

CITY OF OAKLAND
SUPPLEMENTAL AGENDA REPORT

OFFICE OF THE CITY CLERK
OAKLAND

2005 JUL 14 PM 7:41

TO: Office of the City Administrator
ATTN: Deborah Edgerly
FROM: Department of Human Services
DATE: July 19, 2005
RE: SUPPLEMENTAL REPORT RESPONDING TO QUESTIONS RAISED BY THE FINANCE COMMITTEE REGARDING CONTRACT WITH OAKLAND UNIFIED SCHOOL DISTRICT ALLOCATING \$510,862 FOR MEASURE Y FUNDED PROGRAMS DURING THE AUGUST 2005 RECESS

SUMMARY

On July 12, 2005, the Finance Committee requested the following supplemental materials related to a request to authorize the City Administrator to approve a contract with the Oakland Unified School District for \$510,862 for Measure Y funded programs during the August 2005 recess.

BACKGROUND ON MEASURE Y VIOLENCE PREVENTION PROGRAMS

On June 7, 2005, City Council approved a series of Measure Y funded violence prevention program recommendations with amendments. The summary of these programs can be found in the chart in Appendix A. Most program funds will be distributed through a Request for Proposal (RFP) process and that RFP and subsequent contracts will be brought to City Council for review and approval.

However, some prevention program recommendations were slated for specific public entities and as such, do not require an RFP process, and are ready for quick implementation. Oakland Unified School District (OUSD) was designated to implement two prevention programs (see Appendix A, page 8, "In School Youth, Pre-School Through Middle School").

1. *On-Going Implementation of Second Step Violence Prevention Curriculum* in OUSD pre-schools, Head Start and all OUSD middle and elementary schools. The method of fund allocation states "direct to OUSD and Oakland Head Start to contract with outside trainers." The total dollar amount is \$275,080. To increase efficiency, the Department of Human Service is proposing that OUSD use the full dollar amount and work with Head Start to deploy the trainers and purchase materials.
2. *Peer Conflict Mediation Program* in 16 Middle Schools. The method of allocation was direct to OUSD. The total costs are \$235,782.

The combined contract amount of \$510,862 for both OUSD programs exceeds the City Administrator's signing authority and as such staff recommends it be placed on the Mayor's Summer Recess agenda thereby allowing OUSD to begin implementation in time for the 2005-

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06 school year. If the contract is placed on a regular Council agenda in September 2005, the program will not be available until the second semester of the 2005-06 school year.

ACCOUNTABILITY AND EVALUATION FOR MEASURE Y CONTRACTED SERVICES

At the Finance Committee on Tuesday, July 12, 2005, members requested more information in regard to how the City of Oakland will ensure accountability for the OUSD contract. There is a multiple level process proposed for ensuring accountability for Measure Y contracted services. The key components are: 1) participation in the mandated independent evaluation, 2) submission of quarterly data reports as determined by the evaluation protocol, 3) submission of monthly implementation update reports, 4) periodic site visits by Measure Y staff to verify implementation, and 5) payment schedules utilizing pay - for- performance strategies, whenever possible. The following describes how these strategies apply to the OUSD contract.

Mandated Independent Evaluation. Measure Y requires an independent evaluation of all programs. A request for proposals for an outside evaluator is being developed and anticipated to be released in July 2005. A recommended evaluator and contract will be brought to City Council for approval. The OUSD contract will include language requiring participation with the evaluation and the ability to collect data to support the evaluation once the evaluator is selected. The Measure Y Violence Prevention and Public Safety Oversight Committee will be closely involved in reviewing and overseeing evaluation reports.

Quarterly Data Reports and Monthly Implementation Update Reports. All Measure Y contracts will have strict reporting requirements in terms of regular implementation updates and timely reporting of actual numbers served. All scopes of work will have outcome measures and require timely reporting on specific outcomes measures.

Specifically, the OUSD contract will require submittal of monthly implementation updates to the City detailing benchmarks met and any challenges encountered. Quarterly data collection reports will also be required and verified by Measure Y staff during on-site monitoring visits.

Payment Schedule/ Pay- for -Performance. A pay – for- performance type contract will be used for Measure Y funded services whenever possible. Clear financial mechanisms for encouraging accountability will be in every contract.

Specifically, OUSD will be paid 25% of the contract up front to initiate start-up activities such as staff hiring. Subsequent quarterly payments will be contingent upon verification by Measure Y staff of monthly implementation reports and quarterly data reports. Payment will be withheld on a pro rata basis if implementation is not complete or verifiable as outlined in the scope of work.

