

Applicant: City and County of San Francisco
Department of Children, Youth and Their Families
Title: The CCSF's STOP School Violence Program – San Francisco School Crisis Support Coordination Project
PROGRAM NARRATIVE

A. Description of the Issue: On behalf of San Francisco City and County, The Department of Children, Youth and Their Families (DCYF) is proposing to support San Francisco's School Crisis Support Coordination Project (SCSCP) in partnership with San Francisco Unified School District (SFUSD). The SCSCP is currently being piloted at three of the SFUSD 114 public schools and was developed with the explicit goals of intervening and preventing escalation of violent incidents and coordinating supports and services on school campuses. Grant funds would be used to expand prevention and intervention activities at current pilot sites and add support for three additional school sites.

While San Francisco is a popular tourist destination known for its technology industries, cultural richness, and wealth, this is not the San Francisco that all children know. Children and families living below 300% Federal Poverty Level in San Francisco are more likely to be African American/Black, Hispanic/Latinx, Asian American/Pacific Islander, and American Indian.¹ Increased levels of unemployment, poverty, and transiency; decreased levels of economic opportunity and community participation; poor housing conditions; emotional distress and a lack of access to services² in these communities all significantly increase risks of violence.

Existing issues have been exacerbated by the pandemic and fraught social and political climates and families consistently indicated safety as a major concern in recent community input sessions. Over half of parents and caregivers reported that they do not feel safe from violence in

¹ U.S. Census Bureau (2020). San Francisco County QuickFacts. Retrieved from <https://www.census.gov/quickfacts/fact/table/sanfranciscocountycalifornia/POP010220>

² Chen, Voisin, & Jacobson, 2016; McMahon et al., 2013; Voisin & Neilands, 2010

their communities. Notably, the homicide rate in San Francisco skyrocketed between 2019 and 2021 increasing 40% according to San Francisco Police Department crime data.^{3 4} One local youth summed up this feeling, “*Seeing things on the news, things get scary. So, every time when there’s people behind us or a car coming kind of close, I get kind of anxious because I’m wondering am I going to get hurt.*”⁵

The following paragraphs include a range of data on San Francisco’s children and youth and are meant to articulate the urgency and necessity of expanding San Francisco’s existing school violence prevention pilot to improve safety for the entire school community. In accordance with DCYF values and practices, the following data points are also disaggregated by race/ethnicity as much as possible.

SFUSD is a district of 49,000 students and has a diverse student population with 34% Asian American, 30% Hispanic/Latinx, 14% White, 7% two or more races, 6% African American/Black, 4% Filipino, 5% race not reported and less than 1% Pacific Islander and American Indian. The population of San Francisco overall, however, is 40% White, 36% Asian American, 15% Hispanic/Latinx and nearly 6% African American/Black, according to U.S. census data.⁶

While rich in ethnic and cultural diversity, SFUSD currently faces several major challenges, including declining enrollment, a significant budget crisis, with an initial \$125

³ NBC Bay Area (2022). “Police Crime Data for 2021 Show Homicides, Gun Violence Saw Significant Increases.” Retrieved from <https://www.nbcbayarea.com/news/local/san-francisco/sf-mayor-police-chief-discuss-citys-crime-over-the-last-year/2790381/>

⁴ San Francisco Police Department (2019-2022). Crime Reports. <https://www.sanfranciscopolice.org/stay-safe/crime-data/crime-reports>

⁵ San Francisco Department of Children, Youth, and Families (2022). San Francisco Mayor’s Children and Family Recovery Plan. Retrieved from <https://static1.squarespace.com/static/5c01d13ab98a788a7a0cfd93/t/620e8ebb87e78b16e34025c2/1645121228484/MayorsCFRecoveryPlan.pdf>

⁶ U.S. Census Bureau (2020). San Francisco County QuickFacts. Retrieved from <https://www.census.gov/quickfacts/fact/table/sanfranciscocountycalifornia/POP010220>

million shortfall projected for the upcoming school year and a \$140 million deficit the year after, and a new incoming Superintendent. Three Board of Education members were also recently recalled and replaced with new members who will be up for election in this coming November. Given this confluence of factors, winning a federal grant to support the improvement and expansion of the SCSCP will significantly bolster local level buy-in and will also support the project team's justification for prioritizing violence prevention in San Francisco's public schools.

