

File No. 100128

Committee Item No. 1

Board Item No. _____

COMMITTEE/BOARD OF SUPERVISORS

AGENDA PACKET CONTENTS LIST

Committee: City and School District

Date: October 14, 2010

Board of Supervisors Meeting

Date: _____

Cmte Board

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| <input type="checkbox"/> | <input type="checkbox"/> | Motion |
| <input type="checkbox"/> | <input type="checkbox"/> | Resolution |
| <input type="checkbox"/> | <input type="checkbox"/> | Ordinance |
| <input type="checkbox"/> | <input type="checkbox"/> | Legislative Digest |
| <input type="checkbox"/> | <input type="checkbox"/> | Budget Analyst Report |
| <input type="checkbox"/> | <input type="checkbox"/> | Legislative Analyst Report |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Introduction Form (for hearings) |
| <input type="checkbox"/> | <input type="checkbox"/> | Department/Agency Cover Letter and/or Report |
| <input type="checkbox"/> | <input type="checkbox"/> | MOU |
| <input type="checkbox"/> | <input type="checkbox"/> | Grant Information Form |
| <input type="checkbox"/> | <input type="checkbox"/> | Grant Budget |
| <input type="checkbox"/> | <input type="checkbox"/> | Subcontract Budget |
| <input type="checkbox"/> | <input type="checkbox"/> | Contract/Agreement |
| <input type="checkbox"/> | <input type="checkbox"/> | Award Letter |
| <input type="checkbox"/> | <input type="checkbox"/> | Application |
| <input type="checkbox"/> | <input type="checkbox"/> | Public Correspondence |

OTHER

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|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>DCYF's School Partner Model with SFUSD</u> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>SFHSA Interagency Partnerships</u> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>DPH Community Behavioral Health Services</u> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>School Partner Model</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |

Completed by: Andrea S. Ausberry

Date Friday, October 8, 2010

Completed by: _____

Date _____

An asterisked item represents the cover sheet to a document that exceeds 25 pages. The complete document is in the file.



Work-based Learning through School-Community Partnerships: DCYF's School Partner Model in Partnership with SFUSD

The San Francisco Department of Children, Youth & Their Families (DCYF) created a funding strategy called "School Partner Model" in its 2010-13 Request for Proposals to provide targeted San Francisco Unified School District (SFUSD) high school students with work-based learning experiences that have relevance to their school day, motivation to complete their education, opportunities to build their 21st Century skills and to prepare for the workforce. In partnership with the San Francisco Unified School District and the Youth Council, DCYF developed the School Partner Model funding strategy to build a partnership between one of six identified SFUSD high schools and a community-based organization. These partners would work together to design and implement seamless learning opportunities for a cohort of approximately 25 students who are under-credit and/or at-risk of not graduating on time. Programming would take place during and after school, as well as during the summer, for duration of either one or two years, as appropriate for the population and school site. The funding strategy's overarching goals are to:

- a) Support high school completion by using workforce opportunities to enhance school attachment and to demonstrate utility of education to career alternatives.
- b) Enhance students' development of 21st Century skills and provide relevant learning opportunities.

The model includes the following components:

Education:

- Students' work-based learning experiences are aligned with their school day learning to create relevant learning experiences
- Students might receive dual enrollment credit from San Francisco City College and/or SFUSD credit for completion of program requirements
- Students' school success is integrated into tracking progress through the program, with additional tutoring or other academic support services offered to ensure they remain in the program
- School day attendance is linked to program performance and reflected in youths' stipends

Career Exposure, Training, and Preparation:

- Students participate in career panel discussions, field trips, job shadowing and other such activities that expose them to career options
- Students develop workplace skills (such as teamwork, professionalism, communication) through project-based learning activities
- Students complete internships with intentional learning objectives at placements with supportive mentors
- Students reflect on their work-based experiences during school and during after-school program time
- Work experience and/or internship placements should aim to prepare youth for specific industries, such as, but not limited to, the seven priority industries identified by OEWD, which are (1) Hospitality, (2) Retail, (3) Health Care, (4) Construction, (5) Information Technology/Digital Media, (6) Biotech, and (7) Transportation/Logistics.

Post Secondary and Life Planning:

- Students are exposed to various colleges, training/vocation options, and career options
- Students receive post-secondary counseling, identify their options and interest, set short- and long-term post-secondary goals, and develop a plan that outlines the steps they need to take to achieve their goals

- Students are supported as they complete steps from their plan and make transitions, which could include college application assistance, interview preparation, test preparation, or placement in pre-apprenticeships in the trades or other workforce programs

Connecting to Support Services:

- Youth are linked to support services that address issues that inhibit them from being successful
- If workforce providers do not have the capacity to address participants' support service needs, they need to have active partnerships to other providers in order to create a safety net for youth and young adults, and, at minimum, have a strong referral network built into the program so that youth experience a seamless set of services as they progress towards their goals

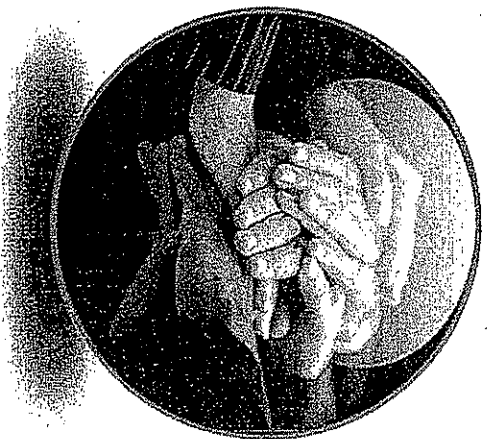
This model is based on a strong working partnership between a school and a community-based organization who work together collaboratively with the employer to implement the program.

The following four agencies were selected to receive a three-year grant to implement this School Partner Model:

- ***Heat of the Kitchen*** (fiscal agent: Buchanan YMCA) with Ida B. Wells High School. This program will work with 120 students per year with a one-hour weekday class called "The Culinary Arts." Students develop core habits of work while enjoying the art of cooking, eating and cleaning together. About 40 are placed into short-term, paid job shadows and internships in hospitality-related businesses. The program's school day linkages will allow students relate their classroom learning to working skills.
- ***Architectural Foundation of San Francisco's Build SF Program*** with O'Connell High School in the afternoon and Downtown, Ida B. Wells and Independence High Schools in the morning five days a week during the academic year. High school juniors and seniors join instructors in the program to work on real projects centered in the development of a major urban construction project. Three afternoons each week students take a standards-based academic program, earning academic credit in two UC-approved courses: *Issues in Urban Sociology* and *Architecture and Design*. Two afternoons each week the students meet with professionals in the fields of architecture, design, construction and urban planning who serve as mentors on a one-to-one basis. Students earn additional high school graduation elective credits in field research by working with the mentors.
- ***Jewish Vocational Services*** with Downtown High School. This program will establish training and career exploration activities, paid work experiences, work-based academic enrichment supports and cohort programming for 25 students who have poor attendance, have not passed the CHASEE or have low basic skills levels. The program will deliver integrated academic and work experiences in a variety of occupations and divisions of partner employer(s). Each subsidized placement will be aligned with DHS' innovative project-based learning model, with relevance to school day learning.
- ***YTEC for Principals' Center Collaborative***. This model features work-based learning experiences that foster academic and career success, as well as integrating the Big Picture Learning model. Students will participate in internships for credit on-site and off-site at various businesses. All internships will be connected to the program with assigned staff working with employers directly on an ongoing basis. The YTEC Teacher/Advisor, along with SFUSD teachers, will teach cohorts of PCC students English and History with a tie-in to their internships.

