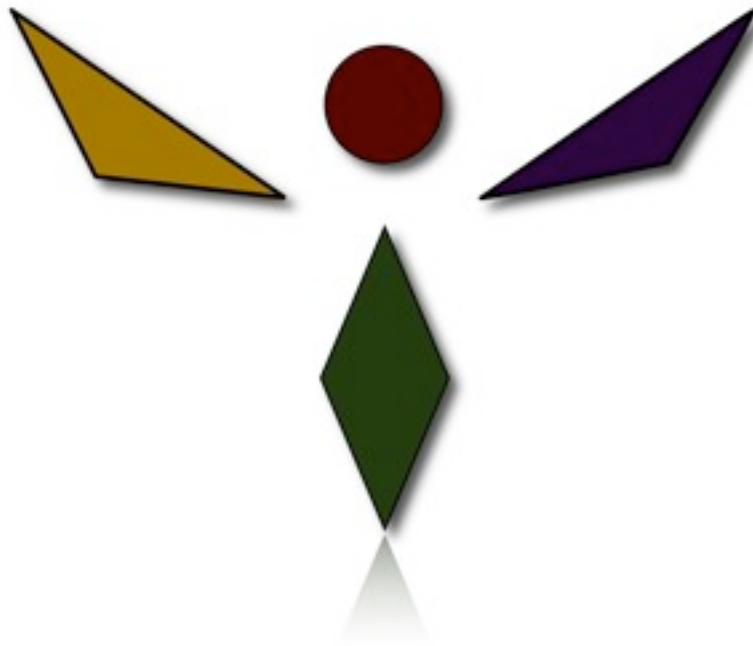


The Youth Intervention Network Story



UrAtWork, Inc.

Building High Performing Communities - Now, and Together

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Foreword

UrAtWork is a non-profit corporation created to build High Performing Communities in Antioch, East Contra Costa County and beyond. The High Performing Community model is a trademark of Emerald Consulting, and by permission, has been adapted for the purpose of developing high performing communities that effectively engage youth populations.

Wondering why we chose the name UrAtWork?

The word *ur* (oor) in Hebrew means to awaken, stir, raise up, arouse to action, open one's eyes. UrAtWork was coined to express the phenomenon of this awakening to action, and opening of eyes being at work in Antioch, California, the home of the Youth Intervention Network.

Research shows that there is no singular formula for becoming a high performing community that affectively engages the youth population. That is because as we know, each community has its own DNA and is made up of young people each with their own set of circumstances impacting on who they are and who they will become.

Becoming a community that is highly affective in the area of youth engagement and development is critical to a city's economic and social success.

We believe that to get there we must create an environment that includes the following key elements:

- More pressure for change than resistance to change
- Ownership of the problem by the entire community - these are our children
- Facilitated process to engage in a broad dialogue with stakeholders because studies show that interdisciplinary networks and collaboratives are the most effective.
- Partnership with the school district because research shows that a rigorous, relevant and relational learning experience that engages students is a huge deterrent to inappropriate and violent behavior
- Partnerships with environment-enhancing services (health, nutrition, sports, family support, etc) that help students become more engaged in their communities
- Career integrated education in job ready skills to prepare students for adulthood and the difficult choices facing them all along the way
- Partnerships with faith organizations to enhance spirituality and socialization
- Partnerships with community based organizations and Park and Recreation to enhance the level of physical activity our young people are engaged in
- Partnerships with local law enforcement to build trust and citizenship

Finally, to be successful, the agency partners and collaborators must have a commitment and a stake in the community and the region. If not they must move away from the table.

Chapter One - In The Beginning

All we knew was this:

Technology, demographics and the economy are all changing the world our kids live in. Therefore innovative data and outcomes driven strategies for engaging and intervening into the lives of young people who are likely to become involved in inappropriate and violent behavior are critical to the economic and social health of our city, and our entire region. Our youth were spinning out of control, and no single program, approach or methodology being employed at the time was working. Further, racial tension was on the rise and it was easy for folks to just blame the problem on the change in demographics, falling back on generally accepted assumptions that our community's problems were race based.



Therefore:

In the fall of 2006, Antioch Police Chief James Hyde and then Police Crime Prevention Commissioner Iris Archuleta met to discuss their concerns about our city's youth. They agreed that more was needed than coming up with a short-term patch. Chief Hyde's philosophy around community policing is unique in that although he understands and employs suppression as a necessary and critical component of public safety, he also understands that the long-term health and safety of a community requires a strategy for intervention and prevention methodology, especially when dealing with youth.

We began to discuss the necessity of having a long-term strategy and being committed to working collaboratively with city and regional government, school districts and stakeholders to make whole community change. We knew that we would need to employ evidence and research based approaches, and would require the expertise of project facilitators with proven experience in data collection and analysis, project facilitation, stakeholder dialogue facilitation, consensus and community building, and work with government agencies, community based groups, and faith-based organizations. Since no real collaborative had been formed to address the problem, we decided to build one.

At the Time:

In 2007, young people in Antioch were struggling in our schools both academically and socially.

It was clear that our youth needed us. At approximately 36%, Antioch had the highest concentration of people age 18 and under of any city in Contra Costa County. In addition:

- Less than 50% of students in our district were testing “proficient” in any core academic category.
- Only 42% were proficient in English/Language Arts, 40% in Math, 35% in Science, and 33% in History/Social Science.
- In a district with more than 3,500 11th and 12th graders, only 298 had taken advanced placement classes the prior year. Only 431 had taken the SAT the previous year, with the average score in math, verbal and written falling below the county and state average. This is no wonder, since there was only 1 academic counselor in the district per every 2,750 students.
- Only 26.7% of Antioch Unified students graduated with UC/CSU required courses. This was well below both the county and state average.
- Truancy within our district was at 46.64%; almost double the county and the state average.
- 25% of all the students expelled from Contra Costa County Schools in 2006–2007 had been expelled from AUSD (123 students at AUSD out of a total of 496 in Contra Costa County). By contrast, AUSD accounted for only 12% of student enrollment in Contra Costa County.
- 48% of our students were on free and reduced lunch in the district.
- On top of the 48% free and reduced stat, we had a 7.1% annual dropout rate in 2007/2008, insuring future generations of poverty. Studies showed that in this new technology-based global economy, dropouts are having a hard time finding livable wage jobs.



Student graduation rates and student engagement has been a long-term problem in the Antioch Unified School District.

The city was also experiencing a significant shift in demographics.

Antioch is located in Contra Costa County, at the eastern edge of the San Francisco Bay Area. As the cost of living had steadily risen in the core cities of the Bay Area, lower-income residents moved farther and farther east in search of affordable housing, thereby changing the demographics of the city of Antioch. At the time of the 2000 Census, 11% of Antioch’s children under age 18 lived in poverty (i.e., in households with incomes below the federal “poverty line”); by 2006, this number had risen to 17%. In 2000, 22% of

Antioch's residents spoke a language other than English at home; by 2006, that number had risen to 29%. The racial and ethnic makeup of the city had also changed:

RACE / ETHNICITY (US CENSUS)	2000	2006
White	65.3%	50.1%
Black or African American	9.7%	16.0%
American Indian and Alaska Native	0.9%	1.5%
Asian	7.4%	8.3%
Native Hawaiian and Other Pacific Islander	0.4%	0.2%
Some other race	9.2%	20.3%
Two or more races	7.0%	3.6%
Hispanic or Latino (of any race)	22.1%	28.8%

Further, increasingly anti-social behavior among youth was developing into full-blown violent crime.