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SCOPE OF WORK FOR OUSD CONTRACT

Second Step Violence Prevention Program

The Second Step Violence Program has two components. The In –School Curriculum program will reduce physical and verbal aggression by students and increase pro-social behavior.

- Seven elementary school coaches will serve 55 schools and deliver 15-24 Second Step Lessons to approximately 21,500 students.
- Two Middle School Trainers will serve 10 schools and deliver 8-15 lessons to approximately 9,500 middle school students.
- Four Preschool Trainers will train staff at 38 OUSD Child Development Centers in the Second Step Curriculum resulting in a projected number of 3,500 preschoolers being provided with 25 Second Step lessons in the 2005-06 school year.
- Staff at eight City of Oakland Head Start Centers will be trained in the Second Step Curriculum resulting in a projected number of 1,408 Head Start participants receiving 25 Second Step lessons in the 2005-06 school year.

In the Parent Education Component, parents will learn about the content of the Second Step classroom lessons and learn parallel skills they can use at home. Second Step Parent Education sessions will be available to parents of students attending all sites and Second Step lesson topics will be connected to academic success.

- Three parent trainers will serve all 56 preschool sites, 55 elementary schools and 10 middle schools to advertise, promote and conduct 2-12 hour trainings using the Second Step Family Guide.

The following are *outcome measures for Second Step Violence Prevention Programs*:

- 10% reduction in suspensions for fighting from the baseline 2004-05 school year.
- At least 20 % of Grade 3-8 students surveyed will report that Second Step is important or very important in teaching skills to get along and solve problems with others.
- At least 50% of teachers will agree that Second Step is an effective program.

Middle School Peer Mediation Program

The goal of the Middle School Peer Mediation Program is to enable students to resolve non-physical conflicts among their peers and thereby reduce the number of incidents that escalate into fights.

- Twelve peer mediation consultants (9 serving one large site each and 3 serving 7 smaller middle schools) will establish and maintain peer mediation groups in up to 16 Middle Schools during the 2005-06 school year.

The following are *outcome measures for the Middle School Peer Mediation Program*:

- Staff and students will refer between 10-20 conflicts per month per site to peer mediation.
- Suspensions for fighting will decrease by 5-10% during the first year of peer mediation program implementation. The total number of incidents of suspension for fighting in Gr.

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6-8 during 04-05 was 1,294 incidents. A 10% decrease in 05-06 would mean 129 fewer suspensions.

- 60% of students referred to mediation after suspension for fighting will not appear on the suspension list again during the school year.

For more detailed information, please refer to Appendix B for the Second Step Curriculum and Appendix C for the Middle School Peer Mediation Program to find the following:

- Scope of Work
- Budget
- Budget Narrative
- Evaluation Background

COMPLETED EVALUATION DATA

Previous Evaluation of Second Step Violence Prevention Curriculum at OUSD Schools

The first formal evaluation of the Second Step Violence Prevention Curriculum was conducted in the 2002-03 school year and the second was conducted in the 2003-04 school year. The evaluation included examining suspension and absentee rates at the schools teaching the curriculum and a teacher survey on implementation practices that was distributed to all 55 schools trained in the curriculum. A copy of the Executive Summary of the second evaluation for the 2003-04 school year is included in Appendix B. Some of the major findings include:

- 62% decrease in suspensions for fighting in Second Step elementary schools over the 5-year period beginning with 1999-2000, compared to a 7% increase in suspensions for fighting in non-Second Step elementary schools.
- 55% decrease in overall suspensions in Second Step schools, compared to a 2% decrease in non-Second Step schools.
- Over two-thirds (69.7%) of those teaching the program stated that Second Step contributes to students spending more time on task and to teachers having more time for academic teaching. Teachers who fully implement the curriculum have a seven times greater chance of having more time for academic teaching.

Previous Evaluation of the Middle School Peer Conflict Mediation Program

OUSD uses the San Francisco Community Boards organization model and their updated materials for the Middle School Peer Conflict Mediation Program. This model has been favorably evaluated on a national level.