SFHSA Interagency Partnerships

September 23, 2010



SF Foster Care Stats

- 1,205 children in foster care
- 526 (44%) placed in county
- 426 placed in county and school age (age 5+)



MAST

Multi-Agency Services Team

Family and Children's Services

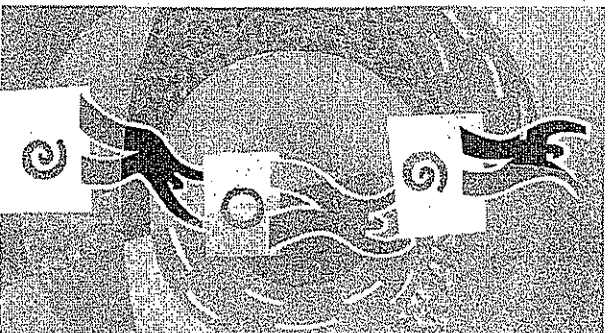
Community Behavioral Health Services

Juvenile Probation

SFUSD

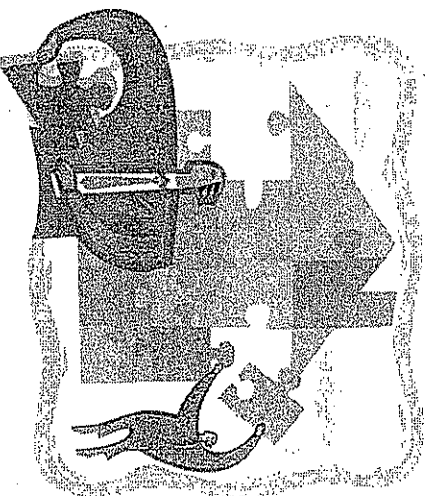
Providers

Edgewood, St. Vincent's, Seneca



PURPOSE

To identify the best service options for children, youth and families who have complex life situations.



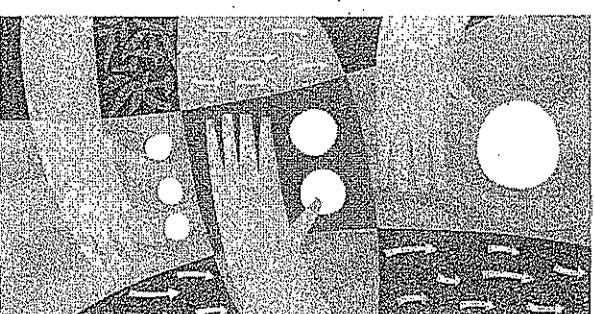
GOALS

- Provide a more efficient and effective meeting process
- Expedite service delivery and support
- Offer creative problem-solving for high needs children and youth
- Promote interagency collaboration and communication
- Track service delivery outcomes to determine effectiveness

SFUSD/SFHSA Partnerships

Foster Youth Services

- Educational Case Management
- Tutoring
- Mentoring
- Participation in 154
Team Decision Making Meetings

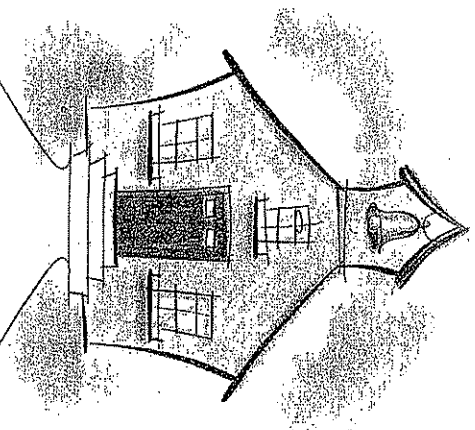


SFUSD Liaison

School-based Foster Home Recruitment Campaign

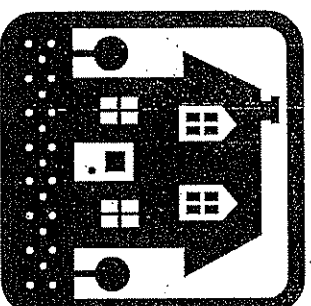
In the first year:

- Over 150 community and school events
- 15 Placements
- 31 confirmed supportive placement options



SB163 Wraparound

- CDSS approval
- Family-based alternatives to group home care
- A planning process for creating individualized services and supports
- No new funds
- SF Partners:



SFHSA, CBHS, JPD, SFUSD,
Seneca Connections

Children in Wraparound

- In, or at risk of, high-level Group Home placement and:
- Wards of the Court: 602s
- Dependents of the Court: 300s
- Certified eligible for Mental Health Services (AB3632)
- Adopted into new families (AAP)



SF CANDO

*Strength from Families, Communities, Agencies,
and Neighborhoods, Deciding Together*

- Communities of Opportunity
- Coordinated case management approach for families in multiple systems
- Hunters View and Hunters Point public housing developments
- Community-focused, family-centered practices



Planning Documents

- AB636 System Improvement Plan
 - BOS approved 8/10
- San Francisco Task Force on Residential Treatment for Youth in Foster Care,
 - Reports to BOS on 5/09, 10/09 and 11/09



City & School District Select Committee

September 23, 2010

Presentation by Department of Public Health
Community Behavioral Health Services

Introduction

- (1) Overview of CBHS CYF Level of Care
- (2) Overview of Multiple-System Involved Clients
- (3) Infrastructure for Coordination among multiple departments
- (4) New Direction – Evidence-Based Practices
- (5) New Direction – Data-Driven Decision-Making

CYF-SOC Levels of Care

Hospital Care:

Brief inpatient hospitalization
(e.g., St. Mary's McCauley Behavioral Health Services)

Youth Guidance Center:

Detention center-based assessment and evaluation
(e.g., Special Programs for Youth)

Crisis Care:

Crisis intervention and community response

Residential Day Treatment:

24 hour care in treatment facilities
(e.g., Seneca Connections Community Treatment Facility)
Day programs and step-down from residential
(e.g., Walden House Adolescent Behavioral Health)

Intensive Community Services (Intensive Outpatient)