There had been a 31% spike in violent crime by and against youth. Gang activity had been increasing at an alarming rate. In 2005, the Antioch Police Department (APD) recorded 161 gang-related calls for service; that number rose to 207 in 2006, and in 2007 APD recorded 266 gang-related calls for service—an increase of 65% in just two years. The primary reasons for these calls for service were, in descending order: assault; robbery; destruction of property (tagging, retaliation); and suspicious activity. The increase in gang-related police reports is even more staggering: 158 gang-related reports were filed in 2005; in 2006, the number was 326; in 2007, APD recorded 344 gang-related reports, for a total increase of 118% in two years. The primary crimes reported were, in descending order: narcotics, destruction of property (tagging, retaliation), assault, weapons, and robbery.

In 2007, 50% of Antioch's homicides were gang-related, and Antioch's rate of violent crime was 61% higher than that of the state of California, with especially large differences in murder and non-negligent manslaughter (Antioch's rate was 58% higher) and robbery (Antioch's rate was 109% higher). While Antioch's overall rate of property crime was similar to that of the state of California, Antioch's rates of burglary and motor vehicle theft were each 55% higher than the state rates.

Type of Crime	Antioch rate per 100,000 residents	California rate per 100,000 residents	Percentage Difference
Violent crime	843.4	522.6	+61%
Murder and non-negligent	9.8	6.2	+58%
Forcible rape	26.5	24.7	+7%
Robbery	403.0	193.0	+109%
Aggravated assault	404.0	298.8	+35%
Property crime	3061.6	3033.0	+1%
Burglary	1007.1	648.4	+55%
Larceny-theft	1123.8	1784.4	-37%
Motor vehicle theft	930.6	600.2	+55%

Crime trends in Antioch were of special concern, as rates of robbery, aggravated assault, and burglary had increased dramatically since 2005. (These crimes are often associated with gang activity.) From 2005 to 2007, robbery rates increased by 76%, aggravated assault by 45%, and burglary by 40%.

Antioch Crime Trends			
Type of Crime	2005	2006	2007
Violent crime	544.3	647.0	843.4
Murder and non-negligent manslaughter	9.8	9.8	9.8
Forcible rape	27.6	34.5	26.5
Robbery	228.4	280.7	403.0
Aggravated assault	278.6	322.0	404.0
Property crime	2874.3	2800.9	3061.6
Burglary	721.5	827.3	1007.1
Larceny-theft	1249.1	1107.0	1123.8
Motor vehicle theft	903.6	866.7	930.6

APD identified 443 validated gang members in the Antioch community since 2005. Many of these gang members are juveniles. Of all individuals arrested by APD officers in 2006 and 2007, 41.5% were ages 11–17. Antioch’s problems with youth violence and gangs have hit the African-American community especially hard. Between 2006 and 2007, the number of African-American youth arrested for Part I crimes (homicide, assault, robbery, and other serious crimes) increased, while the overall number of youth arrested for these crimes decreased slightly:

ANTIOCH YOUTH ARRESTED FOR PART I CRIMES			
	2006	2007	CHANGE
African-American	265	299	+13%
White	131	80	-39%
Hispanic	99	84	-15%
All Ethnicities	522	479	-8%

Over the same time period, African-American youth accounted for a larger percentage of juveniles arrested for Part I crimes than of overall juvenile arrests:

ETHNIC BREAKDOWN OF ALL JUVENILE ARRESTS VS. ARRESTS FOR PART I CRIMES (2006–2007)		
	ALL ARRESTS	PART I CRIMES
African-American	48%	55%
White	24%	21%
Hispanic	21%	18%

Hispanic gang violence has also seen a significant increase in the San Francisco Bay Area in recent years, as the Sureño gang has moved on to the territory of the rival Norteños. (“SoCal gang making big strides in S.S.F.; tagging and fights are on the rise.” San Francisco Examiner, Dec. 19, 2006.)

According to Chief Hyde, Antioch is no exception to this trend, with APD seeing significant activity associated with these two gangs. Chief Hyde also noted that some gangs in Antioch are multi-ethnic, and that several appear to be primarily “robbery crews” who use violence and intimidation as tools to increase profit.

Chapter Two - Shedding Light On The Problem

Using the Right Data

From the beginning we were committed to building a collaborative process based on more than our assumptions about what was happening in our community. Our mission was and continues to be to combine data analysis, evidence based and research-based practices, stakeholder education and awareness, and the leveraging of existing programs and resources to provide a continuum of support for those youth ages 13 through 18 most likely to commit and/or become victims of violence.

Those of us leading this effort, including Police Chief James Hyde; Mayor Don Freitas; City Manager Jim Jakel; Assistant City Manager Arlene Mornick; County Supervisor Federal Glover; Dr. Deborah Sims, Superintendent of Schools; Paul Taylor, Pastor of Antioch Christian Center; and Keith and Iris Archuleta of Emerald Consulting; had many years of experience as facilitators, trainers, directors and leaders.

For example, Emerald Consulting, the developer of the High Performing Community model on which the YIN is built, has been developing “whole people, healthy organizations, and sustainable communities” since 1992. Its founders have extensive experience developing and managing collaborative partnerships throughout the state and locally. Emerald Consulting builds and leads initiatives that deliver positive community outcomes and employs strategic planning and best practice models to improve the accountability, efficiency and effectiveness of organizations and communities.

Because of this experience, we knew that we had to spend significant time creating a framework for a broader discussion with stakeholders before bringing them to the table. To do so, we looked at the school district’s performance data, the police department’s arrest data, and a number of studies and models. With this information, and taking into account our own experience in law enforcement, education reform and collaboration building, we felt like something was missing, and although we had some ideas, we were not willing to rely on instinct and past experiences alone to figure out what it was. Therefore we made a decision to slow our process down, take our time, and really try to understand what was happening with local youth/teens. We wanted to know why some were doing well and some were not.

Given our concerns, and our commitment to understanding what was going on with our kids, we decided to collect and use individual rather than aggregate data in our quest to understand and properly identify youth who, without the assistance of a violence prevention and intervention strategy, would most likely commit or become victims of violent crimes.

To help us with this, we called in an old friend, Andy Wong of AJWI Consulting in San Francisco to collect and analyze risk-factor data for individual youth. AJWI Consulting specializes in providing data, technology and policy solutions for government agencies, foundations, and nonprofit organizations. Founded in 1998, AJWI has provided database integration, strategic planning, policy analysis, and evaluation services for dozens of clients in both the public and private sectors.

To date, we have collected and analyzed data for all 8,763 youth enrolled in Antioch Unified School district between the ages of 13 and 18. A detailed Memorandum of Understanding governs the use of this data, and only three people have access to it, to allay privacy concerns. Information from this database is not shared with partner organizations unless family members sign a privacy release form. For research purposes a mirror image of the database has been set up with a fictitious student number assigned to each individual record.

First, data is collected from the school district for students between the ages of 13 to 18. This data includes name, date of birth, gender, ethnicity, free or reduced lunch status, other socioeconomic status data, truancy record with dates, and disciplinary actions with dates. This data will eventually be cross-referenced with police department data, records from Sutter Health Emergency Room, and Children and Family Services.