Recent San Francisco Department of Public Health (SFDPH) data shows that disruptions in caregiving and attachment losses are the most prevalent traumatic experiences among youth clients (ages 6 to 20) with 28% reporting these experiences before the COVID-19 crisis and 30% during. Disruptions in caregiving are characterized by a child receiving substitute care when a mother is unable to care for her infant due to neglect/abuse, incarceration, continued drug abuse, or homelessness. Attachment is a specific aspect of the relationship between a child and a parent which makes a feel child safe, secure, and protected and its loss can cause emotional and behavioral problems and poor social and emotional outcomes in children.⁷ In San Francisco, such disruptions were especially prominent among African American/Black children and youth (48% before and 50.2% during the COVID-19 crisis, respectively).⁸

While disparities certainly exist, SFDPH also reported that all groups saw significant increases in disruptions in caregiving/attachment losses and emotional abuse (about 7% during the COVID-19 crisis). Traumatic experiences such as witnessing family violence, emotional abuse, and neglect increased by a greater proportion among White children and youth during the COVID-19 crisis compared with children in other racial/ethnic groups. Increases in sexual abuse

⁷ Benoit D. (2004). Infant-parent attachment: Definition, types, antecedents, measurement and outcome. *Pediatrics & child health*, 9(8), 541–545. <https://doi.org/10.1093/pch/9.8.541>

⁸ San Francisco Department of Public Health (2021). CYF CANS Data Stories on the Impact of the COVID 19 Crisis. <https://docs.google.com/presentation/d/1FNJ2SHw0n7uzg66zo4QikyUOtOznCnA0/edit#slide=id.p1>

and being a victim/witness to criminal activity were highest among Asian/NHOPI children and youth during the COVID-19 crisis, while these experiences either decreased or remained constant among children and youth in other racial/ethnic groups. Again, data shows that youth belonging to nearly every group face behavioral challenges.

SFDPH also reported that even before the COVID-19 crisis, a main concern among parents/caregivers was about their children internalizing problems, and parents continued to report these concerns during the pandemic. Internalizing behaviors carry serious implications for a child's educational performance, development of behavioral problems, vulnerability to psychopathology and even risk of suicide.⁹ San Francisco currently invests in mental health treatments directed at children but more school and community approaches utilizing social and cultural factors and norms are needed. Grant funding will support the expansion of San Francisco's SCSCP project which focuses on leveraging community and school partnerships to reduce violence and is already being implemented as a pilot.

According to the *OJP Incidence of Victimization at School and Away From School Report* published in May 2022, students nationwide ages 12 to 18 experienced 285,400 victimizations at school and 380,900 victimizations away from school or about 11 to 15 incidents per 1,000 children¹⁰. Nationwide, there has been an increase in gun violence since the start of the pandemic from 2019-2021. National Institute of Criminal Justice Reform's (NICJR) gun violence research has shown there has been a 30% increase in gun violence in the United States overall, and a 31% increase in California, and 25% increase in the Bay Area during this time,

⁹ Liu, J., Chen, X., & Lewis, G. (2011). Childhood internalizing behavior: analysis and implications. *Journal of psychiatric and mental health nursing*, 18(10), 884–894. <https://doi.org/10.1111/j.1365-2850.2011.01743.x>

¹⁰ Incidence of Victimization at School and Away From School, May 2022. Source: <https://bjs.ojp.gov/content/pub/pdf/ivsafs.pdf>

which correlates with recent nationwide study on the topic.¹¹ As previously noted, the rate of gun violence incidents in San Francisco increased 40% over the same time period. Chief concerns in San Francisco include the surge in access to guns, increased social media conflicts and increased number of young people who are victimized by gun violence. Data and information collected during the current pilot project (which this proposal seeks to expand) revealed that community conflicts often spill onto school sites and there is not enough support to properly address these issues. In addition, school sites typically are not aware of the social dynamics fueling the conflicts, or learn of dynamics too late, which contributes to gun related incidents.