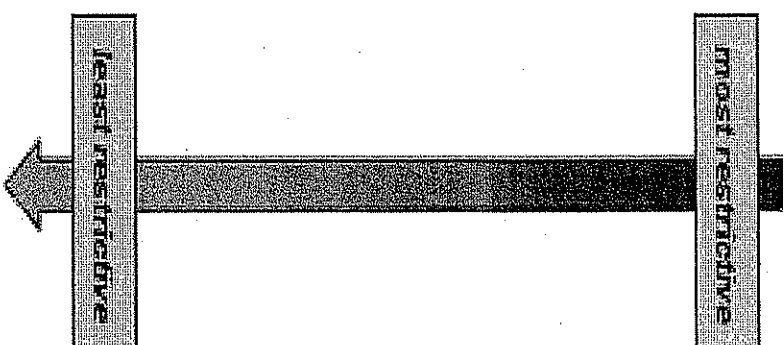
Intensive Case Management (e.g., Family Mosaic Project)
Wraparound Services (e.g., Seneca Connections)
Non-Residential Day Treatment Services (e.g., Edgewood Center)

Traditional Outpatient Services

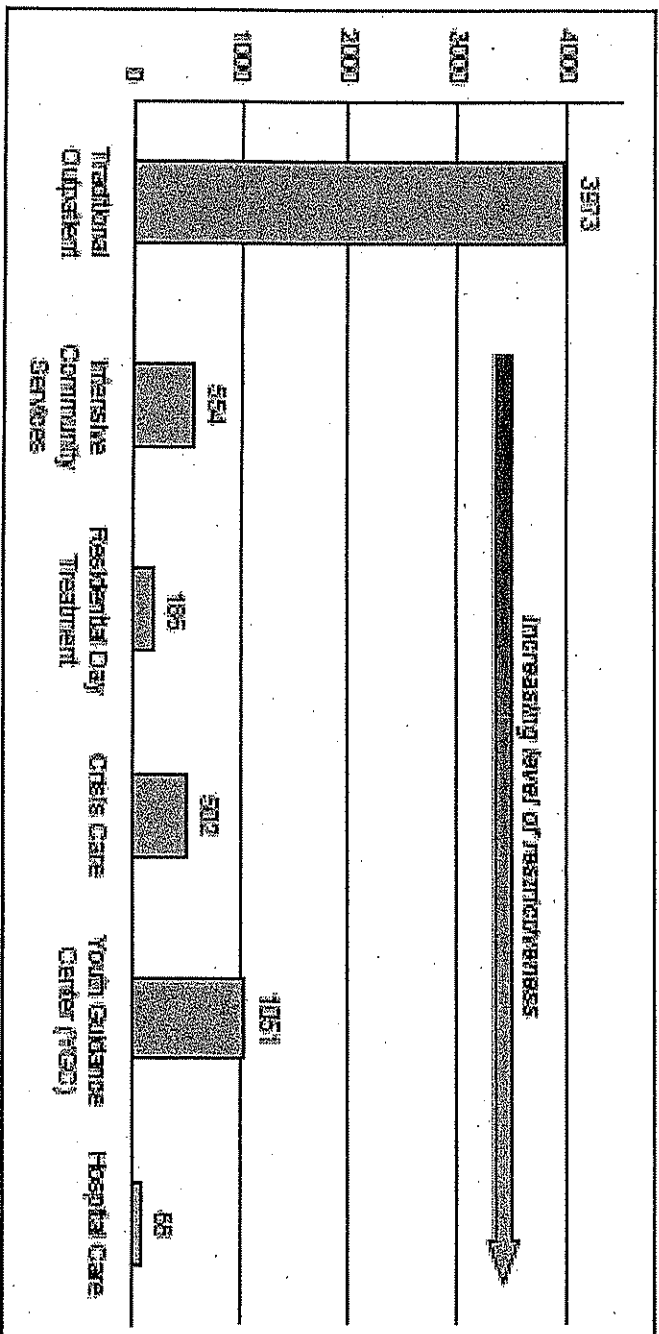
Office Based Outpatient Therapy
Community-Based Outpatient Therapy
School-Based Services

Prevention Services:

Early Childhood Mental Health Consultation Services
Wellness Initiative



Mental Health Clients by LOC



* Unduplicated client counts are available within each level of care. Clients may receive services from multiple levels of care and thus, client counts across levels of care may be duplicated and add up to more than 5,177.

SFUSD-CYFSOC

20 Agencies funded by DPH to provide services in 28 pre-k/cdcs, 41 elementary schools, 11 middle schools, and 21 high schools

Mental Health Agencies

- 40% civil service/60% CBOs
- Bayview Hunter's Point Foundation, Chinatown Child Development Center, Comprehensive Child Crisis Services, Edgewood, Huckabee Youth Programs, Instituto Familiar de la Raza, Mission Family, Oakes Children's Center, RAMS, Inc., SF Center for Psychoanalysis, Southeast, Sunset Mental Health, UCSF IPP, YMCA Urban Services, Westside Community Services

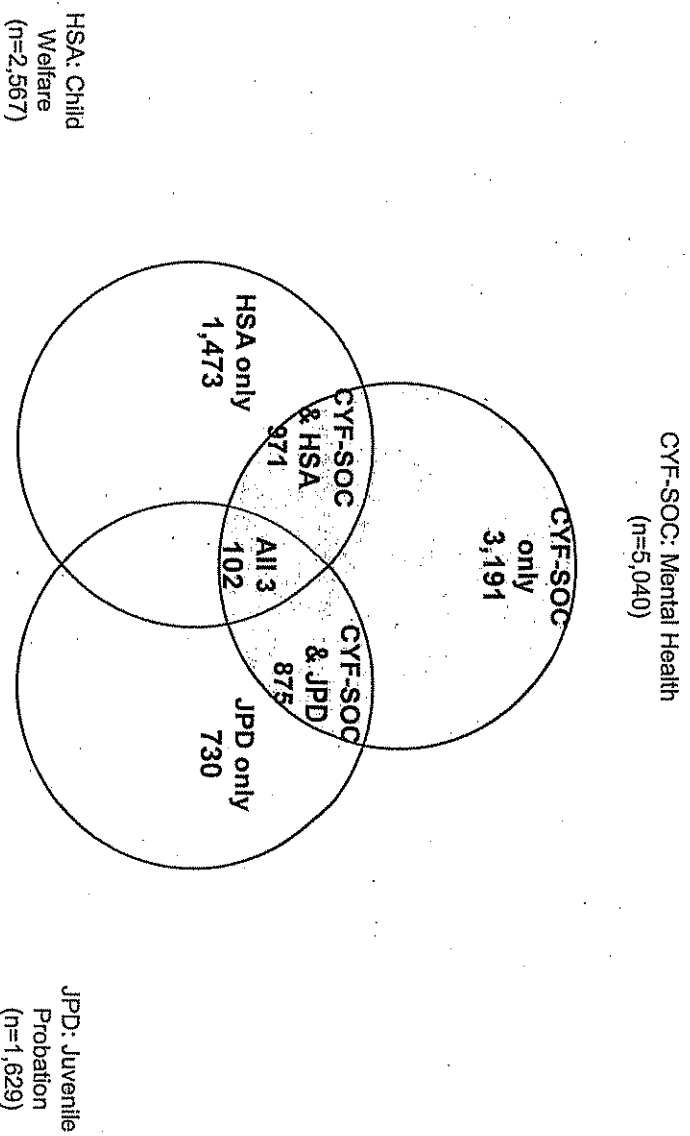
Substance Abuse Agencies

- 100% CBOs
- AARS, Bayview Hunter's Point Foundation, Japanese Community Youth Council, Horizons Unlimited, Larkin Street, YMCA (OMI/Excelsior Youth Ctr), Youth Leadership Institute