The analysis of the data revealed that the 2 top indicators of youth likely to commit or become victims of violence are truancy and academic disengagement. This finding is consistent with recent research by Finn-Aage Esbensen, (Preventing Adolescent Gang Involvement; OJJDP Bulletin, September 2000), which says that "Gang members were more impulsive, engaged in more risk-seeking behavior, were less committed to school, and reported less communication with, and lower levels of attachment to, their parents. Non-gang youth were more committed to prosocial peers and less committed to delinquent peers.

Additionally, the 2001 study by Gary D. and Denise C. Gottfredson, (Gang Problems and Gang Programs in a National Sample of Schools; Behavioral Science Research and Development, 2001), said that "Youths who participate in gangs have much lower educational expectations than do other students, and are very much more likely to be threatened or victimized in school."

AJWI Consulting used three key methodologies in analyzing the data set (first within the school district and later to be cross referenced with other key agencies) :

1. Identifying relevant and significant indicators that show a developing or ongoing risk behavior. Indicators are identified agency by agency and cross tabbed to define indicators that need to be tracked.
2. Determining chronological order of events. Indicators and events related to them are charted in chronological order.
3. Identifying key intervention points. This is made possible through the analysis of cross-over data from multiple departments using the methods above to determine common points across specific sub-cohorts of the universe of data clients.

Mr. Wong will also work with the YIN and the Antioch Unified School District to develop an alert system within the current student information system which will notify the office of Student Services when youth between the ages of 13 to 18 are displaying behavioral patterns associated with our risk indicators. This process will greatly enhance the district's ability to make strategic referrals into the YIN wraparound and mentorship initiatives.



One final point of interest on the issue data is that contrary to what many would have assumed, ethnicity and socio-economic status were not strong predictive indicators of youth who are were likely to commit or become victims of violence. In fact, the youth currently involved in the YIN are white, black, asian and hispanic. There are single and dual parent homes represented. Some families have high six figure incomes and some are low income and receiving government assistance. Yet, all these youth were struggling both socially and academically.

Chapter Three - Building A Solid Foundation

You cannot build a strong collaborative of stakeholders without first building a non-competitive basis for working together.

The Youth Intervention Network, (YIN), has, from the beginning, worked to build and support a robust coalition of service providers, government agencies, community organizations, faith-based organizations, and community members to work together to serve the youth identified as likely to commit or become victims of violent crimes.

Current partners include but are not limited to the Antioch Police Department; Police Athletic League (PAL); City of Antioch; Antioch Unified School District; Sutter Delta Memorial Hospital; John Muir Health; East County Business-Education Alliance; Opportunity Junction; John F. Kennedy University Counseling Center; East County Child and Family Services; Juvenile Probation; the REACH Project; One Day at A Time; The Williams Group; faith-based organizations; community-based organizations; youth; parents; and community members.

Emerald Consulting has served as convener, facilitator and coordinator of this effort.

The development of strong interagency collaboration and communication is key to our initiative. The initiative aims to blend best-practices with effective collaboration to create a nurturing atmosphere—a community that functions like a “village,” to prevent young people from being marginalized or “falling through the cracks” in the service-delivery system.

The YIN initiative is built on the understanding that the problem is not a lack of services, but a lack of connection between service-providing agencies and organizations, as well as a lack of connection between these agencies and community members and families. YIN’s capacity building efforts seek to connect these agencies, organizations and community members to enable them to work collaboratively to address problems that no one organization can address alone. In other words, our goal is, and we are coming a long way in the process of becoming, a High Performing Community.

Although YIN has from the beginning been dedicated to helping service delivery organizations learn how to successfully work cross-agency with community members and faith-based organizations to bring

young people and their families the support they need, we didn't know how to best make that happen.

We also knew that we had to add value to the stakeholders' willingness to engage and stay at the table. We were wise enough, after having worked so long with organizations, to know that we had to stay far away from even the hint of monetary incentive or our attempts to build the collaborative would be disastrous. We did not want money to be the objective or the goal. We wanted the hopes of a high performing community to be what the collaborative aspired to.

In our first full planning year, we sought out the help of the Vesper Society Foundation. We actually went to them for a planning grant. Instead what we were offered was something that has come to be one of, if not the most powerful component of the High Performing Community methodology. Instead of cash, the Vesper Society provided a facilitated, week long collaborative team building experience led by representatives from Dialogue for Peaceful Change (DPC), an organization based in Ireland.

Rich Watson of Vesper Society saw something interesting and exciting about what we were trying to do and became our advocate with Vesper.

Rich is the Director of Finance and Senior Program Manager with Vesper Society. Vesper has over 30 years of experience in bringing parties in conflict together for peaceful resolution in Central and South America, Africa, and Europe. Rich has conducted training around the world with the Network 21 program, which he co-founded. Rich is also a DPC trainer internationally.

According to its website, "DPC is a global coalition, dedicated to creating safe spaces to overcome division through a structured and skilled process of mutual empowerment." The DPC workshops enabled community members and organizations to look at collaborative approaches to addressing youth violence in the Antioch community.

When we look back now we continue to marvel at the power of that experience and how it played such a pivotal role in the establishment of what is now a remarkably cohesive and effective network. However, if truth be told, it was not easy getting our folks to make the kind of commitment they had to make to get to and through that experience. At the time, in early 2008, we had a 53-member steering committee that involved City, faith, non-profit, community, County, corporate and labor leaders, including the Police Chief, School Superintendent, a City Council Member, the Assistant City Manager, and an Antioch School Board member.

When I told them that we had an opportunity to get support from Vesper they were excited at first until I told them that they would be going away for 5 consecutive days, leaving laptops and cell phones in their rooms from 9:00 each morning until 9:00 each night, rolling up their sleeves, and engaging one another in a very intensive team building experience. I explained to them that they would even be eating together and that all this would be happening at a retreat center tucked away in the mountains of Danville. There would be no escape. 45 of the 52 said that there was absolutely no way this could happen. After all, they argued, who was going to run things while all the important people were away.

Hearing the protests, we moved to plan B and Vesper flew Colin Craig out from Ireland for a visit. That's when everything changed.

Colin Craig is the founder of Tides Training Institute in Northern Ireland. He has been involved in working for reconciliation in Northern Ireland for 35 years. Over his career he has worked professionally as a Youth Worker, a Director of a Juvenile Justice Project, a Principal Officer and Regional Consultant for UrAtWork, Inc

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a National Charity. In 1990 he became Centre and Program Director for the Corrymeela Community, recognized internationally for pioneering work for reconciliation in Northern Ireland. In 2000 he co-founded TIDES [Transformation, Interdependence, Diversity, Equity and Sustainability] a non profit training and consultancy company. He has lectured and trained internationally on the themes of reconciliation, equality and diversity, and conflict management.

Colin came out and addressed the group. After his presentation, we knew that we had found what we needed to not only build and strengthen our collaborative under a common language and methodology for working together, but we had found the key to engaging the families of our youth who are at risk. But we'll talk more about that later in the story.

