Collective Impact

Santa Monica Cradle to Career
Making a Difference Together

CHILD AND YOUTH RESOURCE TEAMS

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Presenters:

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• Ivy Chang, LCSW- Senior Analyst
• Sabrina Fields, MSW- Program Manager Youth Resource Team
• Shuli Lotan, LCSW- School District Mental Health Coordinator

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Objectives:

• **Introduce:** Santa Monica Cradle to Career
• **Define:** Collective Impact
• **Overview:** Child and Youth Resource Teams
• **Answer:** How does this connect to mental health?

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## Snapshot: Demographics

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>4.7%</td>
</tr>
<tr>
<td>5-14</td>
<td>7.3%</td>
</tr>
<tr>
<td>15-24</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

Total: 93,295
The statistics alone paint an incomplete picture of Santa Monica in terms of youth diversity and the need for a coordinated network of support.
History: SMC2C Key Events

Santa Monica LOOKOUT
Traditional Reporting for A Digital Age

Shooting Incident in Pico Neighborhood Wednesday Evokes Memories of Bloody Gang Wars

Killings Reveal a Hidden Santa Monica

Santa Monica is no island of tranquility, but it seems that way from a seat at a Starbucks sidewalk table on Montana Avenue in a fashionable part of town.
Santa Monica parents, youth advocates and activists were key in pushing the City, SMMUSD and others to develop Santa Monica Cradle to Career.

Community activist Irma Carranza discusses the Cradle to Career initiative during a press conference introducing the new Youth & Family Violence Prevention Fund on Tuesday at Virginia Avenue Park. (Photo by Daniel Archuleta)
SMC2C: Our Commitment

ABOUT SMC2C.
Santa Monica Cradle to Career (SMC2C) is a collective impact initiative consisting of the City of Santa Monica, Santa Monica College (SMC), Santa Monica-Malibu Unified School District (SMMIUSD), service providers, and community stakeholders/advocates working together to develop a continuum of services and opportunities to ensure children and youth thrive from birth to adulthood.

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Theory of Change: Collective Impact

1. Too many organizations are working in isolation from one another.

   Collective impact brings people together, in a structured way, to achieve social change.

2. It starts with a common agenda.

   That means coming together to collectively define the problem and create a shared vision to solve it.

   It establishes shared measurement.

   That means agreeing to track progress in the same way, which allows for continuous improvement.

3. It fosters mutually reinforcing activities.

   That means coordinating collective efforts to maximize the end result.

   It encourages continuous communication.

   That means building trust and relationships among all participants.

4. And it has a strong backbone.

   That means having a team dedicated to orchestrating the work of the group.

*Collective Impact Forum

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Data Collection & Key Goal Areas

Youth Wellbeing Report Card

- Disaggregated Data Collection and Analysis
- 2012-current
- Humanizing the Data

**BEHAVIORAL HEALTH & WELLNESS FINDINGS**

<table>
<thead>
<tr>
<th>In-School</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children identified as very socially ready for kindergarten</td>
<td>28.6%</td>
<td>24.1%</td>
<td>32.0%</td>
<td>32.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Students who report they have a caring relationship with a teacher or other adult at school (reported “High”)</td>
<td>37.6%</td>
<td>41.3%</td>
<td>37.0%</td>
<td>37.0%</td>
<td>44.3%</td>
</tr>
<tr>
<td>Students who report they feel safe at school</td>
<td>67.4%</td>
<td>69.5%</td>
<td>71.5%</td>
<td>69.7%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Students who report being harassed on school campus</td>
<td>34.2%</td>
<td>33.3%</td>
<td>30.3%</td>
<td>34.0%</td>
<td>20.8%</td>
</tr>
</tbody>
</table>
**Data Collection & Key Goal Areas**

**✓ Established shared outcomes**

**✓ Utilized a data informed approach**

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**LEARNING & SCHOOL ACHIEVEMENT**

**KINDERGARTEN READINESS**
Santa Monica children are entering kindergarten physically ready for school.

- **PHYSICALLY READY & INDEPENDENT:** 99%
- **GROSS & FINE MOTOR SKILLS READINESS:** 53%

**COLLEGE & CAREER READINESS**
Santa Monica High School students complete college admission requirements (CSUN/UC).

- **Graduation Rate:** 95%
- **The teen birth rate is less than 1%**

- **28%** of all SMMUSD students utilize free & reduced lunch

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**BEHAVIORAL HEALTH & WELLNESS**

More than 1/3 of youth report feeling chronic sadness and hopelessness.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Rate of substance use</th>
<th>Rate of depression</th>
<th>Suicide ideation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9TH</strong></td>
<td>21%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>11TH</strong></td>
<td>37%</td>
<td>37%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**OLYMPIC HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Rate of substance use</th>
<th>Rate of depression</th>
<th>Suicide ideation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>50%</td>
<td>27%</td>
</tr>
</tbody>
</table>

*Data sources can be found by visiting santamonicacradletocareer.org/reportcard/*
State Funding: The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

Initiative areas of focus:
- increasing graduation rates
- decreasing chronic absenteeism and dropout rates
- reducing suspensions
- increasing family engagement

Restorative Justice focuses on alternatives to suspensions and other punitive actions. Some of the alternatives are conflict circles and other discussion sessions.
SMC2C identified a service gap for the City’s most vulnerable youth and families

Advocacy to City Council for funds to provide case management services for older youth (15-24)

$300,000/year through the City's Human Services Grants Program
Road Map for Building Child and Youth Resource Teams

- Community demand for social service funding
- Commitment by the City to fund support services for youth and families
- Identified lead organization(s) that will provide direct youth support
- City mandated collaboration for Human Services Division grantees
- Multi-disciplinary collaborative meetings
- Clear target outcome areas
Development of the Child and Youth Resource Teams

1. Conduct Assessment
2. Develop Comprehensive Intervention Plan
3. Referral & Linkage

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Child and Youth Resource Teams

- Collective Impact - Case management meetings
- Functions through the support of school district community college, community-based organizations
- Link to mental health
- Scale: Expansion to cover more age groups - Middle School Support Team (ages 10-14) and Early Childhood Wellbeing Project (0-5). Funding increase to a total of $700,000.

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Collective Impact = Systems Change

- Strengthened network of care for the most vulnerable youth and families
- Human Resources/hiring practices
- Instituted Youth Diversion Program
- Advocated and reformed SMMUSD Substance Use Policy
- Student groups - SWAG, Mecha,
- Immersed in SMMUSD’s Student Support Services as partners
- Website, report card
Inexplicit objective to create systemic equity?

- Demographics of CYRT programming: Program serves majority youth and families of color (90% program participants). This is not explicitly identified in the program plans or in the theory of change, yet is a priority for staff and funders.

- Demographics of SMMUSD student body vs. the demographics of the City.

- How are collective impact models designed? Power dynamics, self-determination?
Considerations

• Challenges of Collective Impact
• The role of community
• The role of leadership
• Impacting systems change
• Upward, and onward... the work continues...
Q&A

Contact Us:
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