AB3632 Services

- Assessment of Special Education Students for eligibility for AB3632 services: 419 referrals total in FY09-10.
- 279 students found eligible and referred for AB3632 mental health services in FY09-10
- 90 students has assessment in process currently
- 22 parents declined referral, 28 incomplete referral or move out of district
- A total of over 1,000 special education students receive AB3632 treatment service in FY09-10

Multiple System Children/Youth

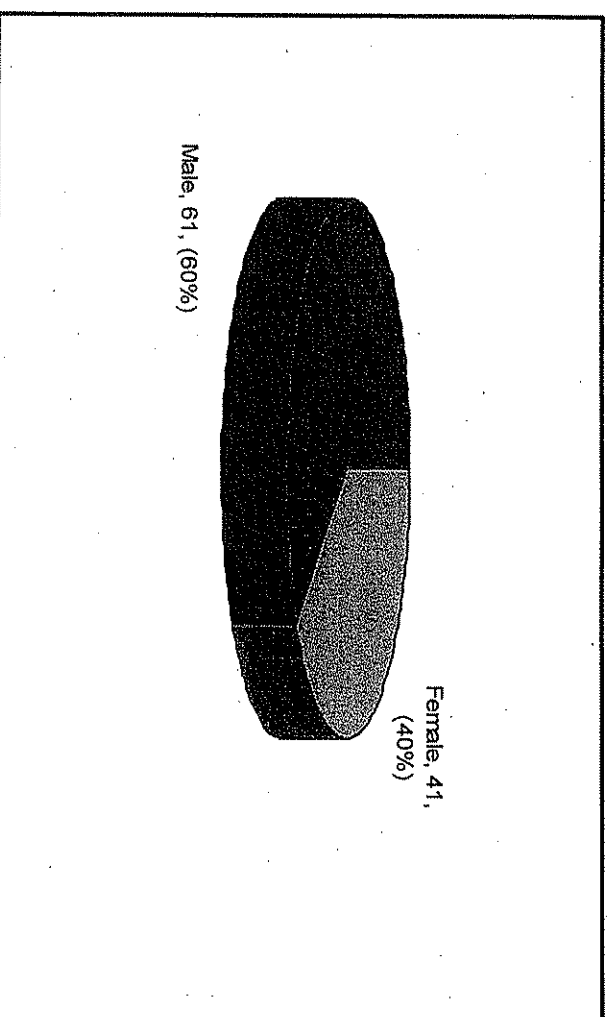


Multiple System Children/Youth

Characteristics of Multi-System Clients

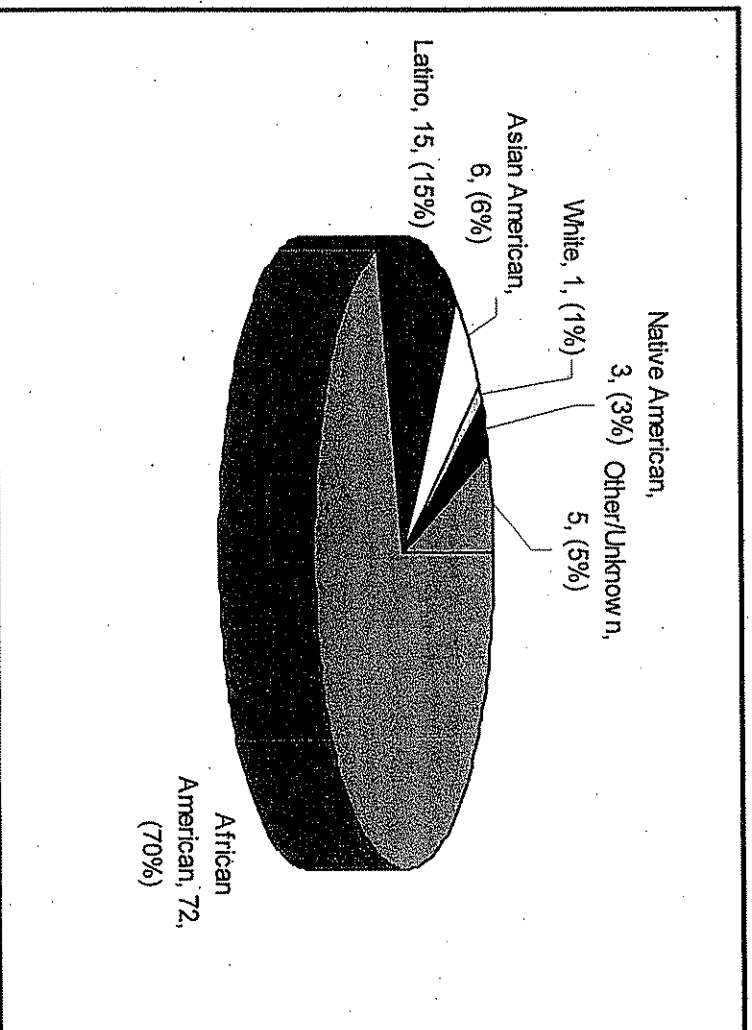
The 102 clients who were involved with all three systems were most likely to be male (n=61, 59.8%). African American youth were, by far, the largest ethnic group among the shared clients (n=72, 70.6%), followed by Latinos (n=15, 14.7%) and Asian/Pacific Islanders (n=6, 5.9%).