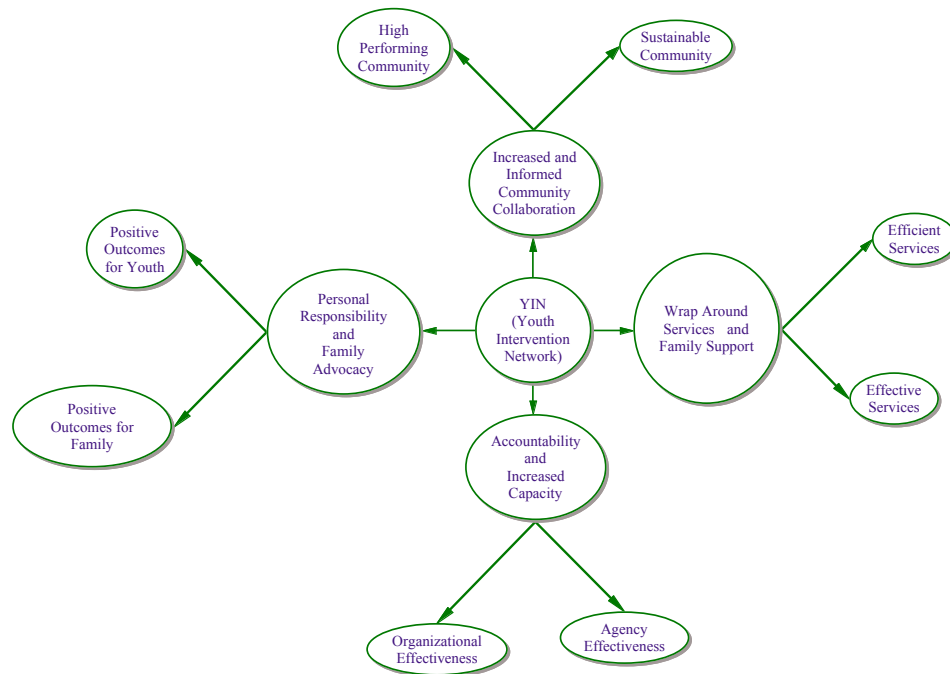
After Colin's talk, we unanimously accepted Vesper's offer. We hoped and prayed for at least 30 participants but were elated to see that 52 of our 53 executive committee members confirmed their attendance. We then scheduled and held two week-long workshop/retreats to accommodate two groups of 26 people each at the San Dominio retreat center in Danville.

During those ten days we witnessed our city and community leaders work hand in hand with community organizations, county leaders, and the faith community. We engaged in the challenging and difficult process of learning the art of social change by building and rebuilding community and dealing with the conflicts that naturally arise within agencies and organizations as well as within the community in general. The training taught us the creative and practical skills required to assist those in conflict to move through change peacefully. We took a hard and realistic look at why conflicts resurface time and time again and learned the specific steps needed to bring individuals, families, agencies and cities to a place of transformation - so that they can live and work without violence. What was very important to us was that the DPC approach fully recognizes that conflicts in today's communities frequently include tensions that have a cross-cultural basis. In order to build a High Performing Community, our collaborative needed to know how to successfully overcome division through a structured process of learning and mutual empowerment.

By the time we'd completed our training and received our certification, people who had said they would never work together were reconciled to working together for the good of the community. Old perceptions, rivalries, barriers, prejudices and even the sense of hopelessness were set aside and we were excited about getting back to the table and talking about how we would move forward.

Now that we had the stakeholders at the table and ready to work there were two things we had to figure out. The first was how we would engage youth and families, and the second was how we would engage youth and families as stakeholders and not just as service recipients. This was important for two reasons.

1. We did not want to become competitive with our partners/stakeholders. We did not want to reinvent the wheel, but rather create not another program, but systemic change through a visionary collaborative process.
2. We did not intend to do anything "for" youth and families, rather; we wanted to partner "with" them in the process of doing something for themselves with the help of the rest of the community stakeholders. In other words we wanted to create an opportunity for youth to find reasons to be involved in a positive mainstream culture as opposed to a negative sub-culture such as gangs, and we wanted their families to feel like a part of a caring community whose job it is to help get them there.



Chapter Four - Innovative Engagement

We are not a program and if we ever become one then we have failed.

The YIN is not a service provider. The YIN is a facilitator of the High Performing Community building project. As we began to build the initiative, the first thing we needed to do was to build our capacity to bring youth and their families into the process in a way that accomplished the goal of making them a part of the process and not just the recipient of programming.

To do this, we once again looked to Rich Watson of Vesper Society and Colin Craig of DPC. We remembered how powerful the DPC training had been for us and how we not only came away with hope and commitment; we came out armed with a powerful tool: our mediation training and certification. We wondered if we could recruit members of the community to be ground floor volunteer partners in the work.

We pitched the idea of training and certifying community volunteers in the DPC mediation process and using the process as a way to engage youth and their families in the act of self discovery, empowerment and positive change.

Both DPC and Vesper thought it was a great idea, so we set out to recruit community volunteers to play one of two roles - Family Mediator or Family Advocate.

We decided that the recruitment process had to be very informative so we chose to use an orientation format. We now hold informational orientations quarterly where we educate the community on the High Performing Community model and the YIN initiative. Our goal during these orientations is to take

community folks from a sense of helplessness around youth violence to a place of hope, enthusiasm, and participation. Notifications about orientations originally happened at city counsel, school board, rotary, neighborhood watch and church meetings. Now our network has grown such that sending a reminder out to the network database with information for their friends, co-workers, neighbors and family is usually sufficient. Word about the DPC training experience is spreading, and it helps generate enthusiasm because of the life-changing testimonials that are coming from our volunteers.

In addition to its role in recruiting new volunteers, the DPC training serves an important role in building community networks and connecting both organizations and families with one another. For some time now, criminologists have noted a correlation between communities lacking in social networks and high levels of crime. Numerous studies have documented that there are common neighborhood or community characteristics that result in an increased risk of crime and violence. These include: a) anonymity and sparse acquaintanceship networks among residents, b) unsupervised teenage peer groups and attenuated control of public space, and c) a weak organizational base and low social participation in local activities. (R. Putnam, 2000).

The explanation for what differentiates safe and organized cities from unsafe and disorganized ones has increasingly been found in the concept of “social capital.” “Social capital refers to connections among individuals—social networks and the norms of reciprocity and trustworthiness that arise from them.” (R. Putnam, 2000).

At first, criminologists were merely speculating on the tie between increased safety and highly connected communities. However it has since been proven that the connection between social capital and safe streets is very real. For example, one 15-year study between 1980 and 1995 looked at the relationship between homicide rates in various cities across the nation and documented the corresponding levels of social capital. The study concluded that social capital is as important as poverty, urbanism, and racial composition as a determinant of homicide prevalence. In fact, social capital was more important than education level, rate of single-parent households and income inequality in predicting the number of murders per capita during the 15-year study period. (Putnam, 2000).

The DPC training is YIN’s tool for building social capital. Among those who have already completed the training, YIN has noted a surge in organizational partnerships, an increase in individuals volunteering, and growing number of reciprocal relationships between the individuals who participated in the training.

Our next step is to work with DPC to provide “Training of the Trainers” This will not only serve to expand the capacity and reach of the YIN initiative, it will also increase the supply of social capital in the Antioch community to the betterment of all community residents.

Becoming a YIN volunteer

These volunteer positions require 40 consecutive hours of mediation training and certification. Mediators then spend an additional 24 hours in practical training and work closely with a coach during their first case assignment. Family advocates attend an additional 8 hours of educational advocacy and domestic violence training. All volunteers go through a full day of agency exposure. On top of that, in order to responsibly select volunteers we hold a mandatory volunteer orientation before training. After training is completed, the volunteer applicants must submit an application and go through a federal background check.