In San Francisco, most high-risk incidents and fights on campus involve students of color. Grief and trauma are rampant and an average of 5 to 6 gun-related incidents per month have taken place on school campuses. There are multiple reports this school year of widespread bullying and physical violence and one current pilot site generated repeated media publicity, highlighting the lack of resources and support faced by teachers and school staff to meaningfully address student conflict.¹²

Findings from a Youth Participatory Action Research Project conducted with 874 middle school students across the San Francisco Unified School District during the 2021/2022 school year show only 27% (238) students reported feeling safe in specific places on campus while 21% (187) reported worrying about bullying and 16% (138) reported experiencing violence.¹³ When students were asked what they felt was the biggest problem affecting their school

¹¹ Tanne J. H. (2021). Covid-19: Gun violence in US increased 30% during pandemic. *BMJ (Clinical research ed.)*, 375, n2580. <https://doi.org/10.1136/bmj.n2580>

¹² Mission Local (2022). "Total meltdown at Everett Middle School: Teachers out, principal resigning, claims of violent beatings." Retrieved from <https://missionlocal.org/2022/04/total-meltdown-at-everett-middle-school/>

¹³ Beacon Leadership Team Youth Participatory Action Research Project 21/22. Slides 15 and 18.

https://docs.google.com/presentation/d/1Zv2Y67P9tPeKL4jn1WiZIEYxw5C8Qnctw8ycWqi5Rlo/edit#slide=id.g125306cb88b_10_3839

community, 15% expressed violence and 23% expressed bullying.¹⁴ Students asked that schools understand how to address bullying and involve student voice and leadership.

Description of Current Pilot Project: San Francisco’s School Crisis Support Coordination Project (SCSCP)

Unfortunately, many of the issues described above are not new and San Francisco currently invests in community safety, healing, and violence prevention efforts. Recognizing the urgent need to provide on campus resources from community-based organizations trained in conflict mediation, San Francisco leadership began organizing last year to bring more violence prevention support to public school campuses. In September 2021, DCYF and SFUSD partnered to develop a plan for improving school safety, working with prevention expert, the National Institute of Criminal Justice Reform (NICJR), San Francisco’s Street Violence Intervention Program (SVIP), local community-based organizations Young Community Developers (YCD) and the Samoan Community Development Center (SCDC), UCSF Hospital Wraparound Project and the San Francisco Juvenile Probation Department (JPD). These partners formed a multidisciplinary team and jointly adopted a collective intervention framework model created by NICJR, officially launching the SCSCP pilot in February 2022 to provide prevention and intervention services and safety support at three schools. This pilot is currently funded solely by DCYF, and grant funding is sought 1) to expand the current work and 2) generate local buy-in to promote the institutionalization and gain long term sustainability for school violence prevention work.

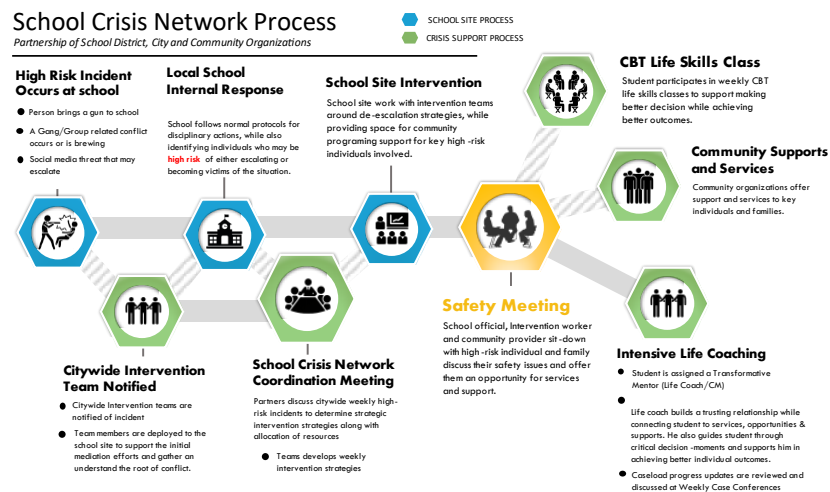
Under the direction of DCYF and NICJR, weekly coordination meetings were launched with school administrators, school violence interrupters/ SVIP, Juvenile Probation Department

¹⁴ Beacon Initiative Youth Participatory Action Research Presentation, Ibid. Slide 25

and UCSF Wraparound Project. Current weekly coordination meetings entail quick discussions on incidents that have occurred during the week. Incidents involving high at-risk youth and/or that have the potential for further escalation are prioritized and in addition to determining risk levels, the team then works collectively to identify the proper intervention strategies. Intervention and prevention strategies are established to quickly support the youth, site leaders, and ultimately the families involved. The multidisciplinary team works swiftly to target programming and one-on-one supports for high at-risk youth and apply knowledge and intelligence of neighborhood and family dynamics to keep the peace. See the following sections for more information on how the pilot is currently implemented.

B. Project Design and Implementation

Grant funding will support the infrastructure and expansion of the current multidisciplinary team (area #2) with trainings for school personnel on preventing school violence (area #3); specialized training with probation officers (area #4); and the hiring of administrative staff and school violence interrupters (area #5). The diagram below includes the framework model of the SCSCP process that the project team implements. Funding will help support the continued development of the model. Timeline included as separate attachment.



#2 Develop and Implement Multidisciplinary Intervention Team

This pilot was established during the second half of the 2021-2022 School Year and began with three schools that were identified by school district leadership who demonstrated a willingness to partner and work with onsite community-based organizations and School Violence Interrupters. The schools were considered priority campuses due to the frequency of incidents involving students on those campuses. With DCYF's support community-based organizations (CBOs) were identified and they currently provide effective programming for high-risk youth. Programming includes mentorship, job training, homework help, and one-on-one support. Partner CBOs are also current DCYF grantees, and which has allowed the project to team to leverage grant funds to support both in-school and after school programming for students and families. Thurgood Marshall High School, Philip and Sala Burton High School and Everett Middle School are currently the three pilot school sites. Funding would allow the program to expand and serve three additional school sites.

Supporting the infrastructure and expansion of the multidisciplinary team described in this proposal is important because it allows partners to work collaboratively to discuss high-risk incidents on a weekly basis, identify potential escalating events, establish all individuals involved and ultimately interrupt any further escalations. These facilitated meetings are critical and allow the various partners to act as a team and work quickly together to understand the incident, determine the strategic intervention strategies that are needed to support youth, and direct allocations of resources. On a weekly basis intervention strategies are put in place and are followed-up on until the incidents have reached a lowered temperature, lesser threat, or are ultimately resolved. Incidents are tracked in a live tracking document, a protected google

document, that allows the team easy access to brief and critical information, determines clear roles of accountability and ultimately next steps for each incident being monitored.

Grant funding will support the hiring of one (1) 1.0 FTE Coordinator to fully implement the model. The School Violence Interrupter Coordinator will directly support the prevention of school violence and will be hired to lead in the facilitation of the weekly coordination meetings, assist in the management of the partnership, and lead the coordination of services and resources, and lead in the tracking and analysis of the program outcomes. The Coordinator will lead in the development of tracking policies and protocols, will take into account critical issues related to student privacy, data security, race, national origin, disability, religion, and sex-based discrimination and bias and will include the multidisciplinary team which includes community-based organizations. The coordination meetings have been critical and informed the school's safety strategies and have been successful in preventing future escalations. Hiring a full-time staff dedicated to supporting the infrastructure of the multidisciplinary team will add consistency and sustainability to the model and ensure compliance with all applicable privacy and civil rights. Currently school administrators participate in the weekly coordination meetings, and they work feverishly and compassionately with onsite school leaders to ensure the confidentiality and privacy of each youth.

While funding the infrastructure of this model is critical there are additional key areas that need funding and support to maintain this pilot's success. The three additional proposed areas and activities listed below are connected to this model and are required for its successful implementation.