Overlap Clients by Gender



Multiple System Children/Youth (continued)

Overlap Clients by Ethnicity

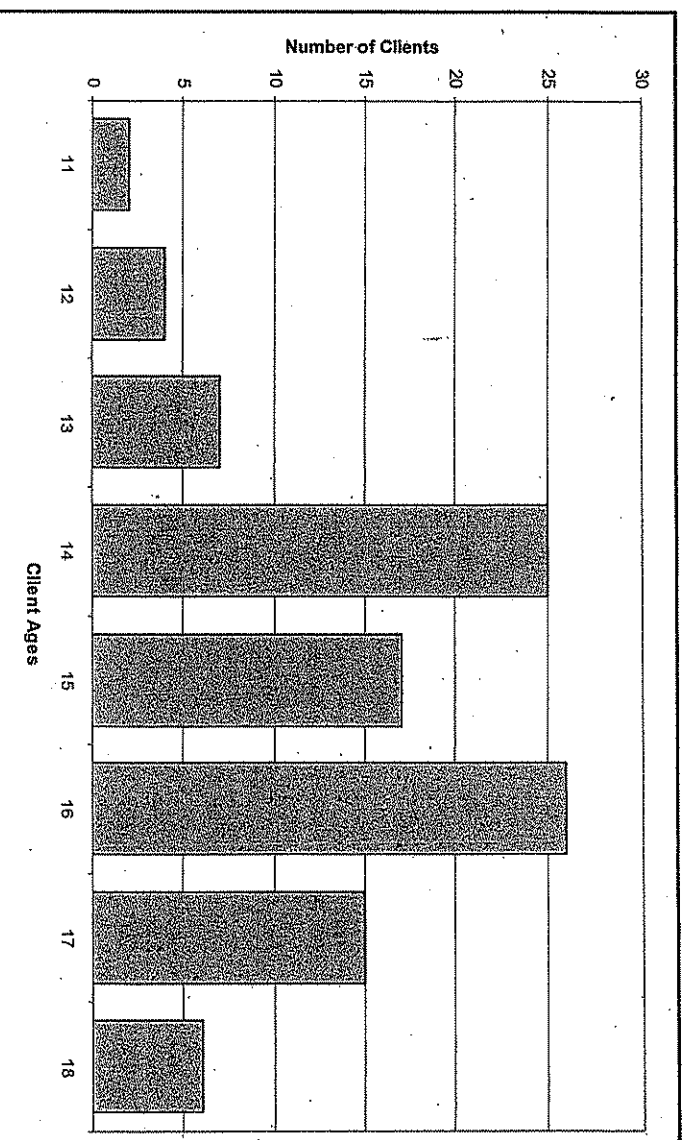


Multiple System Children/Youth (continued)

Age

The ages of the multi-system youth ranged from 11 to 18 and are summarized in the Chart. This age range is expected since youth under the age of 11 are not taken into the Juvenile Probation Department. The average age of shared youth was 15.1 years.

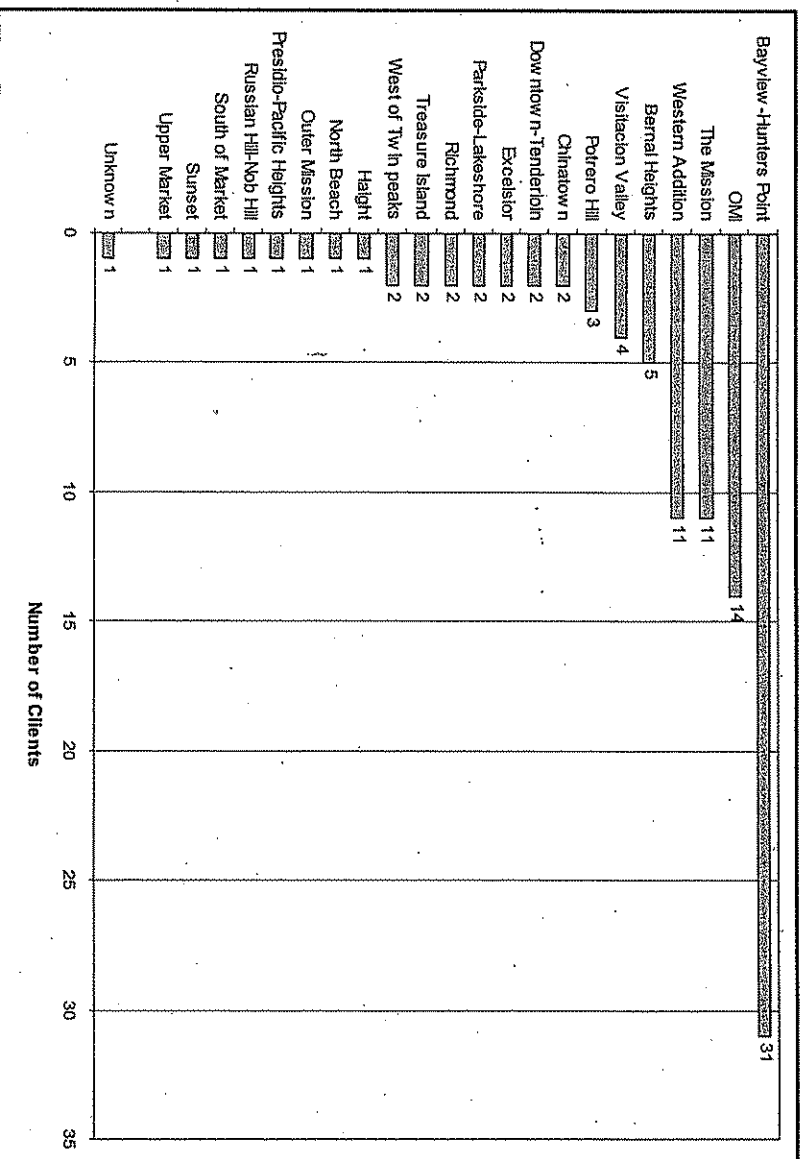
Overlap Clients by Age



Multiple System Children/Youth (continued) Neighborhood

The majority of multi-system youth live in high-poverty and high-crime areas of San Francisco. Chart below summarizes the number of shared youth from each neighborhood: Bayview-Hunters Point (30% of all shared youth), Ocean View, Merced Heights and Ingleside (OMI, 14% of all shared youth) and the Mission and Western Addition (11% respectively of all shared youth).

FY 07-08 Overlap Clients by Neighborhood



Infrastructure for Coordination

- **AB3632** – single point of intake for special education students
- **Foster Care Mental Health Program** – single point of intake for foster children, co-location of mental health assessors at Human Service Agency
- **AIM Higher** – single point of intake for youth involved with juvenile justice, co-location of mental health assessors/case managers at juvenile justice center

Infrastructure for Coordination

- Wellness Centers/Safe Schools – prevention, wellness promotion, early intervention, and referral at middle and high schools
- Shared Youth Data Base (DPH, Human Service Agency)
- MAST, SF CAN-DO, JPD daily meeting, therapeutic visitation coordination, CANS meeting

New Direction – Evidence-Based Practices

- **Multi-Systemic Therapy (MST)**
- **Cognitive Behavioral Therapy (CBT)**
- **Trauma-Focused CBT**
- **Trauma-Focused CBT-Community Violence**
- **Incredible Years**
- **Triple P Parenting**
- **Medication**