Both volunteer roles require a huge commitment on the part of the volunteer, but with that commitment

comes huge rewards. We will discuss some of those rewards later in the story. But right now, let's talk a little about what these volunteers actually do. Oh and by the way, keep in mind that we have successfully recruited, and DPC has now trained and certified, more than 100 YIN volunteers to date with two classes involving more than 30 participants coming up in September and October of this year (2009).

Once we had a solid group of trained mediators and family advocates we were able to put a youth referral process in place that matched our goals and objectives, which include:

- (1) building and reinforcing relationships between community groups to strengthen delivery of services;
- (2) a youth enrollment process with two components: strong referrals from local schools and community partners, and a five-stage mediation process with the youth, family, and school;
- (3) a mentoring system based on our family advocacy model, which assists youth and their families in meeting their personal objectives through a wraparound process.

There were seven mistakes we saw programs make over and over again, and we did not want to replicate them:

1. Working with the youth without also working with the family
2. Labeling during the referral process
3. Presuming to know what is going on in the life of a youth and his/her family that is causing him/her to display negative indicators
4. Presuming to know what a family needs
5. Creating a dependency on services
6. Relying on a single "one size fits all" programmatic approach
7. Defaulting to an inadequate case management model with unrealistic client ratios

Our process in brief, looks like this:

- The YIN participation criteria includes indicators derived from the previously discussed data collection and analysis of risk indicators that describes the risk factors for the individual youth of Antioch;
- At-risk youth are referred to YIN by people (AUSD, APD, neighbors, family friends, etc) who have personal knowledge of the youth and his/her situation; personal knowledge must be demonstrated in a written narrative that must be signed by the parent/legal guardian of the referred youth (this is

required to avoid anonymous finger-pointing);

- The youth's family provides a statement and the youth writes an essay explaining why he or she would benefit from affiliation with the YIN;
- The application is reviewed by YIN's nine-member Review Panel, taking into account the referral, the family's and applicant's desire for assistance, and the applicant's risk factors from the database. (The review panel receives a packet 3 weeks before the formal review meeting which includes information about the child from the school district, the police department, the local hospital, and juvenile probation. All information has been released by parent consent. Consents are signed at a family orientation at the close of the referral cycle).

The five stages of mediation are as follows:

Stage 1: Each family member individually tells the two mediators the story of what he or she feels is happening in his life and in the family and what his or her experiences and concerns are presently and have been in the past.

Stage 2: Each family member tells his/her story again in front of the entire family and the mediators. Participants are strongly encouraged to be completely candid and share what was disclosed in Stage 1, as well as anything that is important but was held back. Often families are asked to repeat Stage 1 if the mediator feels that it is necessary.

Stage 3: The mediators guide the family through a process of identifying what family issues they agree on. These are documented and the family is asked to take a week to think about possible solutions and about which resources and/or help will be needed. As in Stage 2, families may be asked to go back and repeat the previous one or two stages. This will occur when families disagree on family issues. Adults will often discount what youth consider an important issue. This is a signal that there was a disconnect in a previous stage and it should be repeated.

Stage 4: The family returns with their suggestions, and mediators lead them in a discussion and to an explorative conversation about what strategies, resources and assistance could best meet their needs.

Stage 5: The family, with the assistance of the mediators, creates mutually accountable steps to achieve the objectives associated with solutions and services.

The mediated dialogue serves to establish trust and respect between the youth, family members, and YIN. It also starts the relationship off from a position of mutual accountability.

The result of the mediative process is a comprehensive, personalized plan for the youth and family, which will be delivered using wraparound case management. Part of the youth's personalized plan will derive from discussions with the school district in which an educational plan is developed.

Once the mediative process completes, the family's volunteer Family Advocate is introduced, and takes over to help guide the youth and families through the services and strategies identified in the personalized plan.

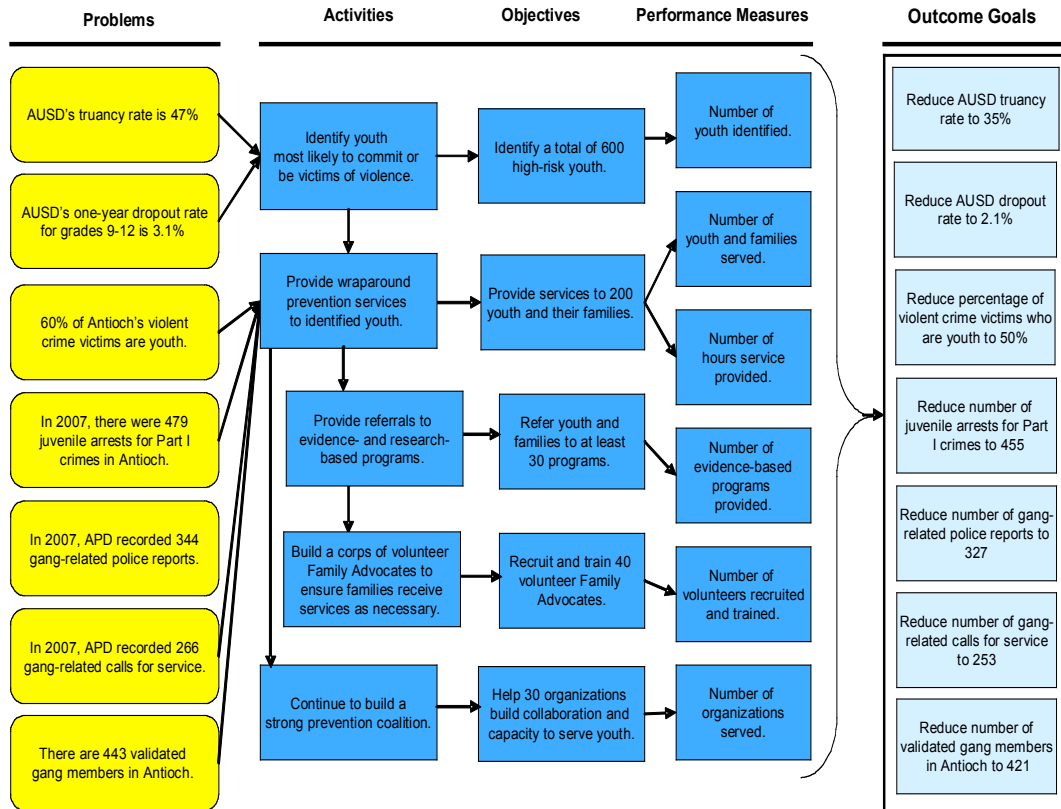
The family advocate serves as a mentor, both to the youth and to his/her parents or guardians. The most significant role they play is to act as an educational advocate for the youth while training the parents/legal guardians in educational advocacy. Parents also attend a mandatory education advocacy training; and all youth involved in YIN mandatorily participate in the Youth Leadership Council created thru a partnership with the Antioch Police Activities League, (PAL), where successful youth serve as peer mentors to other youth.