#3 Train School Personnel

DCYF will lead in the contract administration for the National Institute for Criminal Justice and Reform (NICJR). NICJR is a non-profit organization providing technical assistance, consulting, research, and organizational development in the fields of juvenile and criminal justice, youth development, and violence prevention. Grant funding will be used to support an expanded scope of work with NICJR to provide specialized trainings for school site leaders, school administrators and law enforcement personnel. Specialized trainings will be based in racial equity and trauma-informed practices and positive youth development. School staff, including Counselors, Social Workers, staff of SFUSD's Wellness Initiative, and community-based organization staff working on school sites will be jointly trained on effective ways to identify and address students' needs when high risk incidents or escalations occur. Over the course of this pilot there have already been joint trainings, both very well attended, with the multidisciplinary team and pilot school sites. Trainings provided level setting and established roles and responsibilities, common language, group agreements and deepened trust between school staff, community-based organizations and law enforcement so that these partners can collectively work to improve students' lives both on and off campus.

Intervention strategies will be identified, documented, and implemented and ultimately instituted as part of an instructional manual. Technical Assistance will also include curriculum development, as well as training and support on cognitive behavioral therapy. The Coordinator will work with NICJR and school leadership to ensure training strategies are effective and work towards improving school climate.

#4 Training for Juvenile Probation

Grant funding will also support the training of Juvenile Probation Department officers. Currently Juvenile Probation Department leadership attend and participate in the pilot weekly

coordination meetings. NICJR has experience designing trainings for law enforcement and probation and will ensure positive youth development practices are engrained in the model. NICJR offers a range of research and training workshops including but not limited to Positive Youth Development & Positive Youth Justice, Strength-Based Probation/Parole Services, Intensive Life Coaching/Credible Messenger Training, Healthy, Wealthy & Wise Train the Trainer, Emotional Intelligence Training, and Gun Violence Reduction Strategy Training. Additional non-training activities will include supporting the development of procedures and protocols.

#5 Hire School-based Violence Interrupters and School Violence Interrupter Coordinator

Lastly, grant funding will support the hiring of four (4) additional school-based School Violence Interrupters. The School Violence Interrupters operate independent of school resource officers and are a critical component of this model. They work in close partnership with on-site school security officers. Currently there are three full time school-based School Violence Interrupters positions, including one Manager, staffed by community-based organizations. Funding to hire four additional staff will support the expansion at three additional school sites and provide greater district wide coverage. New School Violence Interrupters will be hired from the community and will have lived experience, have the ability to model strong ethical behaviors, and have 2-3 years of experience in one or more of the following areas: youth mentoring/counseling, conflict resolution, street outreach. They will also be fingerprinted, background checked, and receive tuberculosis clearances. The primary role for the School Violence Interrupters will be to scale up school mediation support; expand conflict resolution support for students, family, and school personnel; do one-on-one and group sessions, classroom and school setting observations; attend and support IEP meetings, expulsion hearings, re-entry

planning, student and guardian check-ins; and support with safety planning and training with school security officers. They will also play a key role in monitoring high risk incidents, participating in weekly multidisciplinary coordination meetings, and in school violence prevention trainings for community-based partners. The additional support these positions provide will also ensure seamless safety coverage is in place during large school gatherings such as graduations and summer school. School Violence Interrupters will work closely with onsite school staff and administrators as well as community-based organization programs, law enforcement, students, and families and will also attend weekly coordination meetings.

This project will be administered year around so that staffing is in place for both the School Year 2022-23 and Summer 2023. DCYF is proposing to hire administrative staff by Fall 2022 and School Violence Interrupters will also be hired by the community-based organization partner during this time. The first series of trainings will begin during the beginning of the school year with subsequent training and coaching support offered throughout the full project period.

C. Capabilities and Competencies

The core leaders of the San Francisco's School Crisis Support Coordination Project's multidisciplinary team, DCYF, NICJR and SFUSD, have extensive years of experience in their fields. They will be responsible for supporting the design and program innovation, problem-solving, and other community, and district-wide responsibilities in support of this project.

Resumes included as separate as attachments.

- Jasmine Dawson, Deputy Director of City and Community Partnerships for the Department of Children Youth and Their Families (DCYF) has 20 years of experience in government and will be the grant's Program Director. She will also manage staff and

oversee all program components including directing the coordination of the School Violence Interrupters.

- Simone Combs, Principal Analyst in City and Community Partnerships for Department of Children Youth and Their Families (DCYF) has 11 years of experience in program administration and will provide high quality administrative, logistical, and managerial support to the Deputy Director, support in the hiring of new staff and provide oversight and support of the program model.
- TBD Hire, School Violence Interrupter Coordinator, Department of Children Youth and Their Families (DCYF) will facilitate weekly multidisciplinary coordination meetings and prepare agendas and collateral, and coordinate data collection for performance measures and work in collaboration with the project team. The Coordinator will also oversee the coordination of and provide technical assistance to the School Violence Interrupters. The Coordinator will work with NICJR to coordinate trainings and workshops and direct support for services and resources for youth and families.
- Daniel Muhammad, violence expert for the National Institute of Criminal Justice Reform (NICJR) has experience in the field and has led in the development and design of the entire pilot model. He will lead in the transition and formal development of the program model with the new hires and support in the hiring of School Violence Interrupters and lead safety workshops and trainings.
- Eric Guthertz, Director of Principal Leadership and Support for High Schools for the San Francisco Unified School District (SFUSD) has experience in the field and will drive implementation and innovation for schools as part of SFUSD's instructional leadership team. He will also provide strategic leadership and coaching capacity to SFUSD school

site leaders and be responsible for overseeing school staff development activities and supporting in the coordination and communication with the School Violence Interrupters.

The additional supportive members of the multidisciplinary San Francisco's School Crisis Support Coordination Project include staff of the Juvenile Probation Department, UCSF Wraparound Project, the San Francisco Department of Public Health and SFUSD Wellness Centers as well as community-based organizations Street Violence Intervention Program, Young Community Developers and Samoan Community Development Center.

D. Plan for Collecting the Data Required for this Solicitation's Performance Measures

The following describes the process for measuring project performance. The TBD Hire School Coordinator will manage and collect the data and will be responsible for performance measurements along with support from Simone Combs, Principal Analyst for DCYF, in conjunction with NICJR. This information will be used to guide and elevate the impact of the project by monthly review sessions that will be scheduled within the multidisciplinary team meetings. The process to report data will be led by the TBD School Violence Coordinator who will enter information into the data tracking system and data review will be led by Simone Combs to ensure there is no disparate impact based on race, ethnicity, immigration, disability, or any other protected class. This work will also be done in collaboration with the multidisciplinary team named above. Using a tracking spreadsheet, the Coordinator will collect, aggregate, and report data in accordance with the relevant BJA STOP Performance Measure Questionnaire questions. They will also provide guidance on how best to evaluate the impact of the project in accordance with reporting requirements. Ultimately, data will support the team in ensuring the correct processes are being used and desired outcomes are being achieved.

The goal of the San Francisco School Crisis Support Coordination Project (SCSCP) is to intervene and prevent the escalation of violent incidents and coordinating supports and services on San Francisco Unified School District campuses. The objective of the SCSCP is to increase school safety and prevent on campus violence by quickly identifying escalating gun-related incidents and by developing intervention and prevention strategies that support youth, families and site leaders that is based on racial equity, trauma-informed practices and positive youth development in order to improve school climate. Deliverables include implementation of training to multidisciplinary intervention team (area #2) which will include school personnel and community-based organizations (area #3); implementation of training for law enforcement and probation officers who work with school-based populations (area #4); and hiring of personnel to improve school climate and school violence interrupters (area #5)

E. Plan for Sustainability

The City and County of San Francisco and San Francisco Unified District is committed to establishing and maintaining safe school sites. Plans for sustainability will be identified through DCYF and they will work closely with community-based grantees to begin embedding School Violence Interrupters in their staffing models. DCYF will also work closely with San Francisco Unified School District to continue supporting the TBD Coordinator position as well as maintaining ongoing trainings. Additionally, DCYF will integrate findings from this project to potentially create a new funding strategy to be included in the department's upcoming 2023-2024 Request for Proposals (RFP) which administers millions of dollars over a 5-year funding cycle to address the needs and disparities of San Francisco youth and families, prioritizing funding for culturally competent community-based organizations.

This application will not include research and development.