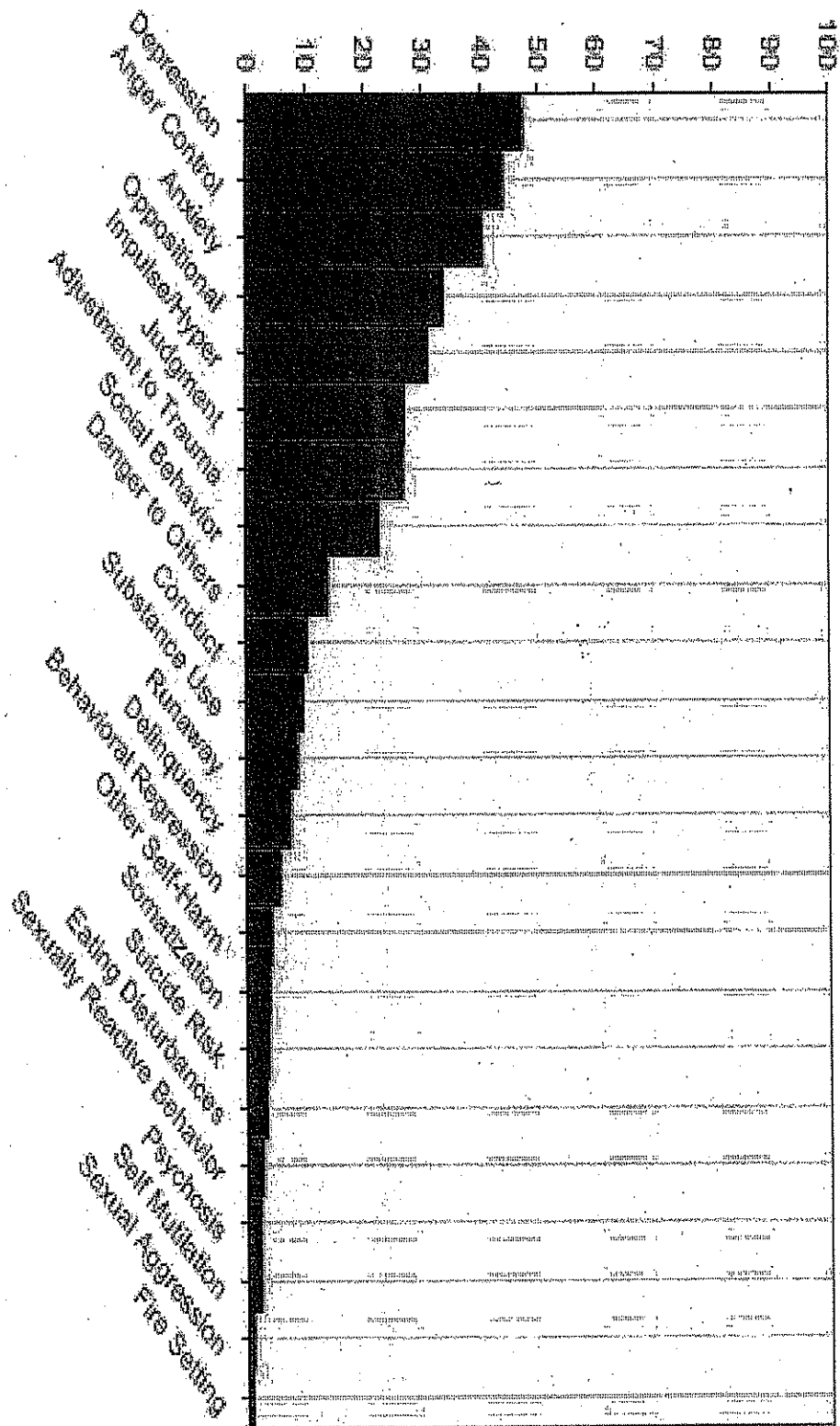
New Direction – Data Driven Decision Making

- Adoption of Child Needs & Strength (CANS) as a tool for communication, quality improvement and outcome management
- Goal of CANS implementation are:
 - Assure consistent and appropriate decisions about children's care
 - Create collaboration around these decisions
 - Intervene at any level of the system that is not working for children and families
 - Reduce disparity in level and placement decision

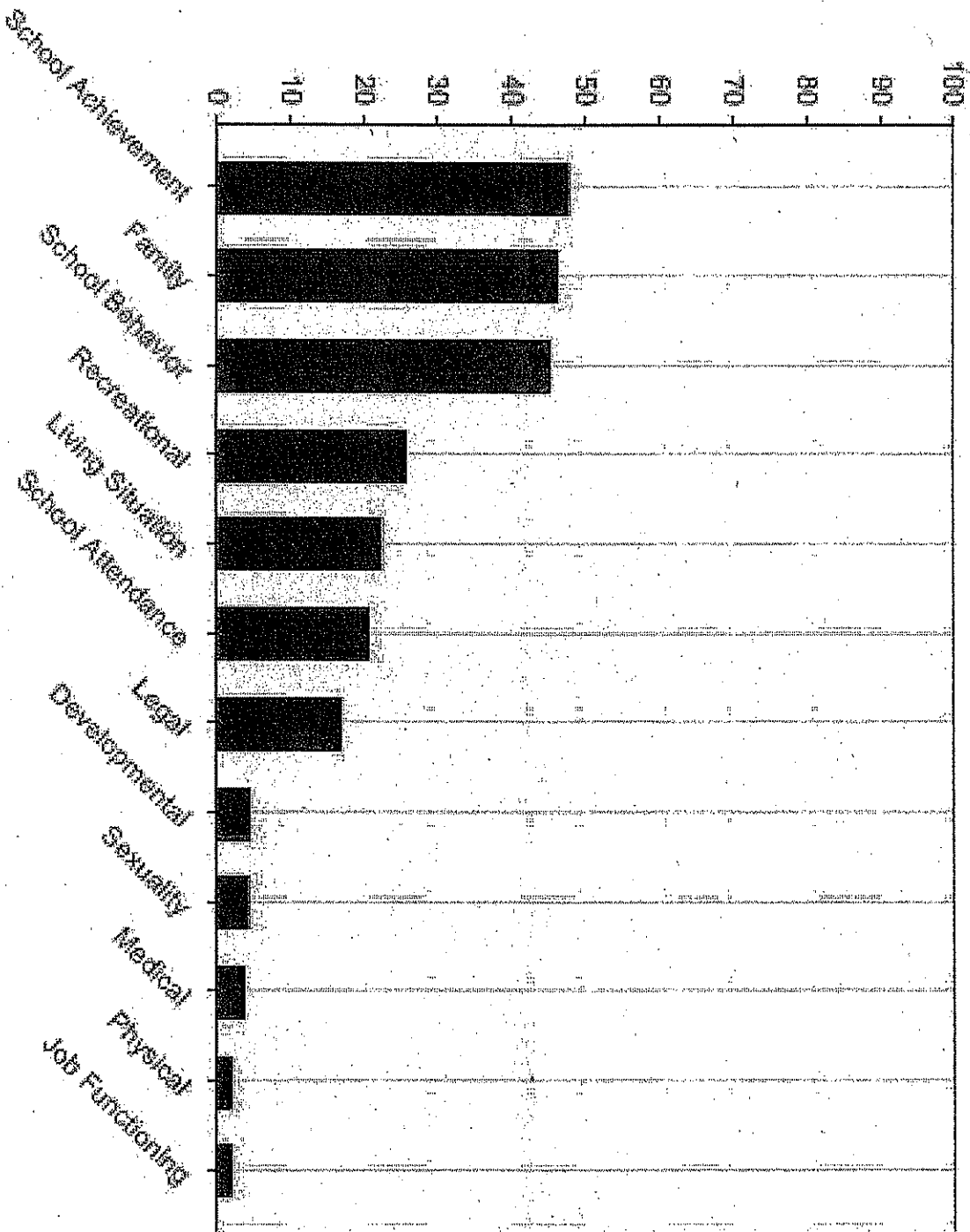
New Direction- Data Driven Decision Making