In the context of a timeline, the process looks like this:

YIN TIMELINE 2009-2010

July 9, 2009	Family Advocates & Mediators Orientation Meeting
July 23, 2009	Executive Committee Meeting
August 1, 2009	Due date for Volunteer Applications
September 9 -15	Referral Process Training for School Sites
September 26, 2009	Fundraiser – A Taste of Antioch
September 28-Oct. 2, 2009	DPC Training - Basic 5 Day
October 1, 2009	Referral Process Opens
October 5-9, 2009	DPC Mentorship Training – AUSD
October 24, 2009	Family Advocate Professional Training - 1 Day
October 31, 2009	Deadline for Referral Forms
October/November	Receipt of Referral Letters Mailed
tba	Law Academy Training
October 2009-Feb 2010	Mental Health Training
November 5, 2009	Due date for response to Family Orientation Meeting
November 12, 2009	1 st Family Orientation Meeting – Consent Forms Signed
November 14, 2009	2 nd Family Orientation Meeting – Consent Forms Signed
November 18, 2009	Consent Packets sent to Agencies
November 30, 2009	Due date for requested information from all the Agencies
December 11, 2009	Referral Packets Distributed to YIN Review Panel
January 21, 2010	Review Panel – Make Recommendations
January 28, 2010	Final Selection of YIN Youths/Families by Co-Chairs
February 2, 2010	First Round of Rejection Letters & Acceptance Letters Mailed
February 15, 2010	Due date for Family Acceptance Letter
February 19, 2010	Family Advocates & Mediation Team Selected
February 20, 2010	YIN Families - Workshop
February 20, 2010	Due date for Confidentiality Agreements for Family Advocates & Mediation Team
tba	Family Induction Meeting to meet Mediation Team
tba	Winter DPC Training - Basic 5 Day
April-Aug 2010	Youth & Parents Sign the YIN Formal Agreement
tba	Executive Committee Meeting

Antioch Youth Intervention Network Program Logic Model



Chapter Five - How Do You Measure Success?

YIN collects data to substantiate its achievement of both process and outcome objectives consisting of a systematic process for collecting, analyzing, and interpreting information to determine the effectiveness of the project in meeting the needs of the participating youth, their families, schools, and community. Data is collected by the mentors and family advocates.

The process evaluation provides ongoing feedback during the project to YIN's staff examining the process objectives accomplished during the project, using performance measures specific to each objective.

We will analyze the project's ongoing impact on academic achievement, graduation rates, truancy / disciplinary problems, gang participation, parental involvement, and personal achievement goals. Additional measurements will identify the numbers of new volunteers recruited, trained and utilized, and the number of new partnerships formed.

UrAtWork leadership will continuously identify the strengths and weaknesses in mentor recruitment, training, and retention, and in youth and family participation. Modifications will be made as needed to maximize the efficiency and impact of the program.

Data is monitored monthly by the Director of Youth and Family Services through her supervision of Family Advocates to quickly assess the need for any program adjustments or changes to be made to improve program effectiveness and fiscal efficiency.

The outcome evaluation will assess how well the project’s outcome objectives are met, using both quantitative and qualitative measurements. Pre/post evaluation surveys are conducted as a part of the 5 stage mediative process and administered to the youth, their parents, and the volunteers. The surveys will cover the youth’s pre/post status at school, home, and in the community. These youth and parent surveys, academic records, and attendance and progress reports are evaluated per student to evaluate specific outcomes that measure the impact of each service component, including use of the YIN database.

Key outcomes are divided into two categories, academic performance, and social relationships as follows:

Goal 1	<i>Improve academic performance of the participating at-risk youth</i>
Activities	Academic assistance, family advocacy services
Outcome Objectives	<ul style="list-style-type: none"> • Scores on California Standards Tests (CST) improve 25% • Number of students who pass CAHSEE increases 25%
Process Objectives	<ul style="list-style-type: none"> • 90% participation in scheduled services
Measures	<ul style="list-style-type: none"> • California Standards Tests • California High School Exit Examination (CAHSEE) results • Course grades • Classroom tests/exams • Truancy records • Suspension records • Program rosters • Sign in sheets • Mentor surveys
Data Collected	<ul style="list-style-type: none"> • Number of participants • School where enrolled • Baseline test scores (standardized and classroom) • Ongoing test scores (standardized and classroom) • Truancy • Program attendance • Program completions

Goal 2	<i>Increase pro-social relationships with family, school, and community</i>
Activities	Family mediation, family advocacy with wraparound services, and one-on-one mentoring
Outcome Objectives	<ul style="list-style-type: none"> • 100% of parents of participating youth are involved with family mediation, monthly home visits, and mentoring activities • Contacts with families will increase by 75% • The number of youth who offend/reoffend decreases by 90% • Program volunteers increase 50% • District attendance increases 40% • District suspension rate decreases 15% • District dropout rates decrease 15% • 80% of participants meet personal objectives • 80% of participants report increased hope and optimism for the future
Process Objectives	<ul style="list-style-type: none"> • Services include at least one evidence-based program • The number of mentors recruited increases by 50% • 90% of mentor recruits successfully complete training • 70% of trained mentors, mediators, and family advocates increase their knowledge of program area • 90% mentor retention rate • 90% mediator retention rate • 80% family advocate retention rate
Measures/instruments	<ul style="list-style-type: none"> • Law enforcement records and arrests • Discipline referrals • Suspensions • Expulsions • Truancy records • Drop out records • Program participation • Pre/post/ongoing youth surveys • Pre/post/ongoing parent surveys • Pre/post/ongoing mentor, mediator, family advocate, and instructor surveys
Data collected	<ul style="list-style-type: none"> • Baseline individual data • Gang involvement (where available) • Disciplinary records • Juvenile criminal records • Attendance records • School behavior • YIN program attendance • Volunteer reports (mentors, mediators, family advocates)

So exactly what does success sound like?

The youth who have participated in our two pilot cycles have been white, black, asian and hispanic. They have come from two family homes and single family homes. Their parents represent every socio-economic category from high six figure incomes to public assistance. Yet, the one consistent fact is that each of these kids was failing socially and academically. All had committed a violent act, some more sever than others. The average GPA coming into the network was .085, and every one of them had given up on having dreams and had slipped into apathy.

Now that many of these kids and their parents have completed the five stage mediative process, which by the way takes between 3 to 5 months to complete, (yes, the mediators are volunteers), we have collected a significant amount of qualitative and quantitative data.

We asked each youth and parent(s) to describe their mediation experience, (Note: Youth & Parent(s) are identified by their YIN assigned number for confidentiality purposes).

