

# JUVENILE ALTERNATIVE TO SUSPENSION PROGRAM

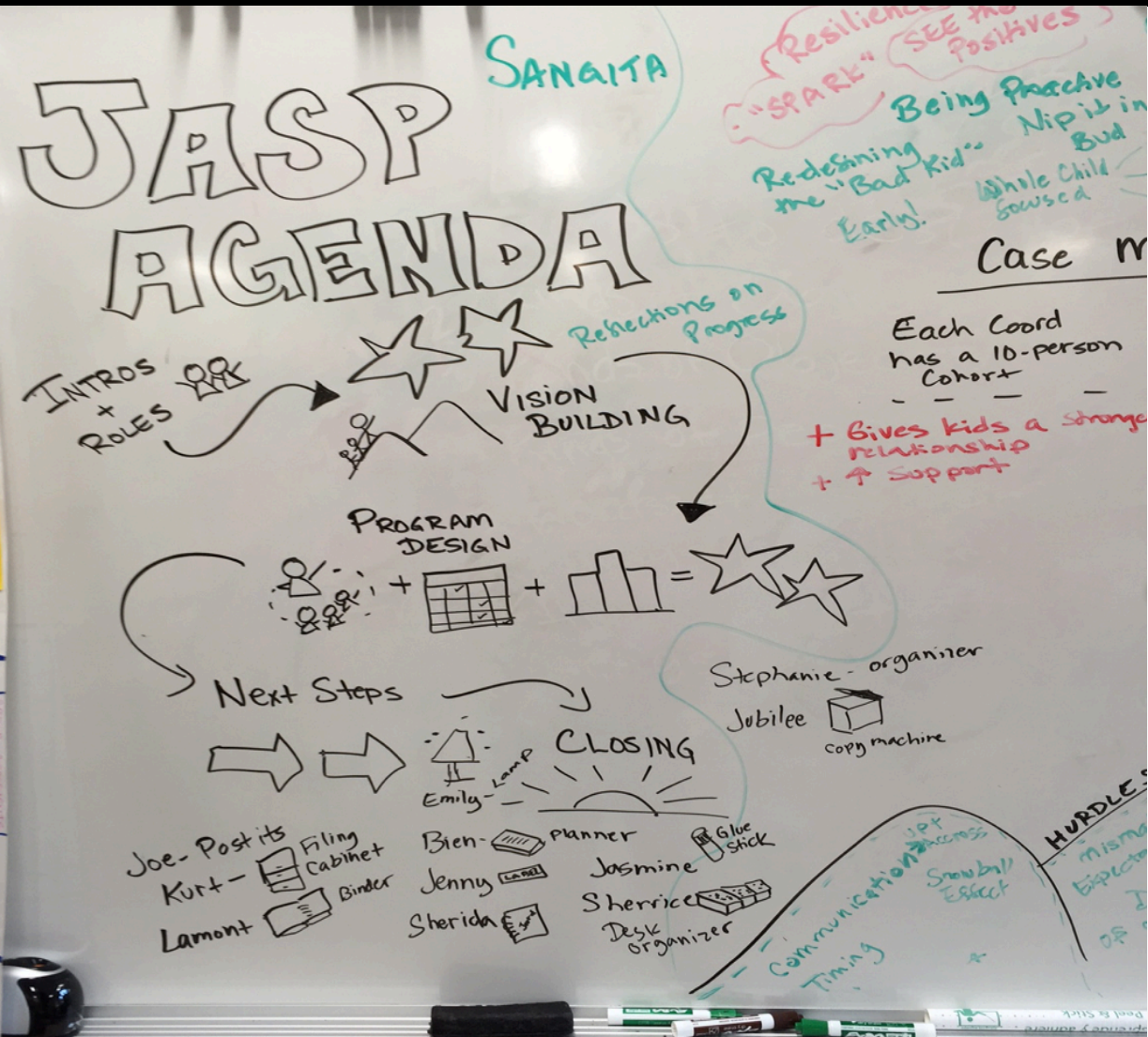
## 2016 RETREAT

Be the CH<sup>↑</sup>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*

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## 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*

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## 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*

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## 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.