- CANs Feedback System: Multiple-Level Information for Effective Decision-Making
 - Client Needs & Strength
 - Clinician Needs and Strengths
 - Supervisor Needs and Strengths
 - Program Needs and Strengths
 - System Needs and Strengths

Systemwide Client Profile



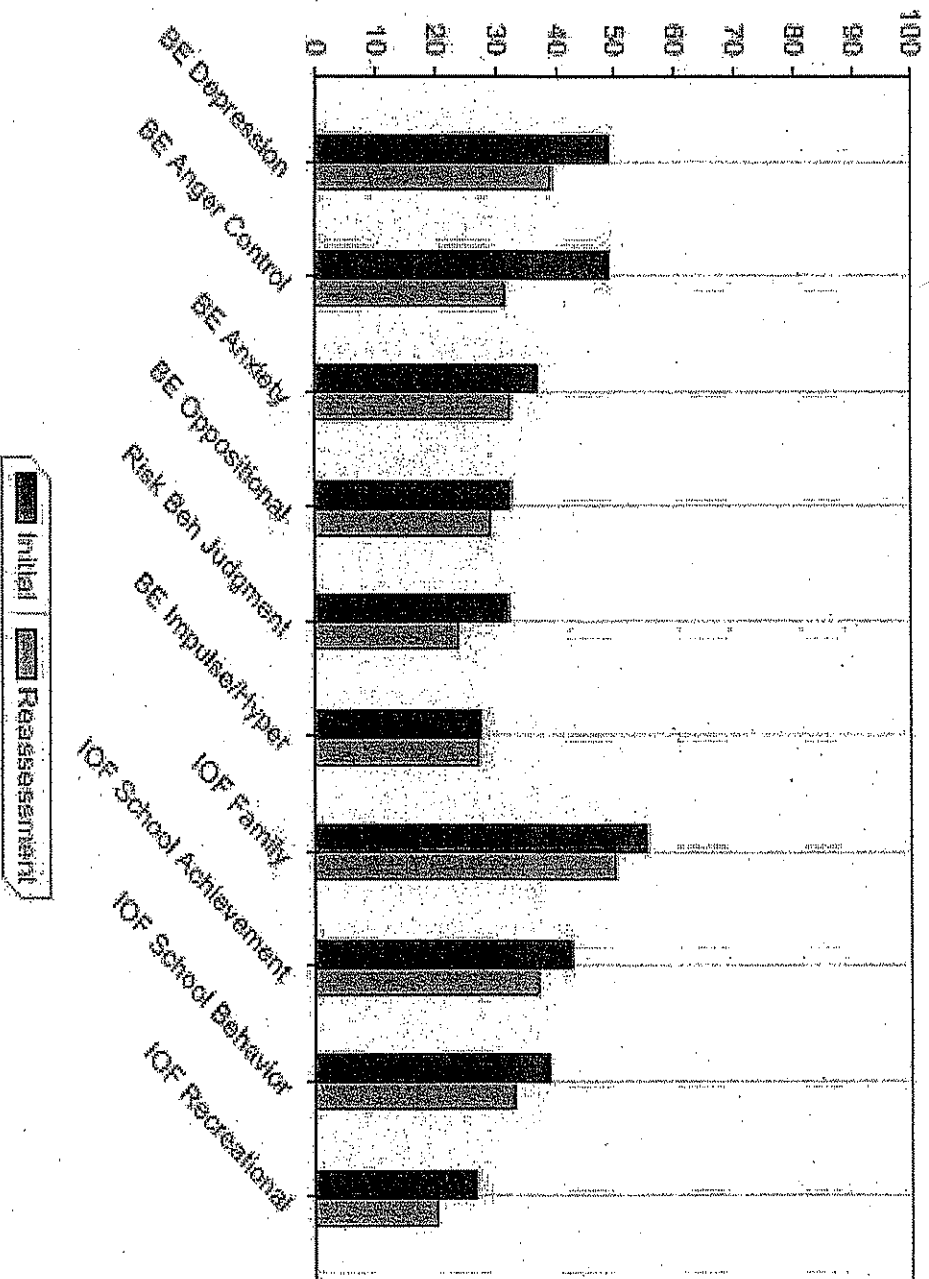
Systemwide Client Profile



School Attendance

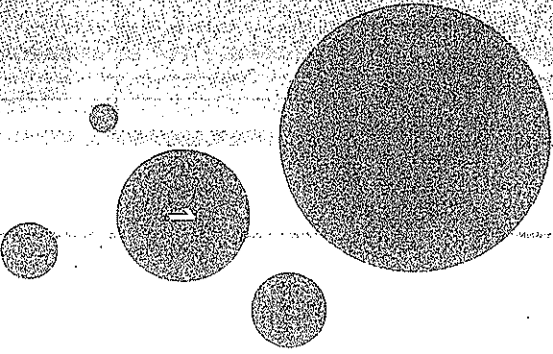
- Review of clinical files of 1657 children and youth who entered the CBHS SOC between Sept. 1st 2009 – August 2nd 2010
- 57% No evidence of attendance problem
- 23% Some problem, may miss up to one day per week on average
- 13% have problems, is missing at least two days per week on average
- 7% generally truant or refusing to go to school

Percent Change in Clients Needing to Address Concerns



Contact Information

- Sai-Ling Chan-Sew
- 1380 Howard Street, 5th Floor
- San Francisco, CA 94103
- 415-255-3439
- Sai-ling.chan-sew@sfdph.org