Youth:

“This was really cool for me. It has opened my eyes to see that my parents care and want the best for me. It showed me better ways to communicate with my parents and it helped me look at myself. Now I’m challenging myself to do better and make better choices in school, at home and in choosing who my true friends are. I see the importance of doing my chores on time and the rewards/benefits that comes with it when I’m obedient to my parents is a plus. It helped me see how cool it is to follow rules and stay out of trouble. Now my goal is to raise my GPA to 3.0 or higher and to graduate on time and pursue higher education in Law Enforcement.” (YIN 09-005)”

“It was good! My dad and I have a better relationship now. He listens to me more and we argue less. It’s been fun. I’ve set a goal to graduate on time with a 3.0+ GPA and possibly go to CAL Berkley where I can pursue an education in Business and Law. The mediators were cool, easy to talk to and they helped make the process comfortable.” (YIN 09-002)

“Mediation was very helpful. It led me to come up with goals and ways to keep peace in the house and have less conflict with my grandmother. Now we have a DRAMA FREE house or NO MORE DRAMA! One of my goals is to graduate on time and keep my GPA at a 3.0 or higher (right now, it’s a 3.0!). I would like to go to UC Davis and one day become a Forensic Detective!” (YIN 09-007)

“YIN has helped me a lot! I now have people who are real! They care about me and I can talk to them. I loved my mediators. We didn’t hit it off the first day I met them. I tested them to see how long they will last, but when I realized they were here for me and to help me communicate with my parents what was going on with me, we connected! They encouraged me to reach for the sky! I hope that they can all come to my graduation next year. I used to think that there was no hope for me and that I was not going to graduate, but now with YIN in my life, I have structure and I know now that I am going to make it! I’ve always wanted someone to listen to me and hear me out. I was glad that the mediators did that and did not judge me. This experience or process has brought my family closer. I now trust my parents with everything and I hope things will never change. Believe it or not, YIN has made a big impact in my life. I have stopped hanging out with the wrong crew and am now keeping my head in the books and staying focused. I’m living a DRAMA FREE life! I truly appreciate the guidance I received through this process.” (YIN 09-006)

Parents:

“Mediation was just what we needed! At one point we just couldn’t communicate as a family. We were all falling apart. Mediation opened up a better way or positive communication method for us. We’ve each had to check ourselves and take responsibility for the conflicts that were eating us up. My husband and I sat down and came up with much needed household rules and a chore list. We thank YIN for this opportunity! The benefit of going through and completing the mediation process is now we have less household stress; my daughter is focusing on getting better grades and succeeding in school; my younger daughter will follow her sister’s lead; a better family life, we are happier to come home after work/school to calmness and a positive attitude/better mood; and there is peace and harmony in the family.” (YIN 09-005)

“Mediation has allowed me to see my son as a growing young man. It has challenged us to have a two-way positive communication. It brought us closer together. My son is now ready to accept my involvement in his education. We’ve agreed to spend more family time together. The weekends will be our family time. My son will be playing football this year and I will be there to support him. I’m proud of the goals he has set before him and have no doubt that he will achieve them all. Thank you YIN for this opportunity.” (YIN 09-002)

“I appreciated the mediation process and the mediators. They did an excellent job facilitating. I’ve seen some positive changes in my granddaughter since we started the process. If she does what she’s asked to do, we’ll be fine! The process has helped me to see that kids today aren’t growing up the way we did when we were their age. They are being taught to express themselves, and I need to understand that (we didn’t talk back or question our parents when I was growing up). I understand that it’s important to allow her to communicate and express herself to me. She’s a good girl.” (Note: This is coming from a grandmother who rarely compliments her granddaughter.) (YIN 09-007)

“I greatly appreciate the support and assistance we got through the YIN mediators. We made it through! We know we still have a lot to work on, but we are now going in the right direction. I have seen a great change in my daughter’s life. She now has a positive attitude and has made wonderful goals for herself. There’s less stress in our house now and we are all getting along. Thank you for all your help.” (YIN 09-006)

“I love how my daughter has changed her attitude since the mediation process. She’s more positive now. I’m relieve and at peace to know that my family is doing better. It’s a blessing to have my daughter wanting to stay home now and staying out of trouble. She’s cooking, cleaning and being nice! The YIN team has become like family to us. We thank you!” (YIN 09-006)

Some of our mediators had this to say:

(Youth 09-005) was very transparent with us. That is a BIG step in reconciliation and restoration. Her willingness to move in a new direction and make changes in her life is the center of what we do. But that would never happen unless her parents were also willing to see their role as important to all of this working. Parents or caregivers also need to take a step back and see their part in what has happened and how they can contribute to their child’s success. It is a team effort! Last, the Family Advocates are taking the baton and helping to “flesh out” real actions that the family came up with through mediation. The fact that it is the family’s plan is critical to how real change occurs. We are hopeful. This has been the best experience of my life this last year.”

-Gary

"I had a tremendous experience as a YIN mediator. It was amazing to be a tool for a family as they utilized the DPC mediation model to be able to open up their communication skills and begin to rebuild relationships. We were able to watch a young adult improve her decision making skills and gain hope and power in her own life by listening and helping her better communicate her feelings. I felt blessed to be with a youth that wanted to improve and a family that was willing to go through the process and work together. Ultimately going through mediation with this family was a fulfilling and heartwarming experience that helped my life and the life of those that chose to change. Thank you YIN."

-Dr. Sean Wright

"It has been an amazing experience for me. The DPC model really works for those who truly stay committed to it! To see a family that was falling apart and not communicating come together in agreement to bring positive changes into their lives is priceless! The family is now in a stable place and their relationships have been restored. The parents have come together and are working hard to help their son reach his academic goals. The son is showing improvement academically, socially and emotionally. To hear that his mother has agreed to take a class with him at LMC (Los Medanos College) to help him make up some of his needed credit is remarkable! What great role models these parents have become. Thank you YIN for this wonderful experience"

-Michael

One of our Family Advocates said:

"It is encouraging for me to see youth and families wanting to do positive things with their lives. Of course I see it other places but it is just that I see too much destruction all around us. This feels rewarding."

-Terry

And what does positive change look like?

A very critical component of the YIN methodology comes at the end of the five stage mediation process. It is in essence a sixth step where the family memorializes the outcomes of the process in the form of a contractual agreement. Here is a sample contract from our second pilot cycle. I think it speaks for itself when you consider that this was a defiant youth, and a family that was in turmoil as a result. The youth and family decided on the terms of this agreement, and they are sticking to it. The names have been removed for privacy.

Youth Intervention Network Family Support Agreement

A. PARTIES: This Agreement is made on August 14, 2009, between The Youth Intervention Network (hereinafter "YIN"), and YIN 09-005, ("the Youth"), and YIN 09-005 ("the Parent(s)/Guardian(s)").

B. RECITALS: The purpose and goal of this agreement is to facilitate and support the educational, personal and social success of the Youth. The critical measure of success associated with this goal is:

1. Timely graduation from high school of origin, Antioch High
2. Successful Transition into institution of higher learning
3. Positive relationship with both parents and sibling
4. To raise up Grade Point Average (GPA) to 3.0+ prior to graduation
5. To respect all household rules
6. To dismiss any friend(s) who does not support her goals

In order to achieve the above-stated goals, the YIN agrees to:

Develop a service plan for the benefit of the Youth, which may or may not include, Tutorial services, leadership development through PAL/Leadership Institute volunteer training and internship, counseling, mentorship, meditative dialogue with family members when needed, on-going communication with school administrators/teachers, and the like.

Develop a service plan for the Parents, which may or may not include, individual and family counseling, training in how to become an education advocate for the youth, meditative dialogue for purpose of developing familial support solutions that work for all family members, and other available non-monetary support requested by parents.

In exchange for the YIN's provision of support services to the Youth and the Parents, the Youth agrees to:

1. A 2 way positive communication with her parents and sibling.
2. Stay focused and motivated in school.
3. Obey all household rules and to complete chores in timely manner.
4. When needed, attend all tutorial sessions unless excused by parent, with a maximum number of excused sessions not exceeding 3 during any school semester. The parental excuse must be in writing, signed by parent with the reason for the excuse included. Except in the case of an actual emergency, an excuse must be filed no less than 24 hours before the date and time of the scheduled activity. A YIN Family Advocate representative shall have the sole discretion to determine whether an absence is "excused" according to the terms of this Agreement.
5. The youth is to have no unexcused absences. If the youth has an unexcused absence both youth and the parents forfeit all their rights under this Agreement, and may – in the sole discretion of the YIN Family Advocate Team – be removed from the program without notice. IF the youth is removed from YIN program, at any time, for any reason, this Agreement shall become void and of no force and effect on any party hereto.
6. Youth also agrees to complete the necessary paperwork associated with the PAL/Leadership Institute volunteer opportunity, attend all training, and assist with activities as assigned. The benefits and rights conferred upon the youth and her parents pursuant to this Agreement are specifically subject to the receipt of acceptable monthly reports completed by the assigned PAL/Leadership Institute mentor/trainer.

Attendance at PAL/Leadership Institute assigned activities is critical so there will be no more than 2 excused absences. In the event that the youth has more than 2 excused absences, both the youth and the parents forfeit all their rights under this Agreement, and may – in the sole discretion of the YIN Family Advocate Team – be removed from the program without notice. IF the youth is removed from the YIN program, at any time, for any reason, this Agreement shall become void and of no force and effect on any party hereto. Process and conditions associated with an excused absence is the same as described above.

The youth agrees to cooperate with family advocate and youth subcommittee member assigned to this case for the purpose of scheduling counseling, tutoring, mentoring and other activities related to this agreement, and in every other respect.

Youth agrees to be more organized with her time and space for homework and to be respectful with each family member.

The youth agrees to subject herself to a rigorous academic plan designed to overcome graduation credit deficiency, and to satisfactorily complete this plan.

I understand and agree to the above requirements.

Youth's Initials

In exchange for the YIN's provision of support services to the Youth and the Parents, the Parents agree to:

1. A two way positive communication with daughter.
2. Cooperate with assigned Family Advocate and YIN Case Management Team in all regards and for the purpose of scheduling services.
3. Accept training in the area of education advocacy for the benefit of the youth.
4. Ensure the youth's availability for tutoring, mentorship activities, and PAL/Leadership Institute related activities, including providing transportation.
5. Participate in family counseling and family mediative dialogue when needed.
6. Be more active in daughter's academic plan and assist in homework when needed.
7. Consent to the collection and sharing of data across YIN partner/participating agencies (agencies involved in the specific service plan including but not limited to Antioch Unified School District), and the case management team assigned to this family and YIN co-directors and legal counsel. The purpose of data collection and sharing will be for the sole purpose of measuring goals, determining the effectiveness of service plan, and documentation of the YIN process for research and development purposes. The data will not be used for any other purpose or shared with any other person or entity.
8. Possibly attend a communication class.
9. Weekly communication with teachers via email or phone.
10. Coordinate monthly family time and to have Thursdays as date nights.
11. To be respectful with each member of the family.

The case management team for the youth includes:

Family Advocate 1

Family Advocate 2

Vice Principal, Antioch High

Antioch Police Department School Resource Officer

Director of Student Support Services, AUSD

Director of Youth & Family Services, YIN

I understand and agree to the above requirements.

Parent Initials

Parent Initials

C. ADDITIONAL TERMS:

1. A lack of co-operation, or breach of any of the terms of this agreement will result in the immediate termination of services and will void any rights the Youth or the Parents may have under this Agreement.

2. Each member of the case management team and the YIN co-directors will be required to sign a confidentiality agreement with respect to all data and information related to the Youth and the Parents.

3. This Agreement constitutes the entire Agreement between the parties hereto, and no additional or other oral agreements or promises respecting its terms have been made. No modification of this Agreement will be effective unless it is in writing and is signed by all parties.

4. This Agreement may be terminated at any time, by any party.

5. This Agreement is governed by the laws of the State of California, and shall be interpreted pursuant to those laws.

6. By signing below, all parties represent and acknowledge that they have had adequate time to review this Agreement and to enlist legal or other assistance, as they deem necessary to understand its terms and the obligations it imposes on them.

7. Youth agrees to sign an Indemnity & Hold Harmless Agreement regarding her participation in YIN activities, PAL/Leadership Institute activities, etc.

8. Parents agree to sign an Indemnity & Hold Harmless Agreement regarding her participation in YIN activities, PAL/Leadership Institute activities, etc.

Household Rules (agreed by all family members):

Always tell the truth. Honesty is the best policy.

Follow the 'Golden Rule'...Do unto others as you would have them do unto you...(be nice!!)

Do not talk back.

No internet without permission...ever.

Do not access social networking sites (facebook, my space, etc.)

Priorities are: school work, chores, and then fun (TV, IPODS, DS, etc.) If the work is not done, don't even ask to have fun. (I" forgot is no longer a valid response").

School is your priority.

Go directly to school and come home right after. Permission must be granted prior to exceptions from this rule.

No friends, acquaintances, etc. are permitted in the house when you are home alone....EVER!
Do not answer the phone or the door when you are home alone.
No phone calls to friends, etc. when you are home alone...period.
Allowance is earned for doing this above and beyond your required participation in the household.

Consequences for breaking house rules:

Most House Rules:

First offense: 2 days no TV, DS, IPOD or phone.

Second offense: One week of no privileges, including the above.

Third offense: In addition to the above, you will not be able to do something fun, planned, etc. at parents discretion (i.e. sleep over, play date, etc.).

Home Alone Rules:

First offense: Lose all privileges for one week, including pool time.

Second offense: Loss of privileges above, plus "house arrest" at City Hall for one day and no amenities in your room for one week.

Third offense: No amenities for one month, City Hall for one week, no family social fun for one month, this includes pool, family dinner parties, etc.

Is this process sustainable?

Thus far, we have been able to develop and sustain the YIN initiative over 2 years with financial support of \$100,000 from the City of Antioch, \$50,000 from Emerald Consulting, a \$28,000 Project Safe Neighborhoods grant, \$20,000 EBCF grant and a \$13,000 grant from PG&E. We have maximized these financial resources by building a strong volunteer base and leveraging in-kind donations including pro-bono legal services from Attorney Carla Minnard of the Law Firm of Sher and Minnard valued at more than \$80,000 and training support from the Vesper Society valued at more than \$150,000.

We have been able to accomplish far more than if we'd created a heavily programmatic methodology. YIN has trained more than a 100 volunteers and over 30, agency, community, and faith partners.

Now that the model has been built and proven effective, the City of Antioch has graciously allowed YIN to use the city's grant writing firm to identify potential sources of funding and write grants so we can build to scale, ensure sustainability and assist with replication into other areas of the county and state.

The Youth Intervention Network:

- is research and outcomes based and effectively uses individual data associated with its youth population;
- challenges partner agencies to develop best practices and capacity for working cross-agency;
- involves the youth and their families in problem solving and fosters their support and guidance to other youth and families both informally and formally as future YIN mediators and family advocates;
- involves every segment of the community;
- effectively leverages existing resources.



Because of these factors, this model is sustainable and can be woven into the fabric of the community.



Youth Intervention Network

For more information on UrAtWork, Inc. - The Home of the Youth Intervention Network, contact Youth Intervention Network co-chairs, Chief James Hyde, Antioch P.D - phone: 925-779-9201, e-mail: jhyde@ci.antioch.ca.us or Iris Archuleta, J.D, President, Emerald Consulting - 925-755-9291, email: iris@emeraldconsulting.com

You can visit our website at www.uratwork.com