of the YIN model elsewhere, it is essential for the leadership of the organization to do so.

*"I'm feeling good about it.*

*I feel part of history. I do.*

*I think we're writing it.*

*If this approach doesn't do*

*it, I don't know what can."*

*-R. Ruehlig*

## 5.0 APPENDICES

### 5.1 Appendix A – Interview Schedule

#### **Thursday 10/15/09**

9:00-10:00 AM: Gary Agopian  
11:00-12:00 Noon: John & Kathy Casey  
1:00-2:00 Karen Smith  
2:00-3:00 PM: John Jimno  
4:00-5:00 PM  
5:00-6:00 PM

#### **Friday 10/16/09**

8:00-9:00 AM  
9:00-10:00 AM Cardenas Shackleford  
10:00-11:00 AM  
11:00-12:00 Noon Joanne Bays at Sutter Delta Memorial Hospital.

2:00-3:00 PM:  
4:00-5:00 PM  
5:00-6:00 PM

#### **Monday 10/19/09**

8:00-9:00 AM  
9:00-10:00 AM John Jimno  
10:00-11:00 AM Comilas Robinson  
11:00-12:00 Noon: Vernon Williams  
2:00-3:00 PM: Miguel Marmolejo  
4:00-5:00 PM  
5:00-6:00 PM Walter Ruehlig

#### **Tuesday 10/20/09**

8:00-9:00 AM Martha Parsons at Denny's on Lone Tree Way  
9:30-10:30 AM Keith Archuleta

11:00-12:00 Noon Ed Diokno  
12:00 – 1:00 Dineen Burdick  
2:00-3:00 PM Alphonso Guerrero  
4:00-5:00 PM  
5:00-6:00 PM

#### **Wednesday 10/21/09**

8:00-9:00 AM  
9:00-10:00 AM Andy Wong – by phone 415-609-3733  
10:00-11:00 AM Mickie Marchetti  
11:00-12:00 Noon  
2:00-3:00 PM Chief Hyde  
4:00-5:00 PM  
5:00-6:00 PM

#### **Thursday 10/22/09**

8:00-9:00 AM  
9:00-10:00 AM Lesia Bell  
10:00-11:00 AM Arlene Mornick  
11:30-12:30 Johnny Rodriguez at St. Johns  
2:00-3:00 PM Linda Vogelgesang  
4:00-5:00 PM  
5:00-6:00 PM

#### **Friday 10/23/09**

9:00 – 10:00 AM – Abdul Rahman  
1:00 – 2:00 PM - Chavean Orr

#### **Sunday 10/25/09**

Rich and Marilyn Watson

#### **Tuesday 10/27/09**

11:30 AM Don Gill

## 5.2 Appendix B – Individual Interview Notes

In Chronological Order:

1. Gary Agopian
2. John Casey & Cathy Casey
3. Karen Smith
4. Cardenas Shakleford
5. Joanne Bays
6. John Jimno
7. C.A. Robertson
8. Vernon Williams
9. Miguel Marmalejo
10. Walter Ruehlig
11. Martha Parsons
12. Keith Archuletta
13. Ed Diokno
14. Dineen Burdick
15. Alphonso Guerrero
16. Andy Wong
17. Micki Marchetti
18. Chief Jim Hyde
19. Lesia Bell
20. Arlene Mornick
21. Johnny Rodriguez
22. Linda Vogelgesang
23. Abdul Rahman
24. Chevean Y. Orr
25. Marilyn Watson
26. Rich Watson
27. Don Gill

## 1. Gary Agopian

15 Oct 2009

9 am @ St. John's

### *Background*

President of Antioch school board 2008, real estate agent, mediator. Apart of Danville DPC group.

### **Expectations:**

- DPC
- Learning process
- Understood that mediation was going to take time

### **Surprises:**

- None
- Education's buy in to YIN
- Recognized due to his political position by the family that he was mediating.
  - "I can't think of any other elected official who is doing what I am doing... most are on the periphery, associated with this (type of) work."
- Training effective: good scenarios, the practice was important and sufficient
- Really liked the Model (DPC/Mediation):
  - forgiveness
  - story telling
  - being heard
- He is a believer in the system

His experience with the system/model – positive. His kid was open, communicative and was able to tell her story which proved to be very cathartic for her.

Believes/knows not all cases are this straightforward.

### *Decision Making Panel*

- Surprised: 1<sup>st</sup> time experience....
- Curious about what others on the panel were thinking... how they would engage, discuss the applicants.
- One issue very curious about: who would YIN take?
  - In the past, has seen that there is a tendency to push people through.
  - Conclusion: there was a tendency to push people through
- Thinks the decision making panel should be comprised of those who have mediated. They know what to ask, what works/doesn't etc.
- Talked about the value of showing tough love.
  - Offered example of another mediators case who did not have such a clear and easy experience. The mom of the kid left the mediator at the house for two hours.

### **Suggestions?**

- More info upfront for the panel

### **Surprises/Bias coming in?**

- Not biases as much as questions. Gary said he was a believer that people can be helped if they *want* to be helped.
- YIN was so new... he was skeptical that this was a “feel good” endeavor
- “How is this actually going to work?” ... (in the end it did/does)

### **Why involved?**

- Needed in the community
- Asked self: “How committed am I to my community?”

### **Have you changed? Why?**

- “No”
- Policy political perspective has changed. “Now I am a better advocate for intervention”
  - Past: “they are troublemakers - get them off the street.”
- Stressed the importance of Advocacy. Especially feeling like now he is genuinely an advocate for intervention.
  - Importance of 2 tracks:
    - 1. Safe schools / accountability
    - 2. Intervention (this being new in the equation.)

### **Etc.**

- “I am a believer. I have seen it work.”
- He will continue to do this work with YIN. He understands the policy component and can help YIN from the inside out.
- Believes the setting of the classroom is important – can and does have a positive impact on other things in the youth’s life.

### **TIDES/HPC models influence how you see community-building?**

- “I have thought about it on a community level.”
- Have been so focused on families
- His philosophy of community building: “One family at a time”
  - *Therefore on a family level:* the model has brought together things he has thought about separately.
- Likened the value of this model to a business model.
  - As in – high value on the System. A foundation. The TIDES model and DPC are that system.
- The iceberg model fit very well with Gary’s background.

### **Next Generation of YIN**

- Perfect world: the network would be working with the top 20 or 40 most disruptive/delinquent/at risk youth



- Bigger pool of mediators = double the amount of kids engaged
- Role of former mediators to mentor new mediators
- IMP: the cont'd support of Police and Schools via referrals
- Importance of screening – buy in
- Touch more families
- Continued excellent pipeline/filtering system.

## 2. John & Kathy Casey

15 October 2009

10 am @ St. John's

101: Mediated (J & K) two separate families, now jointly Family Advocates for Kim. Members of Keith and Iris' church. From out of town originally – been in the community five years.

### Why you do this?

John

- Church. “*asked* (by Iris), then the program just grew on you”
- “We like kids.”
- Violence was affecting the whole neighborhood- people didn't feel safe.
- “We are doing something.”

Kathy

- Asked.
- I feel for these kids.
- There is a need.
- “Because my heart is in it.”
- 

### Expectations

John:

- Training in small groups was part of the structure (DPC)
- Would be working with kids

Kathy:

- Skeptical about the time commitment – unsure of what it would really be
- The routine/schedule was daunting to a retired person (of DPC training)
- Expecting that she'd be working with youth – but not sure of how long.

### Surprised

John:

- Kids don't always tell the truth. Even when they are caught red-handed in a lie, they still try to lie.
- YIN has taken him back to his days in high school

Kathy:

- The length of time Family Advocates work with the families. Assumed it would only be a matter of weeks.
- “I actually DO have the time for this.” Even though she was retired, didn't think that she had it.
- Her and John are out of touch with youth.
  - locker story – girls said she was late for class bc her locker was broken. Kathy's response – ‘call the maintenance people’. Her daughters later told her that was the oldest trick in the book. ☺

### **Surprised you of the community?**

John

- Still so hard for parent to step up and be involved. We (mediations/advocates/YIN) shouldn't be parenting

Kathy

- Training for parents is necessary

### **Your experience with the YIN/DPC process – Now vs What you thought:**

John:

- Stick to the program!!! It worked. (5 steps)
- Witnessed such a change in the family dynamic.
- Example: Dad originally standoffish. Later into the process – Dad shouting to the mediator in the grocery store because he was excited to see him.

Kathy:

- Mediators need to meet before and after and throughout
- Lesia and Iris ALWAYS available to support them.

### **TIDES/HPC Model – Influence how you see community-building?**

John:

- Yes it has influenced his ideas.
- He is more committed to a more sustainable/long-term program like YIN. Contrasted YIN model to example of friend who was organizing a one-night get kids off the street. He favors YIN.

Kathy:

- It is impacting even the teachers and the schools.
- Gave example of girl whose cell phone was allegedly stolen. Usual would have been talking to then dismissed issue. Now they made girl file police report and contact cell company to get phone replaced.
- Process has shown the community NEEDS to be involved.

### **YIN Next Generation**

John:

- YIN like a Boy/Girl Scouts of America = Always there, established.
- Kids turning their lives around
- More media more press for YIN in the schools – all know of it

Kathy:

- "I know it will be successful."
- Wants to see kids return. "What more powerful of a mentor could you have than your peer?"
  - Maybe they earn extra credit in the school for their involvement
- Classes held for parents... every six months

**What is it that is working?**

John:

- YIN emphasizes education is important

Kathy:

- YIN shows kids that there are people out there that really care about them.

**Suggestions:**

- More YIN press/media
  - Posters in the school/fliers/brochures (for mediators to distribute to possible mediators and advocates, to give to families who could benefit from YIN)
- More training for the parents. –what happens for the parents when YIN is done?
  - Classes on:
    - Parent support group
    - Communication
    - How to relate to their children
    - Positive parenting
      - (John) YIN is all about positivity. Communicating positively. Parents desperately need to learn this – Positivity.
- Better connections to professional psychological help when necessary.

**Have you changed? Why?**

John:

- I haven't planed or taken any vacation. They would normally go somewhere every year.
  - Now sets schedule month to month because they want to be around for Kim. (example: this weekend is her birthday and they are going over for the family party)
- "We appreciate kids more, keep an eye on them" (referencing neighborhood kids).

Kathy:

- Yes! "according to the feedback from my children. They say 'mom, you really care about this girl don't you?'"
- "I've always cared, but I have never devoted time like this."
- "I have changed a lot. I am more considerate about other people's lives, of others feelings. Before it was all about me."

### 3. Karen Smith

15 October 2009

1pm @ Antioch Chamber of Commerce

101: Family mediator, Antioch Chamber of Commerce – Head of Operations, 7 years as elementary school teacher.

#### Why did you commit?

- Felt need to give back to her community – personally “believe me, I’d been waiting for it”.
- “Because it makes me wake up and get outside of myself.”
- **Why others commit**
  - bc it worked! One kid at a time.

#### Expectations

- Believed it was going to work. The right people were involved.

#### Surprised you?

- Skeptical – as former school teacher for 9 yrs. done multiple trainings.
  - “This is just going to be another training...”
- Changed when?
  - During DPC training – saw it in action. trainers modeled the five steps.
- The process really works.
  - Called Rich during crisis with actual mediation – Rich: “Trust the training.”
- DPC/Colin has relevance to her community/reality.
  - “How is *he* going to relate to me and my community?”
- Being trained together... really was crucial for her to buy into the process.

#### TIDES Model influence on Community building

- Saw a shift in her family
  - Girl felt like she had hope, she had control of the outcome of her situation.
  - Shift brought about by working with DPC communication tools
- Everyone is better as a result of sense of empowerment youth and parents gain
  - Example: number one troubled kid – recognized as youth of the year, now sees himself as accountable to the whole community
- “It’s not that the community didn’t care. They just cared in pockets. Now it is co-ordinated.”
  - me: *‘what made that happen? why now?’*
  - Karen: “Because there was a *need*. and that need was recognized by all parties: AUSD, Police, Social Serv., Sutter, Kaiser, community groups etc.

- Saw lights come on with the family she worked with: it is not just *your* family. (Interdependence)
- Has always said: “we are each other’s keeper.” Your kids behavior in class effects my kid (someone bringing gun to school for example).

### **Have you changed? Why?**

- Now have a strong belief in mediation
- “I am a control freak. I’ve had to learn that it happens when it happens. These are people’s lives and it takes time.”
- *Number one thing out of this:* “Mediation helps THEM solve their OWN problems. They solved their own problems!”
- Great practice in empowering others
- “The more you do it, the more committed you are.”

### **Future Generation of YIN**

- Will be stable and run itself
- People will constantly be committing
- More people trained, bigger it can/will be
- YIN great process to get people to commit to one another
- Sees potential for it to be a big *solid* program
- more specifically: whatever child needs, YIN can provide

### **Suggestions**

- Mediators should meet to trouble shoot once families assigned and mediation begins.

#### **4. Cardenas Shackleford**

16<sup>th</sup> October 2009

9am @ St. John's

101:

Former VP of Antioch HS. Now YIN Education Coordinator at district level.

Former middle school principle, background in elementary education

Experience of educational bureaucracy

Served in Gulf War

Insurance salesman - financial products

#### **Why you join?**

- Recognized absence of community involvement. All had been from his desk in education.

#### **Expectations/initial ideas of YIN**

- DPC can/may work with adults, but can it work with kids?
- "What are you really about?"
- Likens his involvement to that of affirmative action. Initially in the door, but it was YIN's structure and mission that kept him there (analogous – color in the door but skills/performance keep you there).

#### **Surprised you?**

- **DPC**
  - "Training taught me not just how to hear, but to listen."
  - Training valuable – because the training was translating to his work as VP in the school. Found himself using the communication skills daily.
- **YIN**
  - "The family advocates!"
  - They work the parents before they come to me (said with much delight!)
  - The wrap-around component.
    - Is key. Essential that intervention be working with parents also (gave example of mom flipping him off on campus).
  - It is growing
  - The follow through – you always hear that a program is going to follow through, but this really has.
  - YIN is adapting – which means it will survive.

#### **Future YIN- what does it look like?**

- Clear guidelines of who should be referred/admitted to process
  - Guidelines informed by those in the schools (ed)
- All involved have a better idea of YIN as a whole. He feels like he only knows the services and resources/structures that he interfaces with.

- YIN can develop constructive programs for youth.
  - Structure/jobs/programs
  - “give kids something to do or they find something to do. our kids are finding stuff to do.”
  - former federal program in Richmond – SEEDA? – summer jobs

#### **TIDES/HPC influence ideas of community building?**

- *Enhanced* previously held ideas
- “How do we capture a lost generation (20yrs ago babies having babies – unhealthy family structure today) and get them positively engaging in the school system?”

#### **Have you changed? Why?**

- “I am a nicer person. Before I was *right*. I was always open – but I didn’t know how to listen.”
- Been more involved in community

#### **Misc**

- “Every kids wants to do right.”
- “I really don’t think YIN understands the complexity of what I do.”
- YIN helps parents navigate the system (a system that does not work in their favor – 15/85% higher ed:labor)



**5. Joanne Bays**  
16 October 2009  
11am @ Sutter Delta

101: Director of Health Utilization Services –Sutter Delta Hospital  
Former nurse, history of collaborative efforts in her work (bring nurses together to share stories)

**Why you get involved?**

- Iris' passion
- cast of characters
- training in Danville

**Expectations**

- Curious to see how agendas would resonate
- Walked away (from Danville) w/a mission

**Surprises?**

- Stayed together, stayed focused
- YIN full of substance
  - not just politically groovy
- There is an undercurrent or *real* commitment
  - me: why? Joann: bc it is the right thing. and ordained work. a divine work.
- Professionals/all people, want to be part of stopping the madness.
- Now that involved with YIN, when there is a shooting – she knows what is running through the hearts and minds of the community. she knows what services/processes are in place to deal with this.

**Next generation of YIN**

- The community needs to rally around these kids
- Use YIN Model for vision of healthy community (true wellness)
  - not family advocates – but Health educators
  - not youth violence – but physical violence = diabetes, obesity
  - convincing people to change health habits.
  - vision: *school* based
    - after school programs
    - free memberships to summer camps and InShape
  - In the future every single diabetic kid known and connected to a group of people passion about that kids health.

**Suggestions**

- Document this!
  - So good to publish this story/work

**TIDES/HPC ideas of community building**

- “What I saw was passion from all the different groups.”
- of the TIDES model: “This is the first time I’ve seen a model so smooth. It wasn’t hard for people to identity with it. People resonated easily with it.”
- “It was an equitable leaning model. Not putting one learning system over another.”
- Of the 13 kids now graduating – sense of “I was there. I was part of it.”

**Have you changed?**

- “The work itself changes you.”
- Finds herself using DPC at work
- DPC is a good model to flush out truth
  - People just don’t understand their impact on one another (sees this all the time with nurses for example) – that is the premise that TIDES has... “let’s just say we are misunderstood easily”

**Why does this work?**

- “There is no I in this. Everyone has sacrificed their persona.”

**Misc**

- “The health of our community depends on us.”

## **6. John Jimno**

19 Oct 09

3:30 pm @ Live Oaks HS

101

2 years spent at expulsion school prior to coming to Live Oaks. Background info on Live Oaks given. Currently the VP of Live Oaks HS. Attended first DPC in Danville

### **Expectations**

- Thought mediation/YIN would be a quick fix for those going through it
  - In the end – realizes it is not. Which he thinks is a good thing
- Knew he wanted to be involved ever since he met iris
- Skeptical about the process – how were referrals going to work? concerned about the length of time
- thought that every kids should be referred (initially – when saw this more as a quick fix)
- Didn't think that DPC would be for families, just for inter-agency
- Was skeptical about the mediation piece
  - How was this going to work?
  - How is this going to change lives?

### **DPC**

- "DPC is the best professional development I've ever gone on – the most meaningful training I've ever been to. I was excited to return to work and apply it."
- Has applied daily in the office
- Huge value in the interagency presence for training. "I live in the school district box, I'd never even thought to consider perspectives from the 'police box' or the 'city box'".

### **Surprises/Perspective changed over the year?**

- Re Kiki – "the kid systemically changed". Using his leadership to influence the school/classroom positively. His aura was more positive. Other kids approached Jimno wondering about what Kiki had gone through – and were interested in getting their ed on track.
- Now realize: "if you worked intensely w/few that is better than working with more kids and lesser quality."
- "We need to work with kids/families who want to change. This is how to change society. Used to think it was about working with the lowest low."
- Re the mediation and his early skepticism:
  - Now get that families resolve the issues on their own
  - They create solutions to their own personal problems
  - "This is a very unique approach for the family."

### **Why?! Why are people committing to this?**

- He is from here – people from here know the potential of Antioch
- People who created this – Chief, Iris. Such passion – real people
- The positive energy coming off of the people involved.
- “I’d follow them wherever – such strong leadership.”
- “I go to a meeting and I’m proud to be involved, proud to speak on behalf of DPC/YIN.”
- “Egos were left at the door.” “I think that everyone has that in them – that everyone wants to give.”

### **DPC/HPC Influence Ideas on Community-Building?**

- Post DPC realize your problems exist all over
- Now:
  - See the importance of being involved in the community. Take more responsibility for what I do for a living and what for my community.
  - Different way of thinking about my job/education: ie better schools in an area, people will move there = stronger workforce.
  - Think a lot more globally.
  - We now have tools to talk to each other (DPC). Esp re the cross professional collaboration
    - “Powerful that I can call up the chief of police.”

### **Have You Changed?**

- “Take more responsibility for what I do for a living, and for my community.”

### **Future Generation of YIN?**

- Utilize more than vols, more money
- Keep it small.
- Involve students: kids that succeed are the kids that have leadership
- Attach YIN kid graduates back into the program
  - Say 20 kids yr
  - How are their stories being told? – connect them to peers
    - they run an after school program (with credit offered)
  - Ripple is so powerful!
- Change how community sees kids:
  - Kids picking up garbage – doing community service with YIN t-shirts on



## **7. C.A. Robertson**

19<sup>th</sup> October 2009

10 am @ St. John's

101

Founder of Antioch and Richmond Police Activities League (PAL).

5yrs ago moved to Antioch. '04 recognized nothing here for young people to do.

Decided to start PAL chapter here... as such gathered stats from housing/city council. Spoke of PAL history/structure. On Richmond PAL board. Was CA state PAL president. also Nat'l PAL president. ran grassroots campaign - lobbied to gain more federal money for PAL program. (billed passed in congress 2001 right before 9/11)

Note on demographics: Sect. 8 housing influx 4yrs ago

### **Expectations of YIN?**

- "Iris just talked so much and so fast, how could you say no?"
- Had done so much in this arena before – was in 'wait and see mode'
- "This is good for the community I thought to myself."
- Of Colin/DPC initial training: "Ireland, what do they know about here?"

### **Surprises?**

- Impressed with DPC
  - Able to incorporate his style and their style (DPC Training) especially during mediation. IE it worked for him.
- The value of the partner during mediation – kept him on track
- "I knew Iris was on top of it. I'd hadn't have got involved if YIN leadership wasn't so committed."

### **Mediation Experience:**

- It is (mediation) effective
  - "I saw the change in the family. They weren't talking and now are in communication."
  - "It heals families."
  - referenced the family all being on their cell phones initially. to get the son to come downstairs, called him on his cell. spoke of father's personality: initially a-emotional. later saw his mediation partner at Costco – gave him a big hug. of the dad: "He had never smiled. his personality entirely changed. All because the lines of communication were opened in the family."

### **Next Generation?**

- "Its like a cancer, it will spread. County to the state to the nation and to the world."
- If done right, and trained enough people, you'll get the funds
  - Families lobbying (kids/parents telling *their* stories of YIN experience) – potential/right ingredients for grassroots campaign
- A community centre (for YIN and PAL)

**DPC/HPC Influence Ideas on Community-Building?**

- Yes
- If you want to see change, you have to take the first step
- Realize how important it is to get buy in from both sides
- Referencing the project mentality:
  - “All it takes is showing them (kids) where they’re going, vs. where they could be going.”
  - “It is not the role, it is just someone that is concerned. If a child sees that someone is concerned about them in a way that no one has before then nine times out of ten they’ll listen to you.”

**Suggestions?**

- “I think YIN is on the right track.”
- “YIN is a group of professionals doing things that have been successful over time for them. Duplicating success.”

**Important YIN + PAL**

- “The links to the law enforcement most kids never think of that stuff.”
- Helps build community foundation.

## 8. Vernon Williams

19 October 2009

11am @ St. John's

101

VW consulting - now Williams Group. Center in N. Richmond 14-35yr olds works with "rawest of the raw". Friends with the Archulettas. 2004 released 3<sup>rd</sup> time. Baseball player – 5am workouts with Pastor. Worked in SF tech company.

### Expectations?

- Danville – present would be the "decision makers"
- didn't know what to expect
- was excited about TIDES
- YIN trying to do something different

### DPC/HPC Influence Ideas on Community-Building?

- "Takes a village. Let me revise that, it takes a functional village."
- "This is an 'our' thing."
- "We are really doing something different here."
- "Relationship building is paramount. If it takes six months, it takes six months. Everyone (in YIN) understands this"
- Recognizes the power of effective leadership:
  - Passion of Iris
  - Willingness of Chief Hyde to listen
- DPC brought everyone together.
  - Most effective tool discovered
  - Intertwined in cognitive process of how YIN functions
  - All the Williams Group will be DPC trained.
  - DPC is the tenor of how he will develop his organization.

### Next generation of YIN look like?

- "I am the Next Generation. They establish the legacy, we continue the legacy."
- A new breed of young people:
  - "We are the YIN. The future of YIN. Through our influence of the young people, we are developing a new breed of youth: where social consciousness is what's up. Restructuring their cognitive processes that change how they perceive their society. DPC liberates their thought processes and a new way will develop. A new way of parenting. A new society."

### Misc.

- "So honored to be a collaborative partner of YIN. A thread that makes this all work."
- YIN – People swallowing their pride and uniting for a cause.
- "What will people say of our lives when we leave. I am talking about generational legacy. That's what we're all about – social change."





## 9. Miguel Marmalejo

19 October 2009

2pm @ St. Johns

101

Social worker at Sutter Delta. Been with hospital 3 years. Previously community mental health therapist at monolingual community service center. DPC trained. Worked 16 years at telecom start up – 2005 graduated Berkley as social worker.

### Expectations?

- Aware a broad network of people involved (police)
- Liked that it was people of color
- Liked the focus
- Couldn't figure it out: "who was driving this? where is the passion coming from?"
- Grassroots initiative (new at grassroots – this is first involvement)

### Surprises?

- "How hungry people are to get involved."
- "The way people are *called* (to this)."
- At the end of DPC: "I felt seen, I felt heard. We heard one another."

### Why get involved?

- Community changing
  - In ER seen increase in violence
  - Personal incident – car vandalized
  - "This is a community in crisis. It comes with vulnerabilities and responsibilities."
- Note on demographics:
  - Antioch 'insta-grew' (building boom). In last 2-3 years seen it crunch and pop. The issues are not going away and not going away and not getting better, thus we need to do something about it.

### Community Building

- Yes, look at community different. Community is changing (see above)
- Personally, ideas of community building have changed
  - Ownership
    - Doing YIN as a social worker *but* also doing it *personally* because I am a member of Antioch.
    - "Take what experience you have, and try to take part."
    - "This is new to me, this: I live here. I need to do something."
- Activates a person to be involved.
- DPC training

- Great example of all different walks in the community coming together
- Watched people around him take the step towards ownership (of community issues)

### **Next Generation of YIN?**

- Sutter Delta Playing an Important role
  - That hospital is not viewed as overwhelming and hostile place
  - YIN kid/family arrives to the hospital, someone to meet you at the door. Family/Kid will have person at the hospital to help navigate
  - YIN Families/Kids interface with ER staff – transforming ER culture
    - ER culture in constant crisis mode
    - Relationship would change the way ER staff sees youth
  - More Sutter Delta ER staff trained
- YIN Team (Schools, Hospital, Police) is visible to the Families
  - Too often families feel distant from the services

### **Anyone Missing? Suggestions?**

- County System of Services – get them on board
- Situate mediation next to mediation intake

### **Misc**

- Of YIN: “These skills build your soul, your character. No bad can come of it.”
- “This (involvement) is my next chance to grow, to connect to community.”
- “I jump in with both feet.”

## 10. Walter Ruehlig

19 October 2009

5pm @ St. John's

101

President of AUSD School Board.

Work in Pitts – Adult education -Workability programs

Sees his role in YIN as “to give it full support. Unbridled access to data.”

### Expectations?

- To help loads of at risk youth
- DPC: Practical model
- YIN serve as diagnostic to identify at risk youth early
- Healthy Skepticisms:
  - Seen so many programs aimed at young people in the past
  - Re specific data analysis: unsure of how deep we dig. Is it enough?
  - Follow through of YIN structure and community
    - Could they really supply the breadth and intensity of training ie the lynchpin of ppl out there actually working
  - Would the passion of Iris last beyond her and spread?

### DPC/HPC Influence Ideas on Community-Building?

*Walter noted that his involvement has not included DPC training and his experience is largely anecdotal. He did however discuss ideas on community building in light of his understanding of YIN*

- We couldn't continue w/a fragmented approach
- “If YIN continues doing what it is supposed to it will certainly be a dream come true.”
- In the school business – there are three legs to the stool
- Student 2. Teacher 3. Family/Community
  - YIN addresses all

### Next Generation of YIN?

- Parents possess literacy to navigate the system
  - at present sees many parents illiterate: physically, socially, economically, culturally
- On-going
  - “With dearth of guidance counselors (2/3000 students) programs like YIN are needed more than ever.”
  - Doesn't want YIN to spread too thin
- Youth as role models
- Attracts sponsors, step up scholarships.
- Expansion of academy model. “YIN would be irresistible if helps with school AND jobs.”

- “I’m feeling good about it. I feel part of history. I do. I think we’re writing it. If this approach doesn’t do it, I don’t know what can.”

**Have you changed?**

- “I’ve become a bit more optimistic. Thought it would take a lot longer for a program like this to take traction.” Through a confluence of the right factors: esp. right people.

**What is signature about YIN?**

- Holistic approach.
- Depth and breadth of training
  - With global and local experts
- Iris
  - Icing on the cake, just won’t take no for answer.

## **11. Martha Parsons**

20 October 2009

8am @ Denny's on Lonetree

101

City Council Member

### **Expectations/Questions held**

- Challenged young people
- Only council person to have gone on/be on DPC
  - "I don't have time I don't have time." – finally made it.

### **Surprises?**

- Blown away! "It was like an awakening."
- Bonded with DPC group. "You really learn about the people in your group."
- "I just didn't know, I had no conception of how in depth this was."
- YIN Real
  - "Sometimes we (volunteers in community, council) are very superficial, and YIN isn't."

### **DPC/HPC Influence Ideas on Community-Building?**

- Has always been involved in community – very committed. Areas of youth violence new to her.
- Expanded her view. Highlighted relational complexities
  - "You can't just fix it. It is a working moving thing. I used to think you just give them something to do – they would just do it." It will take more than just a community center to address the current problems.

### **Next Generation of YIN**

- Touch more lives
- YIN model in other communities
- "If the whole town could take the training, it (the problems) would improve tremendously."

### **Have you changed?**

- "I've grown tremendously. Have a whole new set of tools."

### **Challenges facing YIN?**

- Maintaining intensity
- Grow up new leadership

## 12. Keith Archuletta

20 October 2009

9:30 @ St. John's

101

Co-Founder of Emerald Consulting. ED East County Business Education Alliance.

Significant background on previous work. SF/San Jose collaborative building. 2000

Keith and Iris move to Antioch.

Work history/passion/conversation around the systemic piece of the education puzzle. ie the work that the Alliance is developing – academies, and the expansion of career-integrated academic opportunities.

*NB: The majority of time in this conversation was spent on gathering background from Keith.*

### The 3 Challenges Facing YIN?

- Changing the *culture* of the community
  - Perceptions
  - Isms beneath the surface
  - Arrested development – babies having babies
- Bureaucratic thinking
  - Actually breaking down walls between organizations
  - CBO – can be parana like (ie money dropped in the water everyone goes at it and eachother)
  - Fine line: bringing people together + the commitment to the vision first
- Mission Focused (remaining)
  - Iris as the visionary – onus on the Executive Committee as well
  - Working at communicating the vision
  - “Checking egos at the door.”
    - *me: “How has this been the case thus far?”*
      - DPC helped create a dialogue – which continues to recreate itself
      - Leadership
      - Accountability to Source above them

### Surprises?

- “I didn’t know how God was going to bless this – Pleasantly surprised God is in the middle of this. God was way out ahead.”
- How well the community responded. YIN is so different. Not chalked full of liberal or conservative speak.

**13. Ed Diokno**  
20 October 2009  
11am @ St. John's

101

Works for Dist Supervisor. Chief concern of the Supervisor is the concern/rise of gangs. Gang issues is Ed's purview. On gang task force in the area – focus on prevention not just suppression. Discussion with Ed about the basic demographics in the area: violence up in the area, demographic of gangs changing. Antioch now a place of R&R for members of gangs in SF, Oak, Richmond (w. county)

**Expectations?**

- Initially thought was focus was on anti-gang (though says ok because now sees overlap)
- Labor intensive – asks a lot of their volunteers
- “How can this be duplicated?”
- Questions around resources:
  - “Are there resources to do this? Seems like a lot of hours occurs – more than would happen if SS agencies dealt with it. It would be hard to justify the dollars spent when viewing the specific outcome.” i.e. ratio of students reached vs dollars spent
  - “How do we appropriate money to program who touch a smaller number of youth? 300 kids vs. 6.”
- Of DPC
  - “Went in with misgivings – but I have to say my time was well spent.”
    - Misgivings: been to so many seminars. DPC actually provided real skills I can use at my work.

**Surprises?**

- Can draw in so many people
  - YIN methodology able to capture the imagination of so many volunteers
  - Attributes this to Iris' personality and passion. “She is such a powerful driver.”
  - “People in this area are just searching for ways to connect and contribute something positive to the community – not just sitting back and complaining. YIN provides this.”
  - “There is a lot of complaining here. YIN is not complaining. It is trying to do something good.”

**DPC/HPC Influence Ideas on Community-Building?**

- Referenced example of “building community” series put on by the supervisor.
  - Was a good exercise, but lacked follow through
  - As an office, hesitate to be leaders as the hope/desire is that it comes through from w/in community



- YIN show him:
  - Process of community building can work.
  - Leadership component = essential
  - Value of those participating to share in that approach/vision

### **Next Generation of YIN?**

- See it spread to other communities (realizes this doesn't happen over night)
- Ripple take place
- More families/youth involved
  - this would change the mentality of the naysayers
- "I hope it exceeds beyond our wildest dreams."

### **Have you Changed?**

- No
  - Just reinforced core beliefs (people want to do good/there is little opportunity for them implement their beliefs)
- It is good to know there are other people out there (doing this)

### **Concerns/Suggestions:**

- Leadership – "Iris is such a powerful figure. It all hinges on her."
  - Find a counterpart in different communities (where YIN is being replicated)

## 14. Dineen Burdick

20 October 2009

Noon @ St. John's

101

YIN Staff. Worked in Contra-Costa County for 20 years. "I show up. I am there. I work."

### Expectations?

- Helping youth in the community
- Involved in making a change

### Surprises?

- Simply with intervention – how quickly a family really can change
  - Especially building skills around communication
- We followed the schedule! (which was set ahead of time without the families actually running through. recently modified, but the team actually resorted to the original.)

### Next Generation of YIN?

- SPACE!!
  - We need a central location
  - Things bursting out of boxes
- Envisioning a place for youth to come
  - Job training (vis a vis volunteering with YIN staff)
  - Good location – close to the school

### DPC/HPC Influence Ideas on Community-Building?

- It takes so many
- It is a partnership... a group effort

### Has YIN Effected the Community?

- Yes
  - Iris is very effective at engaging community/minds
  - *me: "what Evidence?"*
    - Dineen hears feedback from the schools
  - Ah-ha moment: At a family advocacy/mediation orientation – "I watched the families present realize that you care. You can see on their faces the look of 'what have I just stumbled upon.'"

### Challenges?

- Funding
- Stumbling blocks at schools
  - Teachers, principles, counselors
- Parents buy-in (encountered in referral step)

- not understanding – resistant
- me: *How mitigate this?*
  - YIN staff/vols have info meetings at PTSA meetings
  - Inclusion – importance of Student Support Services in the referral process

**Any Parties Missing?**

- “Haven’t yet touched on the nerve of school district.”
  - Communication of who/what YIN hasn’t penetrated the depth of the school system
  - me: *“How mitigate this”*
    - Smaller meetings to spread the word:
      - YIN (staff/principles/other stakeholders) + teachers

## 15. Alphonso Guerrero

20 October 2009

2pm @ St. John's

101

ED Compass Mentoring Academy (in process of getting incorporated). Volunteered '01-'06 with youth in drug care/rehab/transition. Considers himself "collaborating partner" w/YIN.

### Expectations?

- None specific
- YIN shared his vision

### Surprises?

- "There are a lot of good people out there doing good things. I thought I was on an island by myself." (this notion was echoed a few time throughout the interview)
- Such dedication from those involved
- People involved have walked the walk.
- Generation pouring into generation (similar to his vision for Compass Mentoring Academy).
- "People are acting because they love these kids and want to see change in them; The people I have met (school dist/police/private sector) really do.

### Why such dedication?

- "People want to see change, there is no more waiting for things to change."

### Next Generation of YIN Look Like?

- See the same: commitment, visionary leadership, CLEAR vision
- Youth Empowered
  - DPC trained
  - Have them at the table when decisions are made
- A *whole* community thing vs. just some of
  - Govt. officials, school police, business
- Community Education
  - In reaction to the demographic shift (why/how this happen – discussions on this)
  - Create a more transparent community.
    - *me: How do we get there?*
    - "I don't know, but w/YIN we are getting there"
      - By virtue of YIN model of building relationships with those in the community. Leveling. unifying vision. same heart.
- Growing
  - can see more and more people committing
- Compass Academy

- Built into the network of services

### **DPC/HPC Influence Ideas on Community-Building?**

- “I see effectiveness (in YIN and people acting together). How people care. How people progress.”
- “I now see the *community* is committed to change. Not only for youth but for the whole community. Not only challenging youth’s lives, but families also.”
- DPC
  - “helped identify tools. Not only for me, but spread out to all sectors.”
  - Broke down barriers: ethnic, socio economic, faith
    - YIN Brings all those people together

### **Challenges**

- Finance \$ (sustainable)
- balance, care for volunteers

### **Misc**

- impressed/honored to be involved.
- The small things people have done demonstrate the kind of ethos YIN has
  - ie: phone calls to meet, other community members offering assistance w/Compass (ie Rich Watson to do books – Martha Parsons)

## 16. Andy Wong

21 October 2009

9am by phone

415.609.3733

101: company data work – cross agency data mining. Hist. difficulty getting organizations to share data

### Expectations/Initial Questions:

- Not as many directly for YIN
- Indicator what impacts success: who is at the table
- Thought YIN to be intermediary - bridge existent services
- Goal: to work ourselves out of a job

### What Surprised You?

- Never seen anything like DPC before (cites his history as coming from a cross agency background)

### Signature of YIN?

- Data driven + DPC
  - Unique, he's never seen . There is a lot of mediation programs out there. This is different.
  - usually cbo approach can be full of energy, spirit and support, but w/o data
- Network/NP not driven by govt. Keith and Iris can so easily navigate both realms: govt and NP
- Creative leadership support: city attny, School district, Chief Hyde

### Future of YIN?

- How do we institutionalize the work to go to scale?
  - "Institutionalize": where management sits, YIN stand alone or absorbed into existent organization (schools, pols etc)?
  - "Scale": as it grows
- 1. Should it grow? (is this the logical expansion?)
- 2. Can it grow?
  - We spoke re the complexities of the different data sets between city and county level.
- At some point in the medium term (2/3yrs) address the question: *how do you manage in the context of a county (vs. city)*
  - Do you want to expand the data set to include county info?
  - If so advantages:
    - Allows tracking of families moving
    - Relate services to the whole family
    - Data set more rich
    - Better more efficient wrap around services

**Questions now?**

- Replicable?
  - How does the ratio look between
    - Creative leadership : DPC/Training
    - What can be taught and what can not

**Other**

- “I like what YIN has been doing organically and how it has worked. My hope is that Keith and Iris can crack the nut on how to replicate this.”
- He was recently at a conference (...league ??) presenting best practices: cross agency data sharing
  - There is growing support/interest around this x agency approach

## **17. Micki Marchetti**

21 October 2009

10 am @ St. John's

101: Director of REACH. Been with the organization for 20 years. DPC in Danville

### **Expectations/?s**

- High Spirited endeavor
- Had a 'wait and see attitude"
- Mindful of his organization
- "This is not a program" – liked this
- Impression YIN has "a healthy sense of flux since day one. In my mind YIN has never been too relaxed. There is a great sense of energy about it, DPC grounds it."

### **Surprised**

- # of volunteers
  - degree to which YIN has engaged and sustained ("people stick around") volunteers
  - YIN tapped untapped resource
- Relationship to DPC
  - thanks to YIN now connected to DPC

### **Next Generation of YIN**

- "I don't know. I don't know. It has been such a journey of surprises."
- ?: where is the critical junction for it? Not sure that YIN has reached that yet.
- Hope it sustains/remains
- Would like to see REACH as built into the referral process
  - families not going into the YIN program be referred to REACH services.

### **Reach and YIN partnership**

- Had concern about YIN capacity: "what happens for families not good fit with YIN?"
  - Considers himself a bit distant from how this process went so doesn't know exactly what happened to those families
- Respects the model of YIN – embrace what can be done.

### **Key challenges**

- Sustainability
  - funding
  - staff structure (burn out – "common sense it would happen. Not for lack of commitment.")

### **DPC/HPC Influence ideas on Community building?**



- Impacted by the possibilities
- Iceberg very useful/relevant
- *me: "shift philosophically?"*
  - "Yes at concept level. re TIDES model."
    - Now understanding of need of community
    - Provides with a sense of hope:
      - Pro-active
      - tied into comm. building.
      - it is not so big that model like that couldn't be realized

### **Anyone missing?**

- Nope. Absolutely not.

### **Other**

- "what our young people need is the stability of youth committed organizations - regardless of their concentration."
- "There are more and more kids just 'walking around' with nothing to do."
- "Hope. Our community needs that. Something to rally (them to action)."
- *me: Is that agent (rally) missing?*
  - Collectively – yes.
- Difficulty: finding the time for imagining. so busy at work.

## 18. Chief Jim Hyde

21 October 2009

3pm @ St. John's

101

YIN Co-Founder

July '06 1<sup>st</sup> outside chief in Antioch in 20 yrs. Antioch ripe for change.

Pols/Community relationship historically distant: i.e. no out reach, hiring slow.

16 years City Sacramento. Significant work w/PTSD and trauma services.

MA in clinical psych, PhD in Org Psych

Big advocate on focus groups

### Vision/Evolution/Expectations

- **Past**
  - Involvement w / gang task force
  - stats
  - youth violence
- **In Antioch**
  - crime stats show Youth at heart of the issues
- Collaboration
  - Chief (silo phenomenon) + Iris (High Performing Communities) = YIN
  - First project – resource manual.
    - example of need: single mom on meth/pregnant. she goes to police: “immediate problem?”. school: “not our issue – try counselor”. Counselor: “lets talk”. = problem solving – shift upward/elsewhere
    - Hopefully network to connect silos
    - Who to give the resource book to?
  - Iris begin work in the school
  - Research (ready, aim, fire. vs. ready, fire.)
  - Enter Colin and DPC
  - Pilot – Kiki. Successful.

### Surprised you?

- Level of volunteerism
  - there is *actual* follow through and commitment
    - “this isn’t easy work.” Which is why the team approach in training works so well
- Training
  - conflict mediation methodology
  - level of trainers (ex: Colin & Rich – excellent)
- Multi-Disciplinary approach at the community level (this is new to him)

### Secret to YIN success/YIN signature?

- Don’t talk to the government

- Don't waste time
- Professionalism + Expertise
  - "You're professional, act like it."
  - Recruiting the right people: motivated, creative, experts

### **Why drawing such a commitment – personally and collectively?**

- Community at a tipping point:
  - Fast growth – building boom w/out a community forming process
  - Race labeling
  - Iris and Chief declared community crisis (w/stats on school performance and crime) = people falling into action

### **Vision of YIN in the future?**

- More families served/involved
- Expand foundation/diagnostic for "evidence-based" approach
  - Social Return on Investment (SRI) => developed further
    - ie: reduced trips to principle/ER etc.
- Tracking for sustainability
- Replicate
  - First asking "can we replicate this? Do we have leadership in the key points? Are the Police Chief, Hospital, State services on board?"
- Implement counseling partnership with JFK

### **Anyone Missing?**

- Government.
  - They will come to YIN on YIN terms and offer their part in time.

### **Other**

- "We are looking for significance. Have we changed behavior?
  - Changed behavior around:
    - Education – really preparing for LIFE
    - "bad behavior" – i.e. that which generates police work
    - Medically – are they living a lower-risk lifestyle?"

**19. Lesia Bell**  
22 October 2009  
9am @ St. John's

101

Director of \_\_\_\_ w.YIN  
BA in Social Science

12 Years director of youth program at the church. "We (+iris) always talked about something like this (YIN) but we were too busy." Worked with issues of abuse in the area before. Mother of 4.

### **Expectations/Surprises**

- On mediation pairings:
  - "How will I pair these people together? Oh my god this is not going to be good." –and turns out great
  - Racist Resistant attitudes of families
    - "Don't want any white involved with our family." –and tutor is white and family loves – calls Lesia crying and saying thank you.
- The importance of the work done by Family Advocates
  - Mediation only brings to the surface what families are willing to show
    - example of Pilipino daughter – break through with her mom in meeting AFTER mediation

### **Vision of Future Generation of YIN?**

- All those who can physically be involved are
  - if physically unable – support
- Youth exposed to all they want to do in life
  - professionals – joining as mentors – let youth shadow in their workplace
  - hands on experience far ahead in life
  - let people see them as human
- Culture of community transformed
  - taking responsibility for each other
  - youth afraid to commit crime because community knows them

### **Challenges facing YIN?**

- Family Advocates
  - not enough
  - those now family advocates – get their story out to their communities. See them as making change. "Then maybe we can change neighborhood."
- YIN office space
  - Place for staff
  - YIN youth – volunteering/mentoring

**Missing?**

- Probation
- Housing
  - to prioritize emergency resources

**Other**

- “Have we done anything? No. We are just there. Families change.”
- “If we are going to change the community, we are not going to treat this (YIN Family) like a case – but like a *family*.”

## 20. Arlene Mornick

22 October 2009

10:15 @ City Hall

101

Assistant City manager

Been at post 3 years

Live in Walnut Creek – feels very much apart of this community

### Expectations/Questions for YIN?

- How is YIN going to bring the rest of the community on board (those that didn't want to see it happen)?

### Surprised you?

- Gelled the community
  - Naysayers became involved and are now big advocates
  - "Brought together community."
    - *me: Can you give me any examples?*
      - From her position used to hear citizen complaints about wrongful detention, profiling. Surmises that those have decreased
- YIN Addressing problems with the schools – Indirectly
  - people have been receptive to this (in and out of the schools)
- Staff interest in community as a result of DPC training

### What is the secret to YIN's success?

- Getting base of people who want it to continue
  - concentration of LOCALS people in the city
  - Iris – "a champion of the cause plus the personality."

### Next Generation of YIN- what does it look like?

- More Iris(es)
  - committed, does what it takes
- The network addresses new issues in the community
  - works in *this* city. YIN efforts concentrated here.
- Improved Feedback to those in the network
  - "How can we improve/critically assess the YIN operational process for communication (/in the network)." –especially if YIN grows larger.

### Anyone Missing/You'd like to see more of at the table?

- Council members
- Politicians (in all elected offices in the city)
  - This is challenging because for some politicians, working with YIN requires relinquishing their stand on certain issues. (BC YIN becoming more mainstream – whereas views are articulated in opposition to 'mainstream'.

**Challenges?**

- Sustaining the effort
  - Volunteers especially

**HPC/DPC Influence your views on community building?**

- Model can only work (HPC) when shared
- "I've seen how this (YIN) model is changing the community."

**Have you changed?**

- Yes. DPC communication skills applicable to work/life.

**Misc**

- "The more people go through DPC training, the better off as a community we will be."

## **21. Johnny Rodriguez**

22 October 2009

11:20 @ St. John's

101

ED Youth Organization One Day at a Time. Gang intervention/prevention 9 months, 36 wk program. Mentor w/Los Madanos CC. Collaborative partner with YIN.

### **Expectations/Questions going into YIN?**

- Withhold judgment – wait and see
- Skeptical
  - Of whole group – only Latino at the table
  - Guy from Ireland is going to come speak to us?
  - New organization, new group – why they here? power tripping?
- People are committed
  - professional dedicating 5 days of their time to training
- People (at Danville) asked lots of questions.
  - “If you don’t want dialogue, you don’t ask a question.

### **Surprised you?**

- How fast ALL players were mobilized
  - Things don’t happen unless people really believe in them
    - YIN has:
      - Passion/Heart
      - Leadership
      - Structure- organized and smart

### **Next generation of YIN look like?**

- “Hard to speak, because not as entrenched as those who may be doing it.”
- Needs to be bi-lingual
- Youth involved
  - Trained to be mediators
  - Find the right group and train them well
    - “Find the kids who know what time it is.”
  - Their voices are needed
    - “Dealing with kids the truth comes out blunt. They say it like it is. Adults are too comfortable.”
  - “The reality is that we will step to the side one day.”

### **YIN + One Day at a Time**

- Ideal to collaborate – it needs to happen. “It’d be dumb not to.”
- One Day at a Time can recommend youth to YIN

### **Challenges?**

- Get the “right people” in place to work with kids. (re the Youth involved in YIN leadership vision)



- *me: Is there a formula for these "right people?"*
- No. Absolutely not. It is where their heart is. Kids can sense this.

**Misc**

- Lego exercise – think is brilliant
- “YIN embracing of our (ODAT) work, what we do.”
- “People want to be involved in something real.”

## 22. Linda Vogelgesang

22 October 2009

2:30 @ Linda's Home

101

Pastor at St. John's church. Member of FB YIN sub-committee.

### Expectations?

- Another school program they'd implement at schools or after school
- Unsure how it (all different ideas/visions) was all going to fit together
- Wasn't until training on the third/fourth day that she realized what it meant.
  - As in, it captured what paper can't explain. Further vision was caught
  - She had been at meetings etc. and the players at the table – wasn't until training that she understood what the table was.
- Saw YIN as umbrella organization (vs. acting together on something new)
  - really breaking down silos
- Some question marks around funding

### Surprises?

- How many people of faith involved.
  - God blessed the right people and right time
- *Quality* of people!
  - i.e. Dineen, Lesia, Iris, & Keith
- Vision of people so much bigger than ever could have thought
  - AND ITS WORKING!
- Politics have given way
  - get impression silo-centric community – sees this in the faith community.
    - YIN has broken down some of these walls

### Next generation of YIN look like?

- YIN normal way of operating in Antioch
  - just apart of the fabric
  - "YIN won't succeed until it is just 'of course' part of this city."
- 75% vs 25% moving out of school
  - (reverse of actual scores)
- Perception of Education transformed
  - There exists worthwhile education
    - *and families and Kids see it that way*
  - Family structure helps youth to succeed
    - Family structure exists
    - Youth are valued by their family
- People proud to say they are from Antioch
  - Jobs would see this is a place that cares about its youth
  - YIN Effect the culture of Antioch
  - High-functioning school system

- Things kids to do , to be involved with
- Proactive community
- YIN growing bigger
- Leadership Replaceable
  - in 2-3 years when YIN outgrown infancy it will not be as dependant on its founders (Iris and the Chief)

### **What do you see at the main challenges?**

- Vision continues to be caught.
  - People really understand and are committed in the same way
- YIN is known
  - Awareness-raising on the supply end/referral end. (hospitals, probation, schools)
- Complexity of scaling up
  - what happens when there is multiple in-takes?
- As things changes we don't become complacent (this would happen as a result of seeing things improve and thus coasting).
- Continue to talk to one another
  - "Right now I can pick up the phone and call Federal Glover or the Chief. In ten years will this still be true?"
  - This is the only way that YIN will succeed. There will be new players and new issues

### **How will the vision "continue to be caught"?**

- Promote success stories
  - 7 x 7: old marketing axiom. same message, seven times, seven different ways
- Providence
- Families that have seen success with YIN work in YIN.
  - they train and move forward
- Broader base of vols – word will spread

### **Who is missing?**

- Latino community
- Business Community
  - are they aware of YIN?
- City Council
- Retired folks
- School Dist (more of)
  - Love to see more school dist folks trained.
    - Because they are in constant interface with kids – thus best to refer
- Representative of kids 18+
  - foster care system involved

### **HPC/DPC Influence your views on community building?**

- Certainly informed them.
- Was aware of the concepts on a certain level, training and models gave a language
- Iceberg model
  - Valuable
  - “Once the conflict on top is resolved, who needs to be communicated with beneath? Never considered this before.”
  - Model makes sense – can understand the ripple of conflict below from experience with church.
- Mediation
  - Sees application of the steps
  - Now looks at a conflict and will assess where they are at (relative to the stages) and therefore, therefore concludes the most productive thing to do at that stage is X.
- FEARS
  - Language, and triangle shape all help explain the tension that exists in our society (ie bottom pushing up and the top maintaining suppression.
    - now can see who is pushing and who is pushing against

### **Have you changed?**

- Yes. I have a whole new skill set
- Whole new appreciation for young people.
  - Previously experience with youth was through her sons and the swimming community.
  - Because of YIN screening process, has had the chance to hear kids stories
    - Now sees so much hope, leadership, and tenacity in the midst of hardship. Sees the street smarts.
    - This goes back to YIN breaking barriers

## 23. Abdul Rahman

23 October 2009

9am @ St. John's

101

Family in the area. Engineer. Board of Trustees (something equivalent) for the Mosque in Antioch. Few years ago – mosque burned – experience great community support in response to the fire. Moved to Antioch from Daly City. Of Antioch: “Grown to love it here. With all the problems you hear about it, I believe it is our work to get involved and do something about them.”

DPC in Danville

### **Expectations?**

- Statistical improvement at school
  - i.e. crime or academic performance
  - A safer community for my kids or my community
  - More people committing: “I saw people coming forward. City, Schools, Faith groups

### **Surprises?**

- # people coming forward and level of energy with each new batch of people (through the DPC training)
  - “When you go through the training – there is this ‘WOW! This is it!’ New levels of enthusiasm. That is part of what keeps this going.”
- Iris is amazing
- “I’d have been surprised if YIN died.”

### **Any parties missing from the Network?**

- Faith members – people in leadership of different denominations (according to city’s stats)
- Politicians
  - Dist/city/state level
- Cultural groups
- Private sector
- Local businesses
- “We should do a better job of lining up these ground shakers.”

### **Next Generation of YIN – what does it look like?**

- Initial executive committee – statistically highlight progress or lack thereof
- More youth involved
  - would like to see graduates of the program take over
    - “That would be a true reflection of what this program can do.”
- More connection to other cultures
  - study exchanges, meeting with local different cultural groups (philipino/latino)
- More interaction with w/Business

- partner with businesses to include programs for youth
- get states to subsidize internships
- Changed youth mentality
  - from crime and killing to becoming active contributing citizens
  - that they know the value of money (personal finance classes)
- Duplicated
  - nationally, globally

## **Challenges**

- Protected from the political elements
  - see people with other agendas getting involved
    - How to mitigate this: verbiage in bi-laws, YIN admin structure that can foresee tort issues.
- Volunteering stay at the base
  - thinks it has to stay this way
  - need to have a think tank on this – on how-to maintain, sustain and progress volunteers.
  - have a minimal financial incentive to attract employment
- Finance
  - enough to do and to do right
  - committee to ensure we are financially sound
  - PR representative in Sacramento
    - to advocate and shield YIN from politics
- Duplication of Leadership
  - power and energy
  - this is an issue in key positions
  - lining up new leadership

## **HPC/DPC Influence your views on community building?**

- “The training triggered light bulbs of how I’d like to see the ideal community.”
- These models were realistic and holistic
  - Referenced the words for conflict/words for peace – what does an ideal world look like exercise: “I’d never thought of it in that way. Is that even realistic? In order for the quality of good to be classified, it is done so in contrast to bad.” (FEARS/TIDES) This has strong relevance to community building.

## **24. Chavean Yarbourough-Orr**

23 October 2009

1:30pm @ St. John's

101

Family mediator now advocate. Woman of strong faith. Mother of six – and grandmother.

### **Expectations?**

- Saw YIN bringing people together. People fall through the cracks. Youth feel they are isolated
- Skeptical
  - Would this just rally and then fizzle out?
  - How were all these entities going to come together
  - What about my role?

### **Surprised you?**

- "People operate in such a box, DPC opens up that box."
- That people in training had difficulty getting past themselves. It was challenging to grasp the concepts.

### **Have you changed?**

- Valuable experience to see those around her, especially those in positions of power (ie police) as people on equal level.
- Her ability to interact with them "confirmed who I was even moreso."
- Important tool (DPC) and experience in the evolution of who Chavean is.

### **DPC?**

- DPC is a tool to deal with something that is not as straightforward.
- Direct, helps individual get to the heart of what is really going on in the conflict.
  - analogy of lancing the blister. painful but thorough. Also analogy of dredging the Lake Merit where she grew up in Oakland.
- Hardest part: remaining composed, staying with the book (DPC manual)
- "Mediation teaches you how to listen. Allows a release of something that never has been before. Mediation teaches me how to hear people."

### **Next generation of YIN look like?**

- Pray that those involved are sincere.
  - people there for the families. people not coming for the accolades.
- Intergenerational
- Word spreading – people broadcast their successes
- Individuals coming together for a single cause: "to save children and restore families.
- People keeping plugged in.

- Lines of communication stay open between the various “silos” or services to best serve the youth/community
- in order for this to be done, they must trust one another. trust needs to be restored.
- Community holds common values:
  - trust
  - loyalty
  - commitment
  - heart thing

### **HPC/DPC Influence your views on community building?**

- Influence yes, change, no.
- “No because I come from the old school. Village to raise the youth and the villagers listen and respect each other.”
  - “DPC/YIN bringing back the old school in a functional way.”

### **Challenges facing YIN?**

- Money
- Flood of individuals who really stick with it, whose heart is in it
- Burn out of leadership

### **Who else would you like to see involved?**

- Local faith-based communities
  - “This is an untapped resource! Tap in!”
  - FB communities looking for more
- Schools (more)
  - Deer Valley, Freemont, Heritage
  - “Kids in every school need YIN.”
- Special Needs sector

### **Suggestions:**

- Stay personable
- Keep hands on approach

When it gets tough and rough, stick it out.



## 25. Marilyn Watson

25 October 2009

Oakland

101

Previous DPC affiliation. Career in education system – HS counselor. Now, provides DPC Brush Up/Mediation practice for YIN mediators.

### Expectations?

- Collaboration of Agencies
  - forming web to ‘catch youth’, to empower them, to make live more possible, more safe, future building.
- YIN would be something never before seen
- Was about getting people together

### Surprises?

- Depth of commitment
  - “I was surprised to see people from past trainings still showing up, still excited. The vibrancy!”
- Depth of transformation
- “The role of DPC – It has been the wheels of YIN. DPC has enabled a huge amount of movement.”
- Transcending our differences.
  - Focus on humanity
    - “The essence of our being together is focused on being the best human being we can be rather than our racial identities.”
- YIN Structure
  - Mediated such diversity: generational, racial – no family make up was the same
- Diversity of approaches
  - “you get a group like this together and it would be easy to make the assumption you think alike (because on the same side of the issue).”

### HPC/DPC Influence your views on community building?

- *This question was not explicitly posed to Marilyn. However we did discuss it indirectly. She speaks DPC ☺*
- Value of pillars – such a useful tool to see how to get the root of true community.
- An increased awareness around the critical voice in the room.
  - the importance of embracing it – the recognition you can not ignore it.
  - “If I saw critical – where is that in the TIDES model? You can’t default to safe ground and move into a high performing community.”

### What does the next generation of YIN look like?

- “Gosh! We’re still forming the first!”

- We will all see one another in the learning
  - Youth hold each other responsible (grads of YIN youth).
- YIN Building Space
  - Model where kids volunteer
  - Some work rewarded by \$ but also increased responsibility
  - Foster values
- Fresh leadership – from the youth
  - “Think of kids in 20 years. What a different set of nourishment they would have received.”
- Expanding
  - YIN in Antioch serves as framework for other communities.
  - Very important to get it right (which there is no such thing exactly as “right” embraces the wrong) for ourselves here first.
  - Move into other aspects – i.e. sustainable living
- Electric Cars
  - as shuttle from BART out to Antioch. Youth can drive. Great advertisement for YIN (Have the YIN logo on the care perhaps) - show youth engaging positively with the community

### **Challenges you see facing YIN?**

- Leadership Factor
  - How is it going to develop out?
  - Organizationally: combining vs. collaborating
    - re w/existent and future partners
- Next steps for YIN
  - Conversation how do we transfer this into new focuses (sustainable living, social justice).
  - How much does YIN take on?
- Antioch/Pittsburg tension
  - would like to see that fronted up.
- Time taken for YIN to develop
  - “Really important YIN get it right for ourselves where we see as important:
    - Learning to disagree
    - Get sorted down to pillars (been really useful to her)
    - Responsive/ible to diversity
      - What this looks like, sounds like, help it, soften it
      - Hold others responsible.”

### **Anyone missing?**

- Curious about the leadership in the non-faith based community leadership (sees a lot of Christian community represented)

## 26. Rich Watson

25 October 2009

Oakland

101

Finance with Vesper. Original link of DPC to YIN. DPC trainer. Oakland community member. DPC training with incoming mediators. On YIN Executive Board.

### Expectations?

- Working on the community/grassroots level
  - working at this level was totally new to him
- Much Unwritten
  - Knew had DPC skills, not know how it'd be received
- Told DPC would be team building tool for stakeholders
- Joining of visions (DPC + HPC of Emerald Consult)

### Surprises?

- Breadth of people touched in the same way and now working together
  - *breadth*: variety of people gathered, conflicts (between groups, org/CBOs) – some directly on the surface
- “Expanded my world”
  - Never worked with: African Americans, strong Christians. From this new experiences, new conversations.
- Clarify personal role
  - re DPC skill set and organizational experience
- “I realized such a small group with vision can make a difference.”
  - *me: had you not believed that?*
    - “I needed to live it. To experience it as my world.”

### Next generation of YIN – what does it look like?

- YIN model absorbed and institutionalized to achieve HPC
  - so on the issue of X exists, and needs to be addressed in the HPC - there is a network that arises to address it.
  - “our job as Different Tracks – what resources can we bring to help them do this?”
  - New models around different issues will also be
- YIN fully integrated into the community
  - City itself sees YIN as in their interest
  - YIN has operational base in place w/organizations working with
- Future leadership from new generation
  - It will come from those that are already out doing the work now (all ages 26-60).
  - From graduates of YIN
  - Youth graduating from HS and College
- Antioch as true High Performing Community
- Deeper *transformation* of community

- requires expansion of the learning community
- “begins with the individual, but extends to the whole community.”
- “everything we’ve achieved has been because of personal responsibility. People have been gripped and wanted to change.”

### **Challenges facing YIN?**

- YIN on a strong organizational base.
  - to sustain the work
  - This takes time
    - ie we only just realized that YIN will have some case management
  - Identify capacity
    - “Consciously, YIN knows what we are doing. ie mediation time frame, advocacy, referral process etc. We need a definition of our own 1. Focus and 2. Capacity.”
    - “we need to know what we can contribute, and know what other need to.”
- Time and resources to follow up on opportunities in YIN
  - law academy, mentoring curriculum (Alphonso’s work)
- Tap into YIN families
  - they become mediators
  - trainers/training
  - use youth

### **Anyone missing?**

- Counseling
- Probation
- Children Services
- City Council

### **Have you changed?**

- New found vocational purpose
  - “I have a specific focus for the last ten years of my work. I say that in the perspective of a work life that has been quite varied and circumstantial.”
  - “This is something I can be involved in that really makes a difference in this critical time.”

### **DPC**

- “Real sense of diversity. A group of people who wouldn’t have socialized together.”
- “Something in their humanity is touched with this.”
- “Amazing people. They are regular people doing extraordinary things.”

**Misc.**

- “We need to be thinking strategically.”
  - Even if we only act on the local level, that we keep in mind the ways in which the action would scale up
    - example: Electric cars, get a few for YIN Antioch, with YIN logo on the car. But in the purchasing, speak to the company at corporate level, tell them about what we are doing – get sponsorship or set some contract so that when organically we grow –the partnership is already there.
  - only ever do “pilot” if collaborative is there for the long haul.

## **27. Dr. Don Gill**

27 October 2009

11:30 @ AUSD Offices

101

Superintendent of Antioch Unified School District.

Area of study/interest – Parent Choice, Family Participation in education.

Long history in education – exp consisting of: janitor, teacher, principle, administration in county office 12yrs, curriculum director at charter school non-profit. Exposure to urban education (Bakersfield, LA). New to Superintendent post.

### **Expectations?**

- Innovative
  - looked at using community services in an integrated way. No service duplication
  - School district, working with the city, with police
- Attended mediation roundtable
  - Heard expressed frustration at school dist for not supplying the entirety of pre-agreed info (records, info to paint picture of family in crisis)

### **Surprises?**

- The Spirit of those doing the work!
  - w/ or w/out money
  - Sees level of commitment beyond the norm.
  - “The belief in the work is so important they can not abandon it.”

### **Challenges facing YIN?**

- Money
- Liability –from SD view
  - If something catastrophic occurred – safety of students/volunteers/teachers etc
  - Broadening the scope of YIN is going to expose higher level of risk in today’s litigious society

### **Any parties missing at the table?**

- Sees need to develop Principals, Teachers and Parents
  - suggests- internal player promote
  - Tony Shaw – Student Support Services – as key player. good he is there.

### **Next generation of YIN?**

- Fully funded
  - from state and federal money
- Model replicated
  - sharing at conferences or in communities

- spreading globally in partnership
- Focus on families in crisis = disconnected youth
  - “Because YIN is about building capacity of families to deal with w/social services in order to bring level of wholeness.”

**Misc**

- Helps the school district that the board of education is on board
  - speaks of a level of commitment
- AUSD getting new student info system – more robust and should streamline data sharing and storing for students.
- “YIN doesn’t pull resources from the SD except people’s time.”

**YOUTH VENTURES JOINT POWERS AUTHORITY  
BOARD OF TRUSTEES REPORT**

**TO:** Board of Trustees  
**FROM:** Josefina Alvarado Mena, Chief Executive Director  
**DATE:** January 25, 2010  
**RE:** Report on Safe Passages and Youth Ventures Current Strategies including Elev8 and other Strategies. (Informational Report) – **Elev8 Oakland.**

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**Summary**

The Oakland Elev8 proposal was submitted to Atlantic Philanthropies in December, 2007 and a final addendum was submitted in January 2008. The grant was formally approved by The Atlantic Philanthropies Board of Directors on March 12, 2008. This report will cover the implementation activities from Summer 2009 to December 2009.

**Background**

The Atlantic Philanthropies is a limited-life foundation, one that is committed to spending its entire multibillion dollar endowment by 2020. Through its Elev8 Initiative, the Atlantic Philanthropies seeks to make lasting changes in the lives of disadvantaged children and youth through preventive programs that keep them engaged in learning, healthy and connected to key supports. Elev8 focuses on adolescent middle school population.

Elev8 priority areas include: 1) Learning (Extended Day); 2) Health – including physical, dental and mental health; 3) Supports – family support. Programs and services will include: medical services through the establishment of school health centers, extended day programming, creation of “one stop” school site centers for parents where families would receive financial, education and health referral services.

In 2007, Atlantic Philanthropies invited three cities and one state to apply for the Elev8: Chicago, Oakland, Baltimore, and the State of New Mexico. To date, the State of New Mexico, Chicago and Oakland and now Baltimore have all received implementation awards from the foundation.

***Elev8 Oakland Mission and Vision***

The Atlantic Philanthropies' Elev8 in Oakland envisions a community where all young people have the opportunity to realize their full potential. The Elev8 Oakland is based on the premises that access to educational opportunity, health services, and family support should not be dictated by race or socio-economic status, and that healthy and supported young people are better prepared to learn and succeed.

The project adheres to national youth development principles that build on young people's strengths and innate abilities, and addresses their developmental needs. The plan of action described in the Oakland proposal brings together four jurisdictional bodies including the State of California, Alameda County, City of Oakland and the Oakland Unified School District (OUSD).



### Sites served

Five school campuses **Calvin Simmons, Cole, Havenscourt, Madison, Roosevelt** were selected by the Oakland partners to participate in Elev8 Oakland; the selection was based on criteria that included socio-economic need and disparity, health profiles, academic performance and neighborhood crime data for the 2007-2008 school year.

<b>Elev8 School Site</b>	<b>Enrollment 2007-08</b>	<b>Free &amp; Reduced Lunch</b>	<b>English Language Learner</b>	<b>Exceptional Needs</b>
*Calvin Simmons	540	459 (85%)	208 (38.6%)	48 (9%)
**Cole	211	175 (83%)	19 (9%)	14 (7%)
Havenscourt	547	470 (86%)	168 (31%)	35 (6.4%)
Madison	315	252 (80%)	104 (33%)	14 (4%)
Roosevelt	760	646 (85%)	180 (24%)	93 (12%)
<b>Total</b>	<b>2373</b>	<b>2002 (84%)</b>	<b>679 (29%)</b>	<b>204 (8.5%)</b>

\* During the 2008-2009 school year Calvin Simmons had two middle school campuses: Peralta Creek and United for Success. Peralta Creek was phased out at the end of the school year.

\* \*\*During the 2008-2009 school year OUSD made a decision to phase Cole out and selected West Oakland Middle School campus located on the former Lowell campus to serve West Oakland middle schoolers.

### Service Components

The Elev8 Oakland Demonstration proposes to develop and implement the following services at each of the five school campuses during the **four-year implementation phase** of the initiative (2008-2012):

#### *Learning/Extended Day*

- Academic support activities targeted to the highest-need children across the five sites;
- Extended day academic support; and
- Saturday school and summer transition programs.

#### *Health Services*

- Health Education across the five sites;
- Build 4 new School Based Health Centers (SBHC) at Madison, Calvin Simmons, Cole, and Havenscourt campuses, and expand the existing clinic at Roosevelt Middle School;
- The clinics would provide physical, mental and dental health services, and case management services;
- Additional nutrition services and nutrition trainers.

#### *Family Support*

- Hire 5 Family Advocates who would work with families in developing their financial, health and educational skills and opportunities;
- Placement of Alameda County Eligibility Technicians who would assist families in enrolling for government benefits;
- Establishment of adult education services including ESL/DBET courses, parenting and job skills courses.

- Establishment of legal services.

## **Elev8 Oakland Implementation Update**

### ***Learning/Extended Day***

Elev8 Oakland worked with Complimentary Learning and school site principals to develop an innovative partnership with the Mills College School of Education. Graduate level School of Education students are currently providing intensive academic support with a focused group of the highest need students at each of the Elev8 Oakland sites as of September 2008. Graduate student teachers are supervised and coached by Dr. Julie Duff who has extensive experience in supervising teachers.

Julie Duff received her Ph.D. in Education from Stanford University in 1997. As an Instructor at the University of California Berkeley, she taught children's social, emotional and intellectual development to graduate students receiving their teaching credential from the School of Education. She has also supervised graduate students at Stanford University, UC Berkeley and Mills College in numerous educational research projects in fulfillment of their Master's degree in Education. Currently a resident of East Oakland, Julie enthusiastically joins the Elev8 team as the supervisor of the Mills College students.

At a 5:1 ratio, middle school students focus on increasing their skills in math, science or language arts depending upon their need. Individual academic plans will be developed for all high need students participating in the intensive academic support program.

The following Elev8 school sites were assigned Mills College Graduate School of Education instructors at the beginning of the 2009/2010 school year: United For Success; Roosevelt; and Madison. Students who scored "far below basic" or "below basic" in the math and language arts state assessments are receiving instruction in a small group setting at these sites. At Madison, 2 Mills instructors are assigned as well as 3 Madison teachers to implement this component. At Havenscourt a total of 6 campus teachers implement this component. A total of 85 students across these Elev8 schools are being served under this component.

### ***Summer School Implementation***

Roughly 500 students attended Elev8 summer programming during the summer 2009. Site administrators were pleased with the attendance, curricula and Elev8 recommended student 10:1 ratio. Each Elev8 school site had four weeks of summer school including Math, English Language Arts, Enrichment and Transition programs. Algebra Academies were offered on site and/or at near-by high schools for outgoing 8<sup>th</sup> graders for an additional week of programming. Per Atlantic Philanthropies guidelines, Elev8 funding supported academic, enrichment and transition programming for incoming sixth graders and outgoing eighth graders. The Elev8 Oakland team developed a Transition curriculum that addresses key transition points and social/emotional development. The curriculum focuses on developing social emotional skills to prepare students at key transitions (i.e. 5<sup>th</sup> to 6<sup>th</sup> grade and 8<sup>th</sup> to 9<sup>th</sup> grade). School district funding supported programming targeting rising 7<sup>th</sup> and 8<sup>th</sup> graders, and the Algebra Academies. This year, Elev8 Oakland is beginning another round of summer school planning with Complimentary Learning and school site principals to develop 2010 summer school programming.

### *Saturday School Implementation*

In the second year of implementation all five Elev8 campuses are offering Saturday schools. Topics range from the *History of Gangs Class*, to *Borne Leaders* and reading and math interventions. Currently 185 students from across Elev8 sites participate in Saturday school programming.

### *Family Engagement*

Family Resource Centers have been developed at all five sites. These centers offer adult educational classes including ESL, parenting and computer literacy. Further each center provides information for parents/guardians related to job opportunities and provides referrals to county and community-based resources. Family Advocates at each site are housed in these centers and are instrumental in engaging families. The Family Resource Centers are also being used to implement the Volunteer Income Tax Assistance (VITA) efforts.

### *Volunteer Income Tax Assistance Efforts*

As part of the commitment made to The Atlantic Philanthropies in the Elev8 Oakland proposal, the public systems agreed to work together to implement tax clinics at the Elev8 school sites. The Internal Revenue Service in partnership with City of Oakland and the United Way took the lead in training volunteers for the tax clinics. Along with the trained team of volunteers, additional staff from Safe Passages and the other local partners served as tax preparers. Each IRS certified tax preparer received 32 hours of training. All prepared tax returns were reviewed by a trained quality assurance staff person.

Elev8 sites were successful in assisting families and community members with tax return preparation to ensure that all eligible families receive Earned Income Tax Credit and other child tax credits. Between February and April 2009, Elev8 Oakland conducted 13 days of tax clinic sessions across all five sites. Forty-six families utilized the tax clinic services and received a total of \$50,000 in federal returns. This is the first time, school sites partnered with the City of Oakland, IRS and United Way of the Bay Area to implement tax clinics at the schools. Based on the success of efforts this year, Elev8 Oakland anticipates serving more families this year and beyond.

This year Elev8 Oakland is gearing up for another season of tax clinics. The following are Elev8 Tax clinic dates:

- Havenscourt: January 21, February 6 and 16<sup>th</sup>.
- Madison: February 13, March 13 and 27<sup>th</sup>.
- Roosevelt: February 20, March 6 and 20<sup>th</sup>.
- United For Success: February 24 and 27<sup>th</sup>, March 3
- West Oakland Middle School: February 25, March 18 and April 1

### *Alameda County Food Bank Partnership*

As a result of the Elev8 Oakland partnership with the Alameda County Food bank, 125 families across Elev8 sites received gift/food baskets comprising of a whole frozen chicken, bag of rice and canned foods for the Christmas holiday. Elev8 Family Resource Centers will support dry food distributions for the neediest families throughout the school year.

### *Family Engagement Events*

Elev8 staff developed family engagement events based on monthly themes including:

- September: Healthy Bodies /Healthy Mind Month
- October: Emergency Preparedness Month- Free Infant/Child CPR Classes- parents and youth received CPR certifications. Raffle: (6) families won Family Disaster Kit, families at each site won a four person disaster kit.
- November: Nutrition Awareness Month. Raffle: (6) families won free dinners that were delivered to their homes.
- December: College Readiness Month. Each site hosted a college readiness fair. Raffle: (6) families won \$200 Safeway Gift Cards.

Raffle tickets, food, targeted home visits, and other incentives were used to encourage attendance to these events. As a result of these events family engagement has increased at Elev8 sites. For some sites like West Oakland Middle School, which drew about 100 families to one of their events, this is the first time that they have been able to attract large numbers of families to the school site. Elev8 staff will build on this momentum to deepen relationships with families throughout the school year.

### ***Health Services***

Alameda County Health Care Services Agency issued a Request for Interest application to initiate the provider selection process and subsequently the delivery of these services in Spring 2009. Service providers were selected for each Elev8 campus with the exception of Madison at the time and include the following selections:

- West Oakland Middle School/Cole: Life Long Medical Care and Healthy Oakland
- Calvin Simmons: Native American Health Center
- Havenscourt: La Clinica de La Raza
- Roosevelt: La Clinica de La Raza

During the summer of 2009, Madison selected Alameda County Public Health Department as their health provider.

### ***Dental Services***

During mandatory registration, held at the beginning of the school year, 200 students and their siblings received dental screenings administered by each sites assigned health provider in collaboration with the Alameda County Public Health Department's Office of Dental Health.

### ***Health Nutrition***

Activities included peer health education training series; diabetes workshop; and health education through P.E. classes; a workshop on healthy eating during the holidays; self esteem and body awareness activities; physical activity challenge/nutrition education Olympics.

### ***School-based Health Center/Facilities Update***

In accordance with the partner matching contributions, OUSD is contributing \$ 6.6 M from Measure B funds for the construction of the Health Based School Centers. The OUSD Facilities Department is the lead department for the construction stage and will begin construction at select school sites this school year. Meetings have been facilitated with Facilities, principals, architects and staff at the Elev8 sites to begin facilities improvements. Additionally in this first year of the grant Alameda County will deliver health education to each of the Elev8 sites.

Anticipated time-line for the School-based Health Center Construction Completion:

- Roosevelt and Calvin Simmons campuses: (Construction will begin in April 2010 for completion in Fall 2010)
- Madison: Spring 2011
- Havenscourt and West Oakland Middle: Fall 2011

**National Elev8 Program Sharing Meeting**

Oakland Elev8 hosted the December 2-4, 2009 Elev8 national convening. Representatives from all the Elev8 sites including Oakland, Baltimore, Chicago, New Mexico were in attendance as well as staff from Atlantic Philanthropies, P/PV and La France. The convening took place at Oakland's Waterfront Hotel. Oakland staff led tours of the Elev8 Oakland sites and invited Noel Gallo (OUSD school Board) and Tony Smith (OUSD superintendent) to deliver key note addresses to the group. The convening was well received.

**Program Evaluation**

Safe Passages, with collaborative partners, is working with Atlantic's national evaluation team Public/Private Ventures to determine the best performance measures for assessing the full implementation impact of this project, and for facilitating the larger cross-site national evaluation over the long term.

Per the Oakland proposal submitted to The Atlantic Philanthropies, the Oakland partners proposed the following outcome benchmarks per component:

<b>Program Implementation Objectives:</b>	<b>Possible Performance Measures:</b>
<p><i><b>Extended Day/Learning</b></i></p> <ul style="list-style-type: none"><li>▪ Academic and enrichment extended day, Saturday school and summer programs, targeting highest need, and integrated with school day.</li><li>▪ Elementary school to middle school transition support.</li><li>▪ Middle school to high school transition support.</li><li>▪ Incorporate on-going site level assessment of student academic portfolios.<sup>i</sup></li></ul>	<ul style="list-style-type: none"><li>▪ Student attendance/participation in extended day, Saturday school and summer programs.</li><li>▪ Student baseline and ongoing academic performance (test scores, GPA, local assessments).</li><li>▪ Student school day attendance rates.</li><li>▪ Number of students with internal and external school advocates.</li></ul>
<p><i><b>Health</b></i></p> <ul style="list-style-type: none"><li>▪ School based or school linked clinics provide preventive and primary health, mental health and dental services.</li><li>▪ Prevention and health promotion activities, integrated with school day achievement goals.</li></ul>	<ul style="list-style-type: none"><li>▪ Family attendance/engagement in primary care, dental and mental health services.</li><li>▪ Number of students receiving primary health, mental health and dental health services.</li><li>▪ Student and family self-report and clinical assessments re: health status, preventative behaviors, awareness and diet.</li><li>▪ Student and family health, mental health and dental health status over time, based on client records and assessments.</li><li>▪ Percentage of students immunized.</li><li>▪ Percentage of students reporting healthy eating habits.</li><li>▪ Percentage of students reporting decreased risk behaviors, i.e. violence, bullying, sexual risk taking, substance abuse.</li><li>▪ Percentage of students reporting increased protective factors, i.e.</li></ul>

Program Implementation Objectives:	Possible Performance Measures:
	<p>proper asthma management, improved health behaviors.</p> <ul style="list-style-type: none"> <li>▪ Level of student, staff, parent, and community perception of student health status, diet and physical fitness.</li> <li>▪ Percentage of students, school staff, and service providers reporting increased connections to school health services.</li> <li>▪ Student, school day attendance rates.</li> </ul>
<p><b><i>Family Support</i></b></p> <ul style="list-style-type: none"> <li>▪ Services that stabilize families and increase caregiver support to their children.</li> <li>▪ Engaging and meaningful family participation in school.</li> <li>▪ Academic and social mentoring programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Percentage of parent demand and perception that students are being held to high expectations.</li> <li>▪ Percentage of parents who are aware and satisfied with the school options for their children.</li> <li>▪ Family participation in annual one-on-one program Orientation Appointment.</li> <li>▪ Family attendance/engagement in case management, mentoring, and parenting, learning services.</li> <li>▪ Family participation in school functions and volunteer opportunities.</li> <li>▪ Family enrollment in public assistance programs, as eligible.</li> <li>▪ Families receiving the earned income tax credit.</li> <li>▪ Family self-report and clinical assessments on family stability and functioning.</li> <li>▪ Family members' enrollment in adult education classes.</li> <li>▪ Family members demonstrate increased ability to access appropriate community resources.</li> <li>▪ Family members demonstrate increased confidence and skills in order to assist their children in the academic school programs and homework after participating in parent education programs.</li> <li>▪ Student academic performance (above).</li> </ul>

There is also interest in tracking data for long term impact analysis. The program would benefit greatly from looking at some of the following indicators of program success:

- Number of students participating in and graduating with A-G requirements.
- Percentage of students meeting Academic Acceleration benchmark standards, 6 – 12.

However, this data collection effort, tracking and analysis are beyond the scope and length of this initiative. The Oakland partners would have to identify new public or private resources to develop this longitudinal study.

### ***Public Private Ventures and LaFrance Associates***

Public/Private Ventures (P/PV), the national program office of Elev8 is conducting evaluation activities that support continuous improvement efforts, determine technical assistance strategies, support sustainability, and inform funders. Their efforts focus on using a data collection system to collect and manage participant data, a youth survey and academic data to measure indicators of student success, and an activity observation tool related to the extended day learning programs. The year one Student Survey report has been completed (see attachment). The attached report presents data on several key areas of Elev8 implementation and short-term outcomes including participation in

afterschool activities, short-term indicators of academic success, perceived safety, and health care patterns.

Additionally, LFA, a San Francisco based evaluation firm is working in collaboration with P/PV to develop cases studies for each of the Elev8 Oakland sites. The case studies will explore the experiences of students, school staff, service providers and other key stakeholders, as well as changes in the school environment and operations and provider integration practices. These efforts will compliment the national effort to identify the success of integration as a way to transform schools into centers where integrated Extended Day/Learning, Health and Family Engagement services are identified as a successful model for improving student and families lives. LFA is in the process of finalizing the year one Cross School Evaluation Report.

#### *Outcome Evaluation*

Safe Passages is convening a cross agency committee to develop an Elev8 Outcomes Evaluation design that includes outcome indicators for the following (4) categories: School Engagement; Academic; Youth Development; Family; and Health.

#### **Recommendation**

Staff recommends that the Youth Ventures JPA Board of Trustees approve this update report on Elev8 Oakland.

## Attachments

### Public/Private Ventures Elev8 Oakland Evaluation Summary

The purpose of Public/Private Ventures evaluation activities is to understand and evaluate the implementation and short-term outcomes of Atlantic Philanthropies' Elev8 initiative in Oakland, Chicago, New Mexico, and Baltimore. Public/Private Ventures (P/PV), the national program office of Elev8, will conduct evaluation activities that support continuous improvement efforts, determine technical assistance strategies, support sustainability, and inform funders.

Using a **data collection system** to collect and manage participant data, a **youth survey** and **academic data** to measure indicators of student success, and an **activity observation tool** to support high quality afterschool/extended day learning programs, we will address:

- To what extent do youth and families participate in Elev8 and with what level of intensity? What are barriers to participation in Elev8 programs?
- What is the depth and breadth of integration across Elev8 components within a school and participants?
- What is the quality of afterschool/extended day learning program activities? What services are required to support improvements of afterschool/extended day learning programs?
- What are the academic, family, activity, and health profiles of Elev8 participants and non-participants? Is Elev8 participation related to improved academic, social, and health outcomes?

#### Data Collection System-ETO

A web-based data collection system, Social Solutions' ETO software, will collect data on all participants enrolled in the family supports, afterschool/extended day learning, and health components (assuming HIPAA clearance). During the Elev8 program enrollment period, parents will be asked to provide permission for collection of information. Since the enrollment period for fall has closed, we will work with Safe Passages and Elev8 school site managers to determine the best method of retroactively collecting consent forms.

The data collection system is critical to documenting Elev8's success in meeting its goals for enrollment, retention, and understanding whom Elev8 serves. The data collection system will also collect data on the types of activities in which a youth participates, and the frequency with which they participate, to understand further a participant's experience in Elev8. The enrollment and participation data will be entered or uploaded into the system by Elev8 program staff (e.g., an



afterschool staff person will enter daily afterschool program attendance for each participant at the end of each program week).

The data collection system will provide real-time data to Elev8 partners, which will allow partners and schools to make data driven decisions. As well, the data collection system provides an opportunity to make electronic referrals, and connect data between a youth and his/her family members to understand integration from a family perspective. Projected launch is spring 2009.

#### **How does this relate to Oakland's intended outcomes?**

Throughout the summary tables, understanding the number of participants in programs and 'increasing' the number of participants is highlighted. The database will allow Elev8 partners to understand baseline and ongoing participation in programs. **Examples from Summary Tables include:** Number of students trained as peer health educators, number of families accessing public benefits programs, number of adults in adult education classes, percentage of school population participating in afterschool/extended day learning programs.

#### **Youth Survey and Academic Data Collection**

A confidential youth (student) survey will be conducted annually in spring, beginning in 2009 and concluding in 2012. The goal of the survey is to measure participation in Elev8 activities, develop profiles of Elev8 participants and non-participants, and assess the short-term outcomes of students participating in Elev8. All students (grades 6, 7, and 8) in the Elev8 schools who receive written parent permission will be asked to participate in the 30 to 45 minute multiple-choice survey. Students will also be asked to indicate, in writing, their willingness to participate in the survey (assent form). Confidential surveys will include a unique identifier (ideally each youth's school ID number) to track participants and connect data between the data collection system, academic data and the survey. If we are unable to collect health participation data (due to HIPAA regulations) through the data collection system, the survey will serve as the source of information about the utility of Elev8 health services.

We will also request data from the school district so that Elev8 partners can provide directed academic support that meets the needs of participants, as well as to understand if there is a connection between participation in Elev8 programs and academic achievement. These data were of particular interest to school principals, site managers, and Safe Passages.

#### **How does this relate to Oakland's intended outcomes?**

Construct measures on the survey include: academic self- efficacy, academic achievement, school belonging, participation in Elev8 programs and other activities, perceived barriers to participation in Elev8, healthcare behaviors (including reasons for visiting the Elev8 school health clinics) , life stressors, safety, and relationships with caring adults including parents. **Examples from the summary tables include:** number of students affected by safety, participation in nutrition programs and healthy eating habits, increased connections with caring adults, and increased participation by families at school functions. Moreover, academic data analysis will look at student engagement (suspensions), academic performance (GPA), and retention rates.

#### **Afterschool/Extended Day Learning Activity Observations**

To promote high quality afterschool programs, the Elev8 afterschool/extended day learning programs will participate in annual activity observations. P/PV staff and program directors will observe participants and activity staff for the duration of activity periods (ranging from 40 to 70 minutes) using the High/Scope Program Quality Assessment Tool. The tool assesses program quality as well as identifies staff training needs. P/PV will also train program staff to utilize the observation tool independently, with the goal that they conduct ongoing assessments of quality, and use data to drive continuous improvements. Understanding the quality of services that will be integrated is a key step in understanding if integration of services is creating more positive outcomes for Elev8 participants.

**How does this relate to Oakland's intended outcomes?**

The activity observations relate to the assurance and development of high quality programming for youth. This is a necessary step to meet the intended outcomes of the extended day learning/afterschool programs that are highlighted in the summary tables. **Examples include:** homework completion, school attendance rates, connections to caring adults, and decreased retention rates.

**Next Steps**

Public/Private Ventures is working with Safe Passages, Elev8 staff, and LaFrance Associates to plan and implement these evaluation activities. Please contact Meridith Polin, Senior Program Officer, 215-557-4494 or [mpolin@ppv.org](mailto:mpolin@ppv.org), for additional information.

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# **City of Oakland Community Profiles**

**Prepared for the Youth Ventures Joint Powers  
Authority Board Meeting**

**January 25, 2010**

# Oakland Promise Neighborhoods



## Discussion Items for Today

- *Federal Initiative and Atlantic Updates*
- *Goals of Initiative – What are we trying to accomplish?*
- *Principles*
- *Oakland's Continuum of Services*
- *Neighborhood Profiles*
- *Community Engagement*

# Oakland Promise Neighborhoods



## ***Federal Initiative and Atlantic Updates***

## *About The Harlem Children's Zone Program and Finance Model*

- **Obama Administration expected to launch “Promise Neighborhoods” Initiative in 2010 - modeled after HCZ.**
- **A holistic approach to rebuilding a community so that its children can stay on track through college and go on to the job market.**
- **The goal is to create a "tipping point" in the neighborhood so that children are surrounded by an enriching environment of college-oriented peers and supportive adults.**
- **In January 2007, the Children's Zone® launched its Phase 3, expanding its comprehensive system of programs to nearly 100 blocks of Central Harlem.**

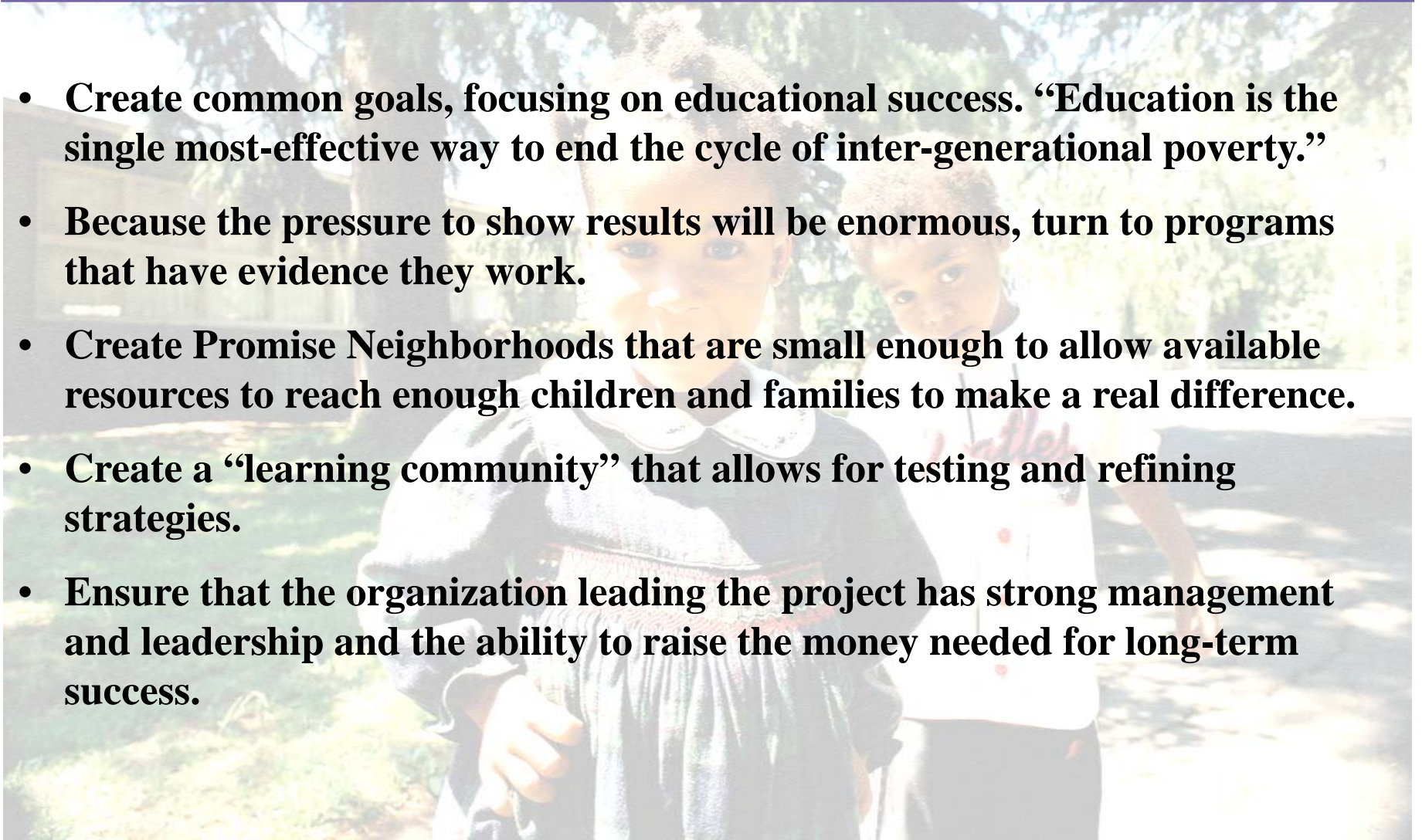


# *The Harlem Children's Zone Pipeline*



## ***Chronicle of Philanthropy: “Realizing the Promise of Promise Neighborhoods***

- **Create common goals, focusing on educational success. “Education is the single most-effective way to end the cycle of inter-generational poverty.”**
- **Because the pressure to show results will be enormous, turn to programs that have evidence they work.**
- **Create Promise Neighborhoods that are small enough to allow available resources to reach enough children and families to make a real difference.**
- **Create a “learning community” that allows for testing and refining strategies.**
- **Ensure that the organization leading the project has strong management and leadership and the ability to raise the money needed for long-term success.**





# Oakland Promise Neighborhoods



- ***Goals of Initiative***
- ***Principles***

## **JPA Mission**

**The Mission of the JPA shall be to advocate for children, youth and families in Alameda County with a special emphasis on vulnerable populations.**

# **Elev8 Oakland Mission, Vision & Theory of Change**

## **Elev8 Oakland Mission and Vision**

The Elev8 Oakland envisions a community where all young people have the opportunity to realize their full potential. The Oakland Elev8 is based on the premises that access to educational opportunity, health services, and family support should not be dictated by race or socio-economic status, and that healthy and supported young people are better prepared to learn and success.

## **Theory of Change**

The Oakland theory of change encompasses the notion that provision of integrated site-based services that meet the social, emotional, and academic needs of students will result in the following outcomes:

- Improvements in student health, well-being and connectedness;
- Improvements in school environments that result in safe and nurturing school communities;
- Improvements in students' academic achievement; and
- Increased number of families who are fully utilizing public benefit programs and on the path to self sufficiency.

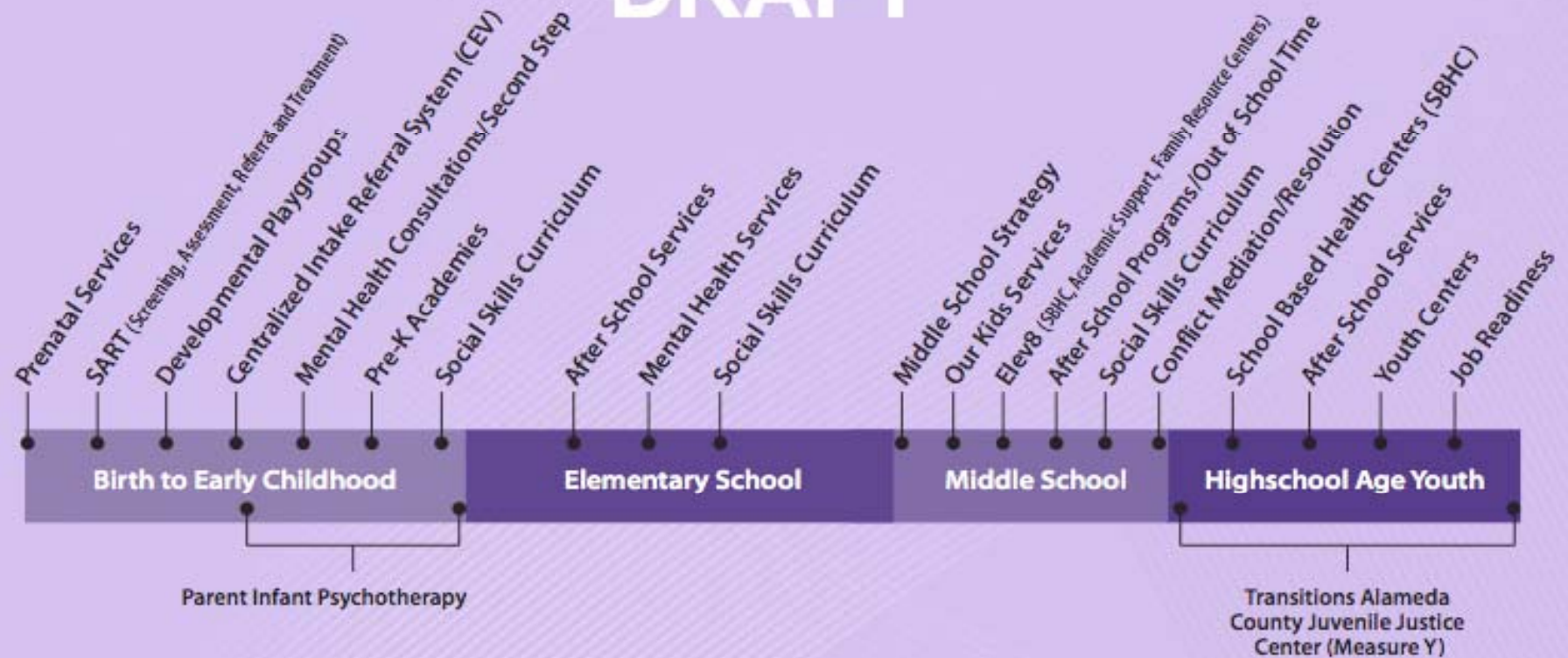
# Oakland Promise Neighborhoods



## ***Oakland's Continuum of Services***

# Oakland Continuum of Services Birth to Young Adulthood

## DRAFT





# Oakland Promise Neighborhoods



## ***Neighborhood Profiles***

# Community Profiles

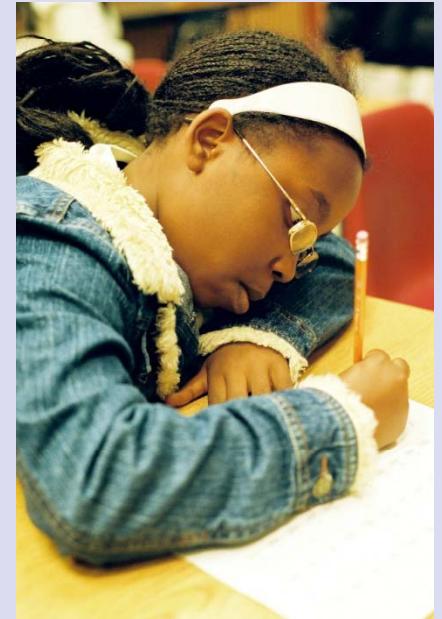
**\*West Oakland   \*Fruitvale   \*Lower San Antonio**  
**\*Havenscourt/East Oakland   \*Sobrate Park/East Oakland**



# Data Sources for Oakland Community Neighborhood Profiles

## *Needs Indicators*

- *Measure Y Stressor Data*
- *OUSD and CDE school level data*
- *Head Start (community assessment)*
- *Every Child Counts*
- *Public Health (CAPE)*
- *Social Services Data*





# Community Boundaries

## **West Oakland (W. Oakland MS)**

- **City Council District 3**
- **Street boundaries: MLK – San Pablo Ave. – Emeryville Border, to Estuary**
- **OPD Beats: 2X, 5X, 2Y, 3Y, 5Y**
- **Zip Codes: 94607**

## **Lower San Antonio (Roosevelt MS)**

- **City Council District 2**
- **Street Boundaries: 7<sup>th</sup> Avenue, E. 29<sup>th</sup> Street, 25<sup>th</sup> Avenue, to Estuary**
- **OPD Beats: 17X, 18X, 19X, 20X, 21X**
- **Zip Codes: 94606**

## **Fruitvale (United for Success MS)**

- **City Council District 5**
- **Street Boundaries: 25<sup>th</sup> Av., Brookdale/Allendale, Monticello, Estuary**
- **OPD Beats: 20X, 21X, 23X, 24X, 27X, 21Y**
- **Zip Codes: 94601**

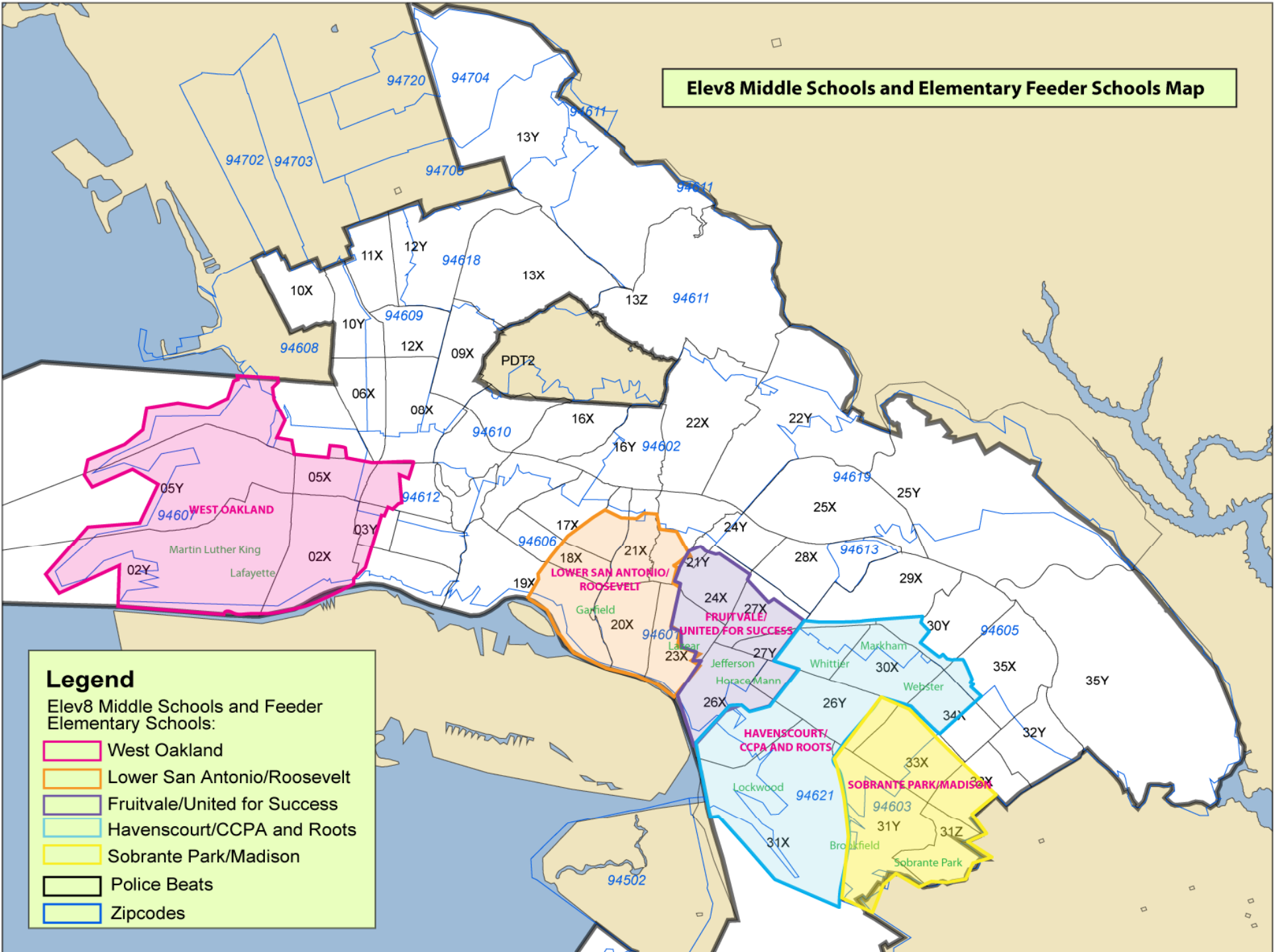
## **East Oakland – (Havenscourt MS)**

- **City Council Districts 6**
- **Street Boundaries: High Street, Holly Street, 85<sup>th</sup> Ave., Hegenberger, Estuary**
- **OPD Beats 26X, 26Y, 27X, 30X 31X, 27Y, 33X**
- **Zip Codes: 94621**

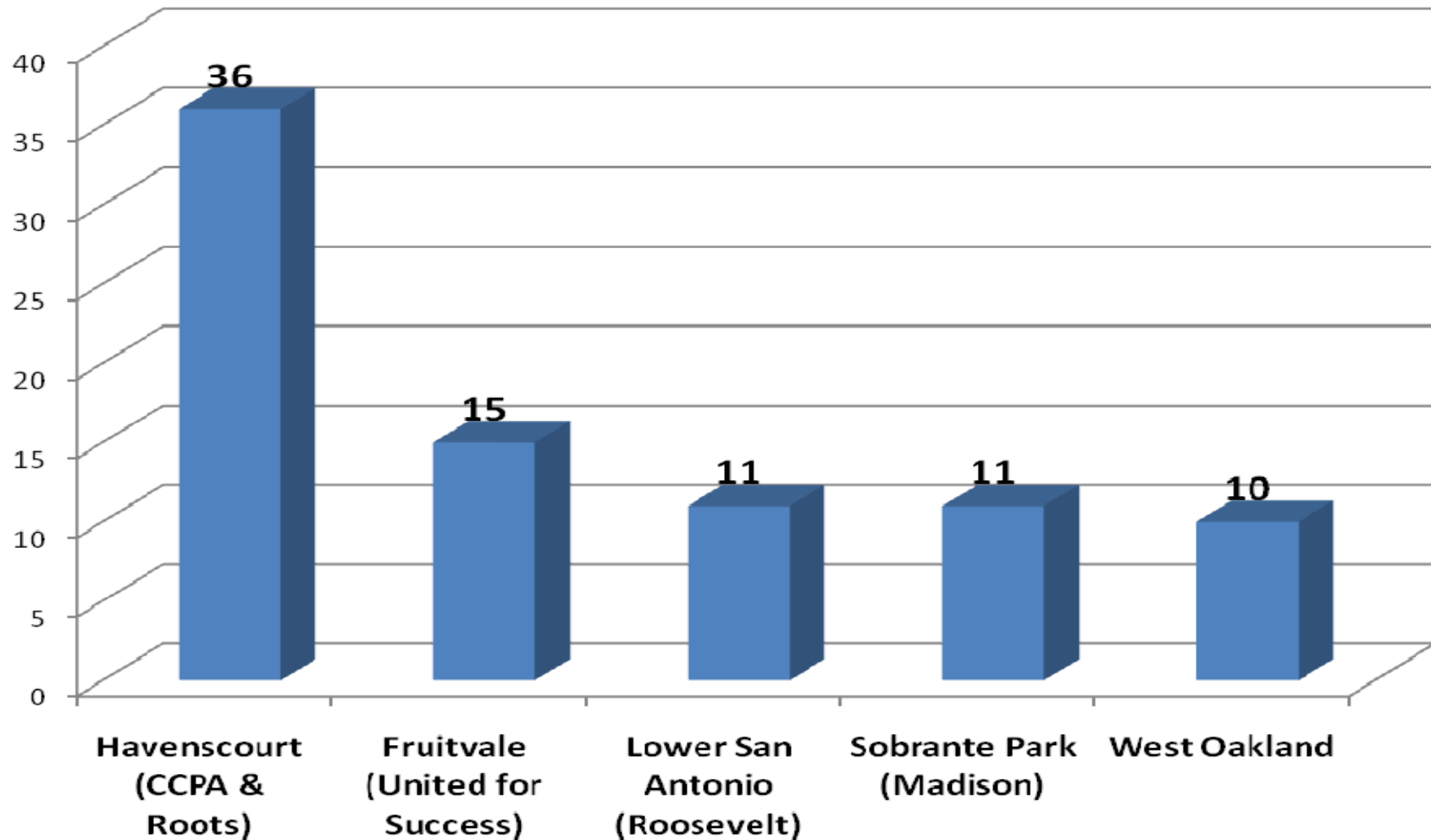
## **East Oakland – (Sobrante Park/ Madison)**

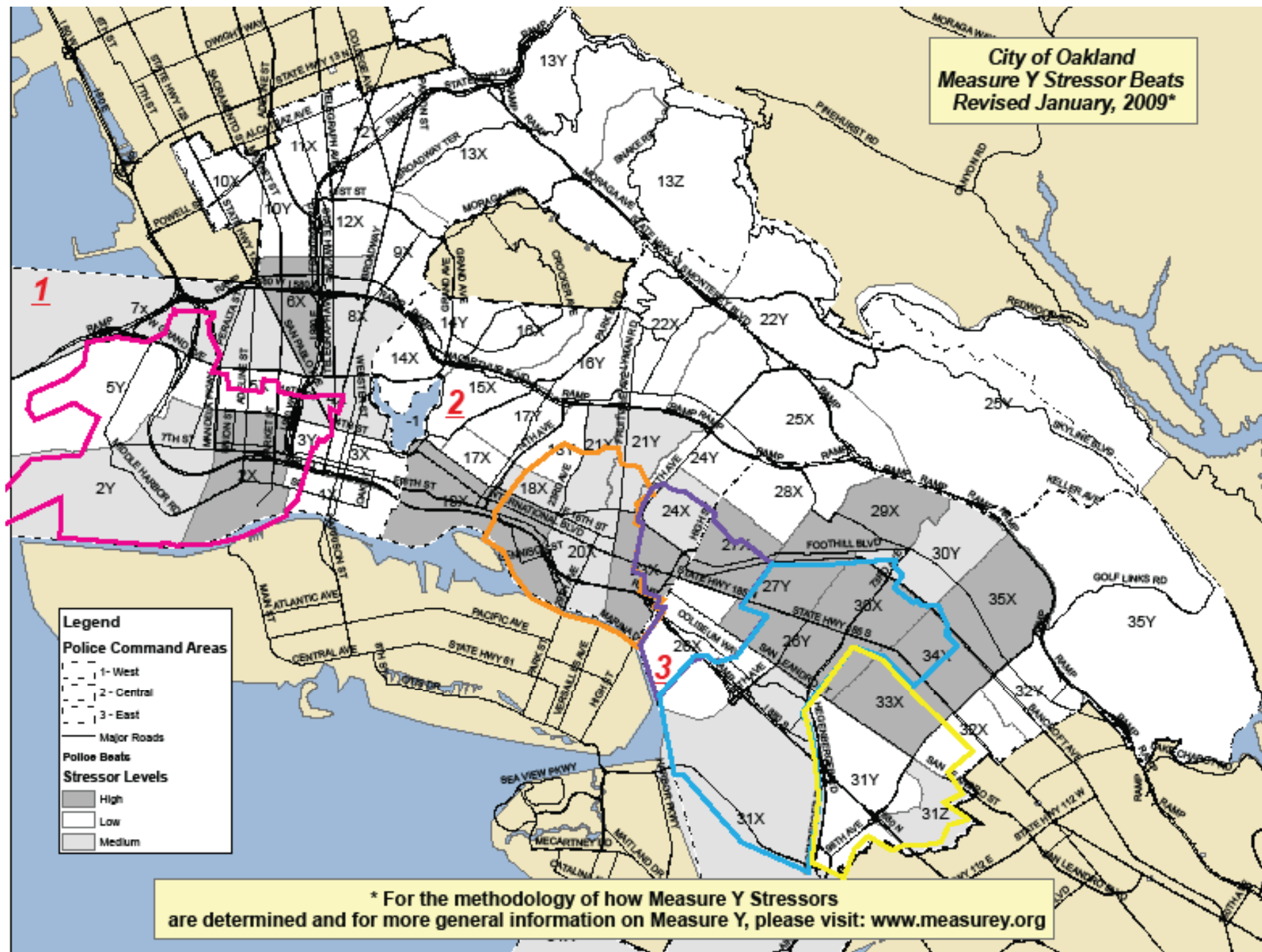
- **City Council Districts 7**
- **Street Boundaries: 85<sup>th</sup> Ave., G Street, Hegenberger Road, San Leandro Border**
- **OPD Beats 31X, 31Y, 31Z, 32X, 33X**
- **Zip Codes: 94603**

## Elev8 Middle Schools and Elementary Feeder Schools Map



# Measure Y Stressor Data







# Disaggregated Measure Y Data

**Sobrante Park has two of top ten beats for:**

- Unemployment,
- Domestic violence,
- Incidents of child abuse,
- Incidents of Part I & II offenses,
- Chronic truants, and
- School suspensions for violence.

**Havenscourt has top highest stress beats  
(26Y & 27X)**

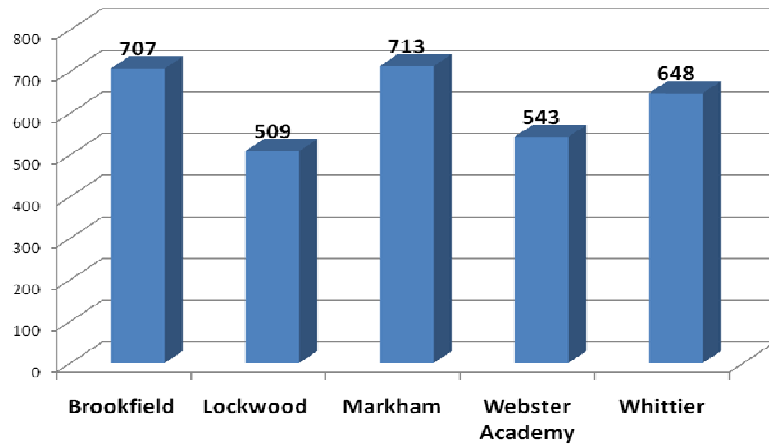
# OUSD and CDE School Data

## Elev8 Middle Schools

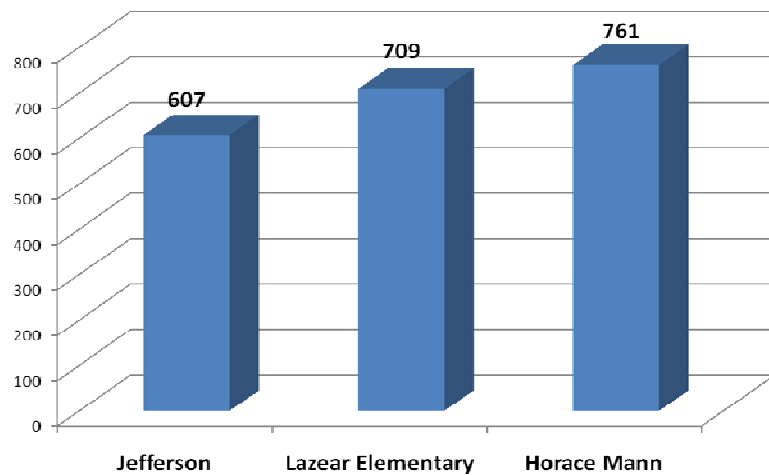
	2008-09 Enrollment	Academic Performance Index (800 is CA goal)	Free & Reduced Lunch Enrollment	English Language Learners	Exceptional Needs
<b>Coliseum College Prep</b>	260	591	91%	42%	9%
<b>Roots International</b>	349	575	85%	38%	6%
<b>James Madison</b>	274	674	89%	33%	7%
<b>United for Success</b>	391	570	96%	46%	10%
<b>Roosevelt</b>	695	642	85%	33%	11%
<b>West Oakland</b>	160	698	80%	9%	8%

# Elev8 Feeder Schools APIs

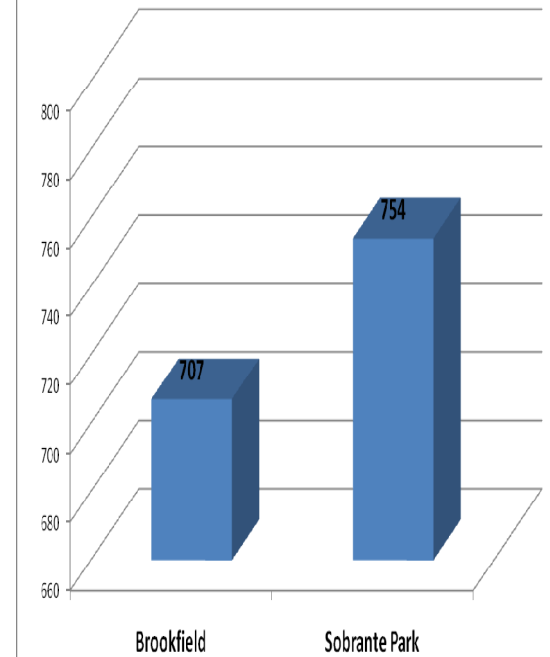
**Havenscourt Feeder 2008-09 API's**



**United for Success Feeder 2008-09 API's**

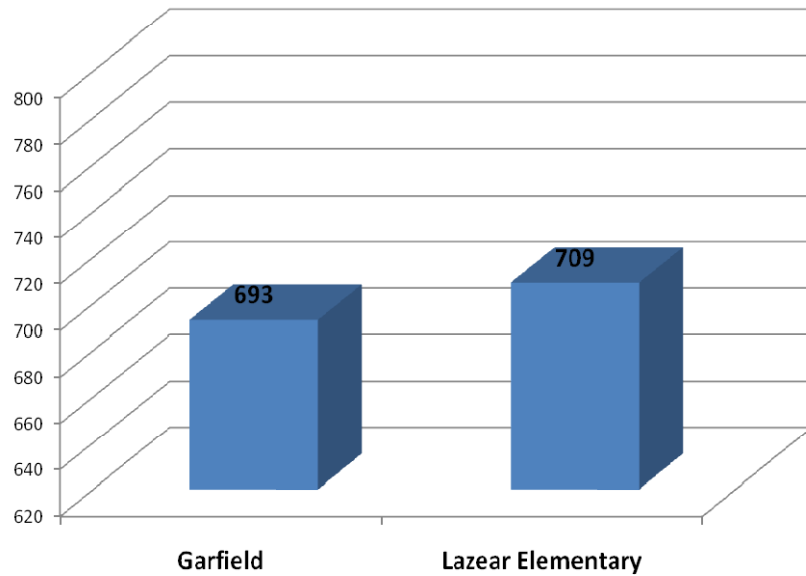


**Madison Feeder 2008-09 API Scores**

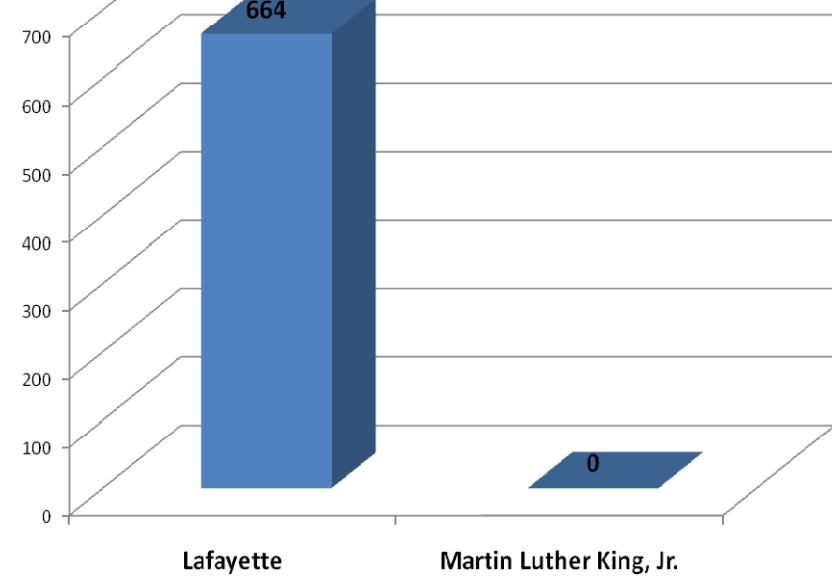


# Elev8 Feeder Schools APIs

Roosevelt Feeder 2008-09 API Scores



West Oakland Feeder 2008-09 API Scores





# Early Childhood and Head Start Assessment



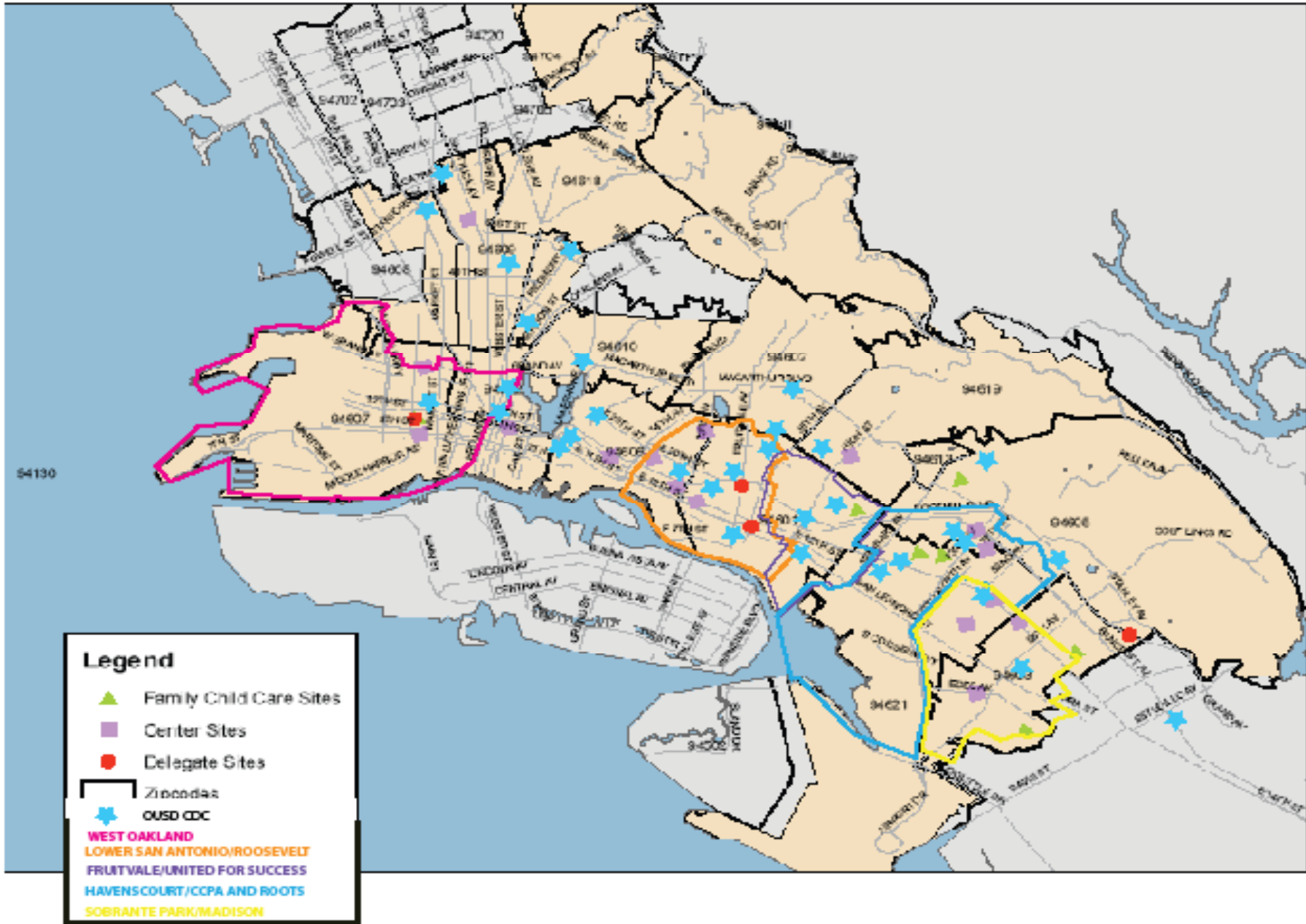
- In 2000, Oakland had 11,216 children ages 0-1 year old, 17,076 children age 2-4 years old, and 46,797 children ages 5 to 12 years old .
- City serves 1,608 Head Start and Early Head Start children and their families.
- 38% of children under the age of 12 are AA, 32% are Latino, 13% Asian or Pacific Islander, and 11% White.
- 43% of children ages 5 to 12 years old speak a language other than English at home in Oakland.

# Early Childhood and Head Start Assessment

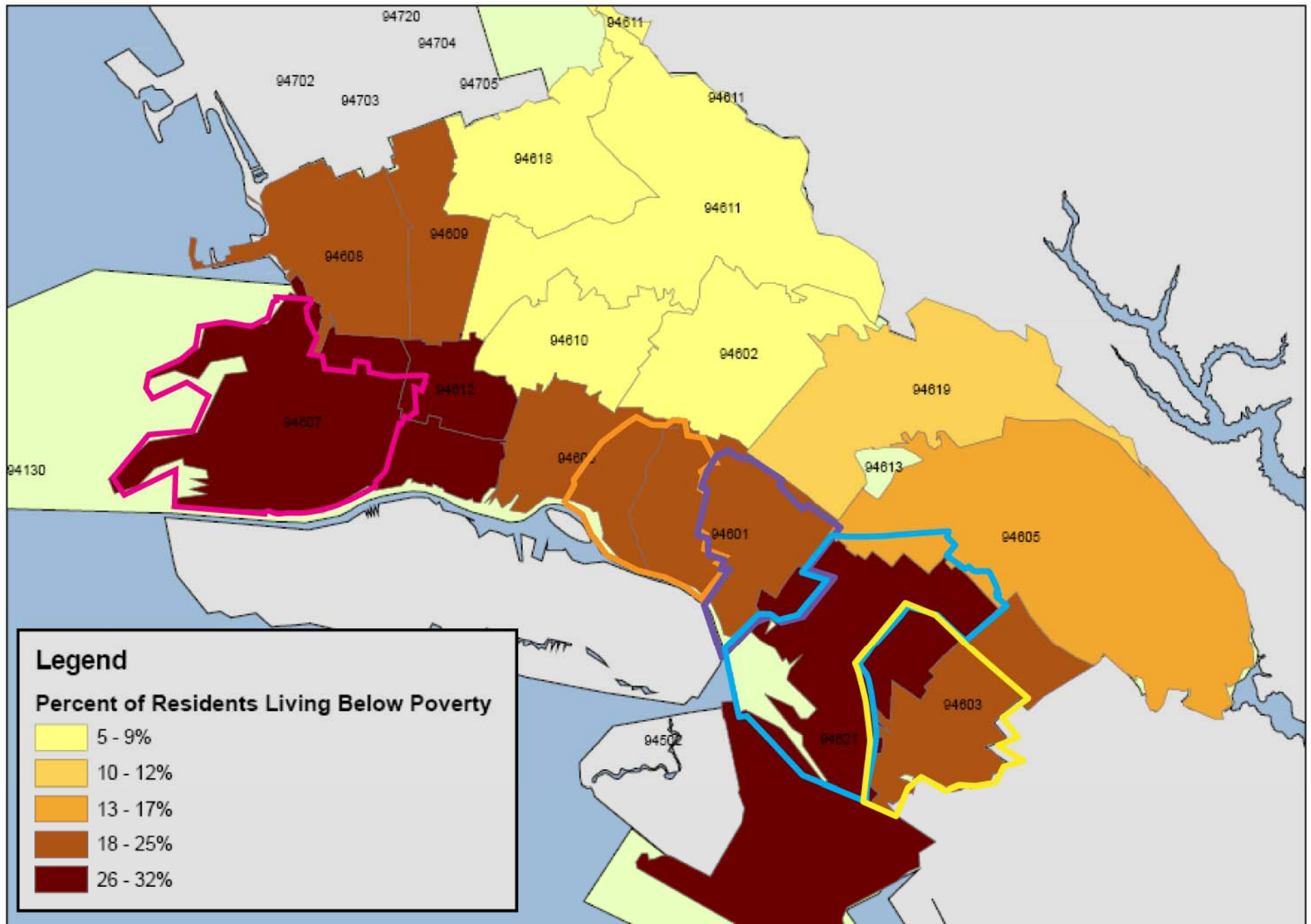


- In Oakland, there is a shortage of slots for infants and toddlers (0-1) and school-age children (5-12), but a slight surplus in slots for preschoolers (2-4).
- **The zip codes with the largest number of Head Start families are 94603 (Sobrante Park) and 94621 (Havenscourt).**
- **The zip codes with the greatest preschool supply are 94605 in East Oakland and 94601 in Fruitvale/San Antonio.**
- The areas identified with the highest level of environmental stressors also have the greatest concentration of Head Start Centers.

## City of Oakland Head Start Sites & OUSD Childhood Development Centers



## ***Percentage of City of Oakland Residents Living Below Poverty Level - 2000 Census***



## 2000 U.S. Census Data

	<b>Total Population</b>	<b>Children Under 5</b>	<b>High School Graduate</b>	<b>Median household income</b>	<b>Families below poverty level</b>
<b>Havenscourt</b>	30,744	<b>9.7%</b>	51.1%	\$ 29,181	26.1%
<b>Sobranter Park</b>	31,389	<b>9.3%</b>	57.6%	\$ 34,755	21%
<b>Fruitvale</b>	54,857	9.1%	53.3%	\$ 33,152	21.4%
<b>Lower San Antonio</b>	41,872	7.0%	61.6%	\$ 32,273	21.8%
<b>West Oakland</b>	21,048	6.9%	62.5%	\$ 21,124	28.9%

## Health Indicators

**Havenscourt** (94621 zip code) : The 2<sup>nd</sup> highest teen birth rates in the County; rates of teen births and new Chlamydia cases among youth that are more than double the rates in the County as a whole.

**Sobrante Park** (94603 zip code): The highest teen birth rate in the County; rate of Chlamydia among youth that is more than double the County rate; rate of youth asthma hospitalization that is more than 90% higher than for the county as a whole.

**West Oakland** (94607 zip code): highest rates of Chlamydia, hospitalization for asthma and assault among youth in Alameda County, 3<sup>rd</sup> highest rate of teen births; 25% higher rate of youth hospitalization for depression and unintentional injury than Alameda County as a whole.

**Lower San Antonio** (94606 zip code) has: Teen birth rate that is more than 50% higher than the rate found in the County as a whole.

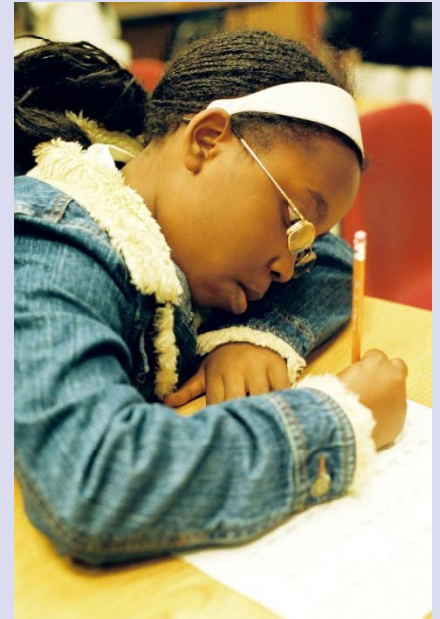
**Fruitvale (94601 zip code) has:** Teen birth rate that is more than double that rate found in the County as a whole; Rate of youth Chlamydia diagnosis that is more than 50% higher than for the county as a whole.



# Next Steps Data Sources

## *Map Assets:*

- *Head Start and OUSD CDC*
- *OFCY programs*
- *Measure Y Programs*
- *Every Child Counts Services*
- *Oakland Parks and Recreation*
- *Others*



# Oakland Promise Neighborhoods



## ***Community Engagement***



## **Safe Passages & Youth Ventures JPA Community Service Providers**

Alameda County Food Bank  
Alta Bates Summit Medical Center and Samuel Merritt  
College Youth in Medicine Program  
Asian Community Mental Health Services  
Bay Area Video Coalition (BAVC)  
Brothers on the Rise  
Central American Refugee Committee of the East Bay  
(CRECE)  
Child Abuse Listening and Interviewing  
Center (CALICO)  
Chabot Space & Science Center (Tech Bridge)  
Children's Hospital Oakland  
Citizen Schools  
East Bay Agency for Children  
East Bay Asian Youth Center  
Family Paths  
Family Violence Law Center  
Fred Finch Youth Center  
Friends of Hacienda Peralta Creek  
Girls Inc.  
Girls Scouts  
Jewish Family and Children's Services  
La Clinica de La Raza  
Life Long Medical Care and Healthy Oakland

Moving Forward Education  
Native American Health Center  
Seneca Center  
Spanish Speaking Citizens Foundation  
STARS Behavioral Health Group  
Street Side Stories  
TechBridge – Chabot Space and Science Center  
The Link to Children  
Through the Looking Glass  
Tubercio Vasquez Mental Health  
Urban Arts  
UCSF Child Care Health Program  
YMCA of the East Bay  
Youth Alive! Public & Private Agency Partners

### **Higher Education Institutions:**

Arizona State University (Applied Learning  
Technologies Institute)  
Mills College School of Education  
San Francisco State University  
San Francisco State University  
Cal East Bay State University  
University of California at Berkeley  
University of California San Francisco

## **Alameda County Early Childhood Policy Committee**

A Better Way, Inc.

A Safe Place

Alameda County Behavioral Health Care  
Services\*

Alameda County Public Health Department

Alameda County Child Care Planning Council\*

Asian Community Mental Health Services

Bananas, Inc.

CALICO

Child Family and Community Services, Inc.

Children's Hospital, Oakland

City of Oakland, Department of Human Services

City of Oakland, Head Start

City of Fremont

FamilyPaths

Family Violence Law Center

First 5 of Alameda County Every Child  
Counts \*

Family Support Services of the East Bay

Jewish Family and Children's Service, East  
Bay

Kidango

Mills College

National Community Development Institute

Oakland Police Department

Oakland Ready to Learn

Oakland Unified School District

Perinatal Council

Regional Center of the East Bay

Safe Passages \*

The Link to Children

Tiburcio Vasquez Health Center, Inc.

Through the Looking Glass

**\* Sponsoring Agencies**



Bringing  
together  
what works  
for kids

*Youth Ventures Joint Powers Authority (JPA), in tandem with Safe Passages 501(c)(3), is an inter-governmental partnership that include the City of Oakland, the County of Alameda, the Oakland Unified School District (OUSD), San Lorenzo Unified School District (SLZSU), philanthropy and community-based partners that is committed to advocating for children, youth, and families with a special emphasis on vulnerable populations within the County of Alameda.*

### **Who We Are:**

The Youth Ventures Joint Powers Authority (JPA) is the first governmental entity of its kind dedicated to building human capital in an urban center. The Board of Trustees includes elected officials, agency directors, high level administrators, and community leaders from County, City, and School District governments in Alameda County. As the Research and Development (R&D) arm of public systems, the JPA functions are: research, development, implementation, and evaluation of the delivery of social services for vulnerable populations, particularly children and youth.

### **Who Do We Work With:**

While the Joint Powers Authority membership is composed of local governmental entities, the partnership extends to philanthropy, community based organizations and academic institutions. These include over 45 governmental agencies, departments and school sites; over 30 community based organizations, all working together in the development and implementation of best practice services for vulnerable families.

### **Where We Work:**

We work with the most disadvantaged communities in Alameda County where 64% of children live in poverty, in neighborhoods with the highest levels of health disparities including the highest rates of hospitalization for asthma, teen birth rates, and hospitalization for assaults among youth; where schools have Free and Reduced Priced Lunch rates of 80% or higher; where students score far below academic tests and have high rates of school suspension, drop-outs and truancy.

### **What We Do:**

**In an effort to intervene early and at the most susceptible stages in a child's life, Youth Ventures JPA has developed strategies that span the age continuum of children and youth:**

**Early Childhood Initiative** – Promotes collaboration between multiple public systems and non-profit providers to create a citywide safety net for children, from birth through age five, who are exposed to violence. All public childcare teachers, including Head Start teachers, are trained to implement a social skills/violence prevention curriculum. Services also include mental health and parent trainings. Law enforcement is also trained on how to respond to children at scenes of violent crime.

- To date, the Early Childhood Initiative has served approximately 3,157 children and their families in Oakland per year and trained approximately 1,269 police officers in Alameda County.
- From 2004-2006, Safe Passages and the University of California San Francisco researchers found that children participating in the programs demonstrated reduced anger, aggression, anxious and withdrawn behavior. Pro-social behavior among pre-school participants had improved significantly compared to before the program;
- In 2009, over 2,800 children were taught the Second Step curriculum at approximately 59 public childcare sites;
- In 2009, nearly 2,000 children and families had received mental health services and/or participated in workshops.

**School Linked Services** – Aims to integrate education and social services at school sites in order to make school communities catalysts for social change within the larger neighborhood context. Through multiple funding streams including The Atlantic Philanthropies Elev8 initiative, the collaborative has effectively co-located services on school campuses. School staff members are poised to work closely with the family, therapists, case managers, and other providers to develop a coordinated plan for students in need. As an effect of this strategy:

- Participating schools in Oakland have experienced a **72% decrease** in suspensions due to violence.
- Students receive on site mental health services valued at over \$10 Million from the County in Medical funds.
- Improved coordination between City of Oakland and the school district to transform the after-school arena and bring an additional \$23 million of funding to after-school programs.
- Four new school based health clinics are under construction in high need middle school sites.

**Juvenile Justice Initiative** – Brings juvenile courts, school districts, police departments, sheriff's office, probation officers, and service providers together to reduce disproportionate minority contact with law enforcement, and lower recidivism among juvenile offenders. Programs developed and later institutionalized by the collaborative resulted in:

- Alternatives to incarceration mentoring programs that served repeat offender youth at a cost of approximately \$5,000 per person per year (compared to more than \$50,000 annually to incarcerate one youth)
- Recidivism reduction of nearly half during a 18 month follow up period, and
- 26% drop in school absence rates and a 71% drop in suspensions
- Cross agency data sharing that allows analysis of data to identify intersections between youth offenders and high school drop out and to develop cross jurisdictional strategies to improve school retention.

#### **Fiscal Benefits:**

The fiscal benefits of this pooled resource approach are remarkable. Membership jurisdictions each contribute to the core functions of the JPA; in turn, this contribution is able to leverage millions of dollars in services from a large variety of funding pools.

In the current fiscal year, Youth Ventures JPA has leveraged a core budget of \$475,000 in annual JPA member agency dues into a 2008-09 direct services budget of \$16.8 million for Oakland's children and families including direct service funding from the City of Oakland (\$544,000), State of California ASES dollars (\$364,000), Oakland Unified School District (\$3.65 million), Alameda County (\$1.28 million), Federal DHHS and DOJ grants (\$309,000), targeted local construction bonds (\$6.67 million), and private philanthropy (\$3.47 million).

**CONTACT:** (510) 238-3660, 250 Frank H. Ogawa Plaza, #6306, Oakland, CA 94612.

## Governing Body – Funders - Partners – Community Providers

### Youth Ventures JPA Board of Trustees

#### Alameda County:

Supervisor Keith Carson  
Supervisor Nate Miley  
Susan Muranishi, County Administrator  
Dave Kears (Chairperson), Former Director of Health Care Services Agency  
Yolanda Baldovinos, Director of Social Services Agency  
Donald Blevins, Chief of Probation

#### City of Oakland:

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

#### Oakland Unified School District:

Board President Noel Gallo  
Board Director David Kakishiba  
Board Director Alice Spearman  
Anthony Smith, Superintendent  
Laura Moran, Chief Services Officer

#### San Lorenzo Unified School District:

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

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### Funders

Alameda County Health Care Services Agency  
City of Oakland  
County of Alameda  
Evelyn and Walter Haas, Jr. Fund Measure Y  
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, Office of Juvenile Delinquency

### Federal

Internal Revenue Service

### Public & Private Agency Partners

Applied Learning Technologies Institute - Arizona State University  
Bay Area Video Coalition  
East Bay Community Foundation  
LaFrance Associates  
Mills College School of Education  
Mobile Commons  
The Institute for Next Generation Internet - San Francisco State University  
Public Private Ventures  
RAND – Research and Development  
San Francisco State University  
Cal East Bay State University  
University of California San Francisco

### City of Oakland

Department of Human Services  
Oakland Fund for Children and Youth  
Oakland Park and Recreation  
Oakland Police Department

Oakland Head Start  
Family Child Care Centers  
City of Oakland Head Start Sites:  
Arroyo Viejo  
Brookfield  
Eastmont  
Lion Creek Crossings  
Sun Gate  
Tassaforong  
West Grand  
85<sup>th</sup> Avenue  
92<sup>nd</sup> Avenue

### Oakland Unified School District

Office of the Superintendent  
Department of Community Accountability  
Department of Complementary Learning  
Department of Early Childhood Education  
Department of Research and Assessment  
Division of Student Achievement  
Facilities Department  
OUSD Child Development Centers  
OUSD School Sites:  
Alliance Academy  
Claremont Middle School  
Cole Middle School  
Coliseum College Preparatory School  
Elmhurst Middle School  
Frick Middle School  
Peralta Creek Academy  
Roots International  
United for Success Academy  
Madison Middle School  
Roosevelt Middle School  
Westlake Middle School  
West Oakland Middle School

### San Lorenzo Unified School District

Office of the Superintendent  
Student Support Services  
Bohannon Middle School  
Edendale Middle School

### Alameda County:

Behavioral Health Care Services  
Child Care Planning Council  
District Attorney's Office  
Every Child Counts  
Family Justice Center  
Health Care Services Agency  
Our Kids Initiative  
Probation Department  
Public Defender's Office  
Public Health Department  
Social Services Agency  
Superior Court

### Community Service Provider Partners:

Alameda County Food Bank  
Alta Bates Summit Medical Center and Samuel Merritt College Youth in Medicine Program  
Asian Community Mental Health Services  
Bay Area Video Coalition (BAVC)  
Brothers on the Rise  
Central American Refugee Committee of the East Bay (CRECE)  
Child Abuse Listening and Interviewing Center (CALICO)  
Chabot Space & Science Center (Tech Bridge)

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Friends of Hacienda Peralta Creek  
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La Clinica de La Raza  
Life Long Medical Care and Healthy Oakland  
Moving Forward Education  
Native American Health Center  
Seneca Center  
Spanish Speaking Citizens Foundation  
STARS Behavioral Health Group  
Street Side Stories  
TechBridge – Chabot Space and Science Center  
The Link to Children  
Through the Looking Glass  
Urban Arts  
UCSF Child Care Health Program  
YMCA of the East Bay  
Youth Alive!

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