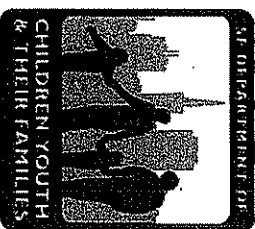


School Partner Model

City-School-CBO-Employer Partnerships

to Provide Work-Based Learning Opportunities

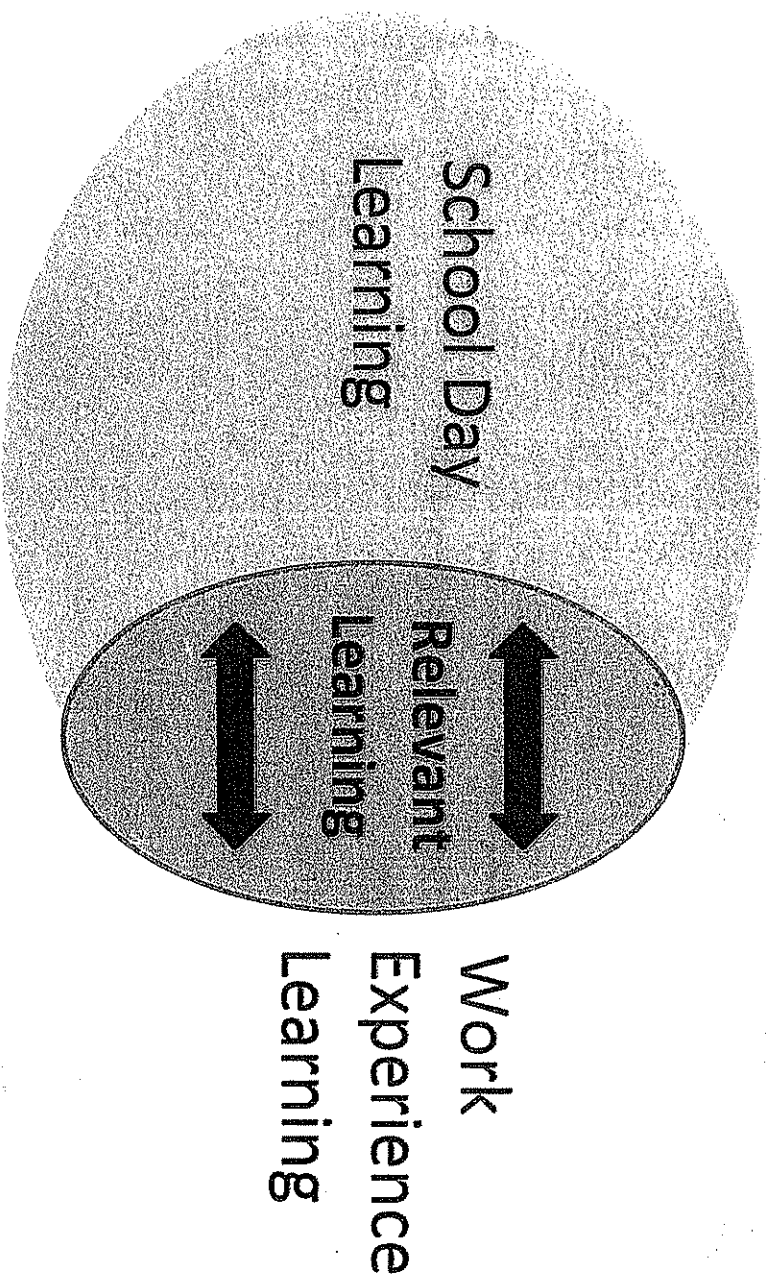
September 23, 2010



School Partner Model GOALS:

- Support high school graduation by using workforce opportunities to:
 - provide relevant learning opportunities
 - increase school attachment
 - demonstrate utility of education to career paths
- Enhance students' development of 21st Century skills

School Partner Model



School Partner Model

Major Programmatic Components:

Education:

- Work-based learning aligned to school day
- Credit (SFUSD and/or City College)
- Academic support services

Career Exposure, Training, and Preparation:

- Develop workplace skills and exposed to various careers
- Work experience and/or internship
- Links to work-based experiences and school

Post Secondary and Life Planning:

- Explore post-secondary options and counseling
- Develop an education and career plan

Connecting to Support Services:

- Linked to support services as needed

School Partner Model: Partners and Roles

School Site:

- Identifies students
- Co-design intentional learning in both school day & work experience
- Track students process and align other school supports

Community-Based Organization:

- Co-design intentional learning in both school day & work experience
- Provide work readiness training
- Recruit and assist employers to have meaningful work experiences
- Link students to support services
- Overall coordination

Employer:

- Co-design intentional learning in both school day & work experience
- Provides work experience and/or internship

School Partner Model Grantees:

Ida B. Wells High School & Heat of the Kitchen (fiscal agent: Buchanan YMCA)

- Culinary arts class
- Placements in hospitality-related businesses

Downtown High School & Jewish Vocational Services :

- Align work placements with existing project-based learning approach
- Partnering with PUC

Principals' Center Collaborative & YTEC :

- Align work placements with new Big Picture School approach
- Internships on-site & with various employers

O'Connell, Downtown, Ida B. Wells & Independence High Schools &

Architectural Foundation of San Francisco's Build SF Program

- Combines academic classes with mentored placements in fields of architecture, design, construction and urban planning

School Partner Model Timeline:

- Included as one of DCYF's teen strategies in January 2010 RFP
- Awarded 4 grants in July 1, 2010
- Six month planning process
- Implementation starts January 2011
- Grants end July 2013
- *Throughout 3-year cycle: Process and outcome evaluation to learn from this approach*

INTRODUCTION FORM

By a member of the Board of Supervisors or the Mayor

Time Stamp or
Meeting Date

I hereby submit the following item for introduction:

- _____ 1. For reference to Committee:
An ordinance, resolution, motion, or charter amendment.
- _____ 2. Request for next printed agenda without reference to Committee
- X 3. Request for Committee hearing on a subject matter.
- _____ 4. Request for letter beginning "Supervisor _____ inquires..."
- _____ 5. City Attorney request.
- _____ 6. Call file from Committee.
- _____ 7. Budget Analyst request (attach written motion).
- _____ 8. Substitute Legislation File Nos.
- _____ 9. Request for Closed Session
- _____ 10. Board to Sit as A Committee of the Whole

Please check the appropriate boxes. The proposed legislation should be forwarded to the following:

- | | |
|---|--|
| <input type="checkbox"/> Small Business Commission | <input type="checkbox"/> Youth Commission |
| <input type="checkbox"/> Ethics Commission | <input type="checkbox"/> Planning Commission |
| <input type="checkbox"/> Building Inspection Commission | |

Note: For the Imperative Agenda (a resolution not on the printed agenda), use a different form.]

Sponsor(s): Supervisor Bevan Dufty

SUBJECT: Students served by multiple systems

The text is listed below or attached:

A hearing to consider how we are addressing the needs of students who are being served by multiple systems within SFUSD and the City and County of San Francisco, among others.

Signature of Sponsoring Supervisor: _____



For Clerk's Use Only: