

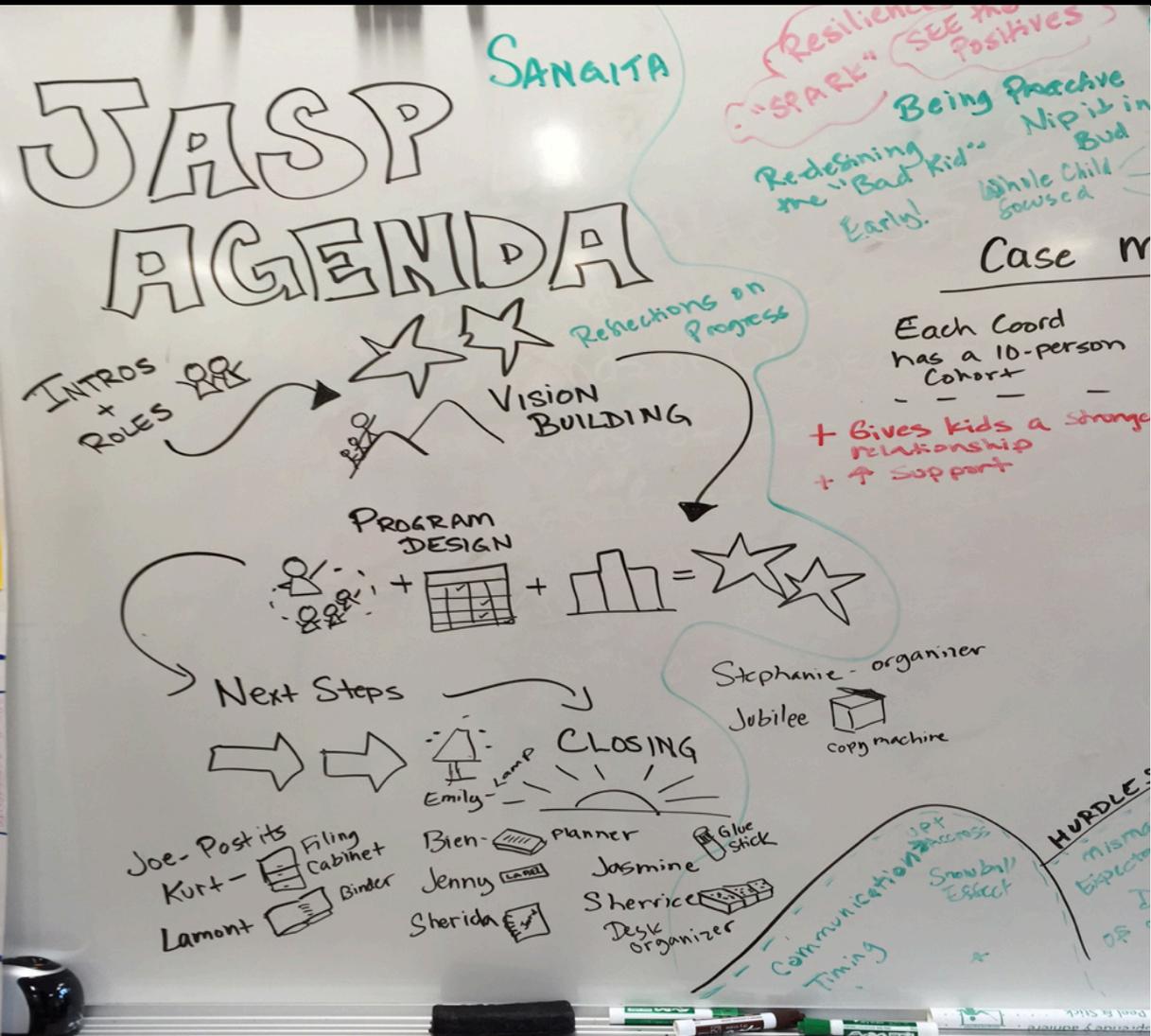
JUVENILE ALTERNATIVE TO SUSPENSION PROGRAM

2016 RETREAT

Be the CH[↑]NGE
consulting



AGENDA



- 12:30- 12:45 Facilitator Introductions
- 12:45-1:00 Participant Introductions
- 1:00-1:45 Building the Vision
- 1:45-2:00 Break
- 2:00-3:00 Build the Program Design
- 3:00-3:20 Establish Next Steps
- 3:20-3:30 Closing

JASP GOALS



Safety

Youth have a safe space to process issues they are facing and can cultivate positive adult relationships.

School Community

Youth can gain a positive school experience.

Self Management

Youth can learn valuable tools for navigating conflict in and out of school.

WHAT DOES SUCCESS LOOK LIKE?



To SCALE!
To see JASP Programs
in all San Francisco
Middle Schools.



MULTI-SYSTEM COLLABORATION!
Strong Collaborations/Partnerships
Between Justice System, Schools
and CBOs



CREATIVITY!
To get outside the box in finding
ways to: Increase Attendance,
Decrease Suspension, Increase
Achievement

What is Our Shared Vision for this Project?

Goal #1: Create Strong Systems for Cross Agency Collaboration

- Hold regular meetings for communication, updates and progress reports.
- Build tools for consistent documentation and data tracking.

Goal #2: Successful Outcomes for Youth in Our Programs

- Youth are engaged in programs and has a connection to school
- Increase in attendance and decrease in suspension.

Goal #3: Youth Feel Successful & Empowered

- Social skills.
- Stabilization and skill building.
- Develop positive social skills.
- Positive youth engagement.

Hurdles We Must Overcome...



HURDLE #4

Early challenges created mistrust and fragile relationships

HURDLE #3

We are unclear about decision making procedures
- who gets to weigh in on which decisions?

HURDLE #2

Varying opinions of roles for collaborative members is slowing program design.

HURDLE #1

Communication within this Collaborative is hard, and is creating a bottleneck- making it hard to act.

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“Teach our youth that strength does NOT come from what you can do. It comes from overcoming things you thought you once couldn’t.”

Big Decision: How to Split Up the Caseload of 30 Youth

Option 1: All three Staff Share the Caseload of 30 Participants

Pros:

- All staff will build relationships with all 30 participants.
- We ensure shared accountability across the case-load – no one person will get the toughest/easiest participants.

Cons:

- Tracking the details of each participant's experience can get tricky- it is possible that we believe someone else is tracking something and things get missed.
- Young people don't build as deep a relationship with any one person, since they work with all three staff.
- Lose the opportunity for differentiation by skill set or fit between youth and staff.

Big Decision: How to Split Up the Caseload of 30 Youth

Option 2: Divide the Caseload of 30 so each staff works with a dedicated group of 10 participants

Pros:

- Allows for staff to identify the youth who are the right fit for each of them.
- Allows for deeper, dedicated relationships between staff and youth
- Possibility of building a cohort of 10 youth who check in together.
- Ensures each youth will be “tracked” by their primary person on a weekly basis.

Cons:

- Youth may miss out on opportunity to build relationships with other two staff.
- Youth may feel stifled by the focused attention of the staff.
- If the dedicated staff member runs into conflict with the youth it will require a different staff person to build a relationship from scratch.

*Big
Decision:
How to
Split Up the
Caseload of
30 Youth*

Proposed Solution:

- ✓ Assign each staff to a dedicated case-load of 10 youth.
- ✓ Identify some key “tracking” activities for the dedicated staff to check in on weekly with the youth on their caseload, such as: Attendance, Homework completion, Overall health and well-being, etc.
- ✓ As staff understand the interests and personalities of each youth, they can create “affinity” groups to build deeper relationships or provide additional supports based on their unique skill sets.

Proposed Next Steps

- ❑ Re-convene the partners for a quarterly check in meeting.
- ❑ Assess:
 - ❑ *What is working?*
 - ❑ *What is challenging?*
 - ❑ *How strong are the relationships?*
 - ❑ *What systems/structures could be put in place to support a stronger working relationship?*

Suggestions for Systems To Support this Process Include:

- Build a Decision-Making Protocol
- Establish which types of decisions the program team makes independently, vs. the design team, vs. the funders
- Ensure the program design, data collection tools and on-going approach to evaluation and reflection are in alignment with the collective vision and expectations.