The last evaluation of the Peer Conflict Mediation Program at OUSD schools was conducted during the 1998-99 school year by Duerr Evaluation Resources at Cole School (then grades 4-8, total 340 students) showing that the program has been very successful in OUSD with middle school students. In 1999, OUSD began to focus limited resources on developing a Second Step

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Curriculum implementation plan, and stopped formal evaluation of the Peer Conflict Mediation Program. However, last year there were still active programs in 18 elementary and 3 middle schools. A copy of the 1998-99 evaluation can be found in Appendix C. Some of the major findings are:

- Peer mediators resolved 86% of 134 conflicts referred
- Students and teachers spoke very positively of the program

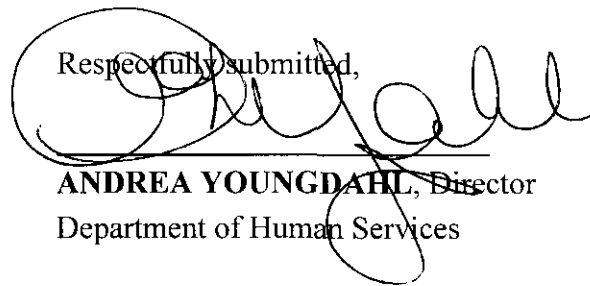
Further records of the 1997-98 program at Calvin Simmons Middle School show that of the 39 students suspended for fighting who were required to go through mediation before being re-admitted to school, 38 never appeared on the suspension list again.

- 97% reduction in repeat suspensions for fighting

ACTION REQUESTED OF THE CITY COUNCIL

Staff requests that Council approve the resolution authorizing the City Administrator to enter into a services agreement with the OUSD in an estimated amount of \$510,862 to fund the Second Step Violence Prevention Curriculum and Middle School Peer Mediation programs.

Respectfully submitted,




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APPROVED AND FORWARDED TO THE
CITY COUNCIL:


OFFICE OF THE CITY ADMINISTRATOR

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APPENDIX A

Summary of Approved Measure Y Violence Prevention Programs

(Adopted June 7, 2005 with Council amendments)

<i>YOUTH AND YOUNG ADULTS ON PROBATION OR ON PAROLE</i>					
PROGRAM DESCRIPTION	NUMBER SERVED	COST	HOW FUNDS ALLOCATED	LEVERAGING?	WHO IMPLEMENTS?
Case workers (6) tied to high risk juvenile offenders on probation under Pathways to Change model. Intensive supports and diversion model, could include restorative justice component.	120 per year juveniles under age 18 on probation	\$491,214	RFP Through Council	Currently OPD supports w/ \$200,000; OFCY funding pending; MediCal or EPSDT leveraging likely.	DHS oversees community based providers.
Coaches/ case workers (6) tied to young adults (under age 30) on parole (CYA & CDC) most at risk of reoffending under Project Choice model. Intensive supports, pre- and post- release.	120 per year 16-30 yrs old on parole	\$491,214	RFP Through Council	Leverages current federal money (\$1,000,000); other grants pending; CDC leveraging possible.	DHS oversees community based providers.

Legend: CDC-California Department of Corrections, CYA-California Youth Authority, CBO-Community Based Organizations, DHS-Department of Human Services, EPSDT-Early Periodic Screening, Diagnosis, and Treatment, FBO-Faith Based Organizations, OPD-Oakland Police Department, OUSD-Oakland Unified School District, RFP-Request For Proposal, WFD-WorkForce Development, WIA-Workforce Investment Act, WIB-Workforce Investment Board

YOUTH AND YOUNG ADULTS ON PROBATION OR ON PAROLE

PROGRAM DESCRIPTION	NUMBER SERVED	COST	HOW FUNDS ALLOCATED	LEVERAGING?	WHO IMPLEMENTS?
<p>Young Adult Offender Employment and Training Model</p> <p>Provides one year of intensive pre-employment, basic education and vocational skills training with cash incentives and paid work experience.</p>	40	<p>\$585,000</p> <p>Nearly 50% of cost to go towards participant incentives and paid work experience (600 hrs).</p>	<p>WFD Unit allocates through existing WIB RFP and contract processes.</p>	<p>This is an out-of-school youth program model that will leverage the resources of Project Choice and other established programs dedicated to serving young adults on probation and parole.</p>	<p>WFD Unit oversees WIB-funded agencies with proven track records.</p>
<p>Transitional Employment for Young Adults: Wage Supports and Incentives Model</p>	40	<p>\$548,000</p> <p>Includes 1,000 hours of paid work experience for 40 adults.</p>	<p>WFD Unit provides funding to qualified agencies under contract with WIB.</p>	<p>Leverages program structures and support resources of established CBOs and FBOs dedicated to serving parolees</p>	<p>WFD Unit administers using contracts with outside agencies who access the wage supports.</p>
<p>Transitional Employment for Young Adults <i>Sheltered Employment</i></p> <p>Crew Based. Support two crews of 8 parolees who work no more than 1,000 hours on public works projects while receiving ongoing training and</p>	8	<p>\$273,750</p> <p>Incl. 1,000 of paid work experience at \$11.11/hour.</p>	<p>RFP issued by WIB Unit to nongovernmental entities.</p>	<p>Leverages program structures and support resources of established CBOs and FBOs dedicated to serving parolees.</p>	<p>WIB</p>

Legend: CDC-California Department of Corrections, CYA-California Youth Authority, CBO-Community Based Organizations, DHS-Department of Human Services, EPSDT-Early Periodic Screening, Diagnosis, and Treatment, FBO-Faith Based Organizations, OPD-Oakland Police Department, OUSD-Oakland Unified School District, RFP-Request For Proposal, WFD-WorkForce Development, WIA-Workforce Investment Act, WIB-Workforce Investment Board

<i>YOUTH AND YOUNG ADULTS ON PROBATION OR ON PAROLE</i>					
PROGRAM DESCRIPTION	NUMBER SERVED	COST	HOW FUNDS ALLOCATED	LEVERAGING?	WHO IMPLEMENTS?
support or Internship. Government entity shall not be the employer of record.					
Summer and After School Employment (see Truant Youth Section).					
Restorative Justice training for staff and professionals working w/high risk youth involved in criminal justices systems.	75 professionals working with high risk youth	\$25,000	DHS puts a contract out to bid in collaboration with Restorative Justice Roundtable, a multi-agency collaborative.	Unknown at this time.	DHS oversees outside professional services contractor.

Legend: CDC-California Department of Corrections, CYA-California Youth Authority, CBO-Community Based Organizations , DHS-Department of Human Services, EPSDT-Early Periodic Screening, Diagnosis, and Treatment, FBO-Faith Based Organizations, OPD-Oakland Police Department, OUSD-Oakland Unified School District, RFP-Request For Proposal, WFD-WorkForce Development, WIA-Workforce Investment Act, WIB-Workforce Investment Board

<i>YOUTH WHO ARE TRUANT, OUT-OF-SCHOOL, OR SUSPENDED FOR VIOLENCE</i>					
PROGRAM DESCRIPTION	NUMBER SERVED	COST	HOW FUNDS ALLOCATED	LEVERAGING?	WHO IMPLEMENTS?
Blend of outreach workers and case workers (15 plus supervision) associated with schools or community centers to reach out to, assess and support youth and their families. Must be implemented in partnership with public agencies (e.g., OUSD, Probation). Includes flexible funding that follows participant to address their specific needs. Particular focus on truants. <i>Caseworkers/outreach workers to work with sexually exploited youth one per 2 PSAs.</i>	1,500 youth reached and 150 provided with intensive case management.	\$1,080,670 Of this amount \$225,000 is dedicated for sexually exploited youth	RFP	Medi-Cal reimbursement very likely.	Request for Proposal from DHS Community non profits and government agencies can apply
City County Neighborhood Initiative – 2 -3 outreach workers with AmeriCorp partners – doing door to door community building with youth and their families.	3,000 youth and their family members in 3 neighborhoods.	\$196,485	Direct to DHS to administer.	Leverages AmeriCorp grant (\$200,000); Bof A grant (\$200,000) and investment of Alameda County	NSC Program provides long term home for this effort with DHS’s help in transition

Legend: CDC-California Department of Corrections, CYA-California Youth Authority, CBO-Community Based Organizations, DHS-Department of Human Services, EPSDT-Early Periodic Screening, Diagnosis, and Treatment, FBO-Faith Based Organizations, OPD-Oakland Police Department, OUSD-Oakland Unified School District, RFP-Request For Proposal, WFD-WorkForce Development, WIA-Workforce Investment Act, WIB-Workforce Investment Board

<i>YOUTH WHO ARE TRUANT, OUT-OF-SCHOOL, OR SUSPENDED FOR VIOLENCE</i>					
PROGRAM DESCRIPTION	NUMBER SERVED	COST	HOW FUNDS ALLOCATED	LEVERAGING?	WHO IMPLEMENTS?
				Public Health and other partners. Included in DHS's current MediCal leveraging application.	
Expand Case Managers to three (3) additional middle schools (brings total to 10 schools served) providing intensive services to students with discipline and attendance issues under Safe Passage Middle School Model.	150 high risk middle school students.	\$240,000	To Alameda County Health Care Agency. Current case managers are a mix of County and OUSD staff.	Leverages existing case managers in other schools & EPSDT funding for services	Employees of public system of Alameda County, which allows for leveraging of MediCal funding.
After-School Job Training Model for Youth ages 14 to 17 including community service models for youth involved in criminal justice system.	100	\$340,000 Includes incentives for benchmark achievements and 180 hours of paid work experience at \$7.5/hr for 16-17 yr olds.	Through existing WIB contracts and RFP processes.	Leverage WIA year-round youth formula funding and \$200,000 in CYA funding for youth in alternative schools.	WFD Unit oversees community based providers.

Legend: CDC-California Department of Corrections, CYA-California Youth Authority, CBO-Community Based Organizations, DHS-Department of Human Services, EPSDT-Early Periodic Screening, Diagnosis, and Treatment, FBO-Faith Based Organizations, OPD-Oakland Police Department, OUSD-Oakland Unified School District, RFP-Request For Proposal, WFD-WorkForce Development, WIA-Workforce Investment Act, WIB-Workforce Investment Board

<i>YOUTH WHO ARE TRUANT, OUT-OF-SCHOOL, OR SUSPENDED FOR VIOLENCE</i>					
PROGRAM DESCRIPTION	NUMBER SERVED	COST	HOW FUNDS ALLOCATED	LEVERAGING?	WHO IMPLEMENTS?
Subsidized Summer Youth Employment.	115	\$205,848 Based on 180 hours of paid work experience at \$7.5/hour w/mandatory benefits and a 10% payroll admin. fee	Allocated directly to Mayor's Summer Jobs Program and administered through that process. RFP jointly with after school piece	Leverages the program and administrative support system funded by the Oakland WIB and City for the Mayor's Summer Jobs Program.	Oakland WIB in partnership with its funded youth service providers.
Recreational Programs Provide sports and recreational programs to the most at risk youth (aged 18 and younger) including those who have been suspended from school, spent time in Juvenile Hall and or are living in group homes. These programs MUST offer a relatively low youth to mentor/coach ratio not exceeding 10 youth to 1 mentor/coach.	?	\$182,500	Request for Proposal from DHS Community non profits Funds cannot be used to hire additional city employees		DHS

Legend: CDC-California Department of Corrections, CYA-California Youth Authority, CBO-Community Based Organizations, DHS-Department of Human Services, EPSDT-Early Periodic Screening, Diagnosis, and Treatment, FBO-Faith Based Organizations, OPD-Oakland Police Department, OUSD-Oakland Unified School District, RFP-Request For Proposal, WFD-WorkForce Development, WIA-Workforce Investment Act, WIB-Workforce Investment Board

<i>YOUTH AND YOUNG CHILDREN EXPOSED TO VIOLENCE AND SEXUALLY EXPLOITED YOUTH</i>					
PROGRAM DESCRIPTION	NUMBER SERVED	COST	HOW FUNDS ALLOCATED	LEVERAGING?	WHO IMPLEMENTS?
OPD Family Violence Unit fully staffed with 6 advocates/case workers providing comprehensive support to children and their family members experiencing domestic violence.	2,500 family contacts	\$491,214	RFP	Currently OPD pays \$350,000 toward this budget which is expected to be eliminated thus requiring full Measure Y support.	Community based provider in close collaboration with the Family Justice Center and under oversight of OPD and DHS.
Support groups for older youth who witness domestic violence and/or sexually exploited youth.	TBD	\$147,364	RFP issued by Family Justice Center	Leverages federal dollars for the Family Justice Center.	Community based providers through the Family Justice Center.
Mental Health consultation for children and youth experiencing violence (victims of abuse, sexually exploited, witnesses of domestic or community violence). Expands available services and pays for services when families are not MediCal eligible.	100-150 children, estimate may vary based on provider fees	\$ 294,728	DHS issues RFP based on existing model.	Leverages federal dollars through MediCal reimbursements.	DHS oversees community based providers.
<i>See page 3 for outreach programs involving youth.</i>					

Legend: CDC-California Department of Corrections, CYA-California Youth Authority, CBO-Community Based Organizations, DHS-Department of Human Services, EPSDT-Early Periodic Screening, Diagnosis, and Treatment, FBO-Faith Based Organizations, OPD-Oakland Police Department, OUSD-Oakland Unified School District, RFP-Request For Proposal, WFD-WorkForce Development, WIA-Workforce Investment Act, WIB-Workforce Investment Board

<i>IN-SCHOOL YOUTH, PRE-SCHOOL THROUGH MIDDLE SCHOOL</i>					
PROGRAM DESCRIPTION	NUMBER SERVED	COST	HOW FUNDS ALLOCATED	LEVERAGING?	WHO IMPLEMENTS?
On-going implementation of Second Step Violence Prevention Curriculum in OUSD Pre-Schools, Head Start & all OUSD middle and elementary schools.	All OUSD Students Pre-school – 8 th grade and Head Start. Estimated 35,100 youth in total.	\$275,080	Direct to OUSD and Oakland Head Start to contract for outside trainers.	\$201,100 from OUSD	OUSD Early Childhood Education Program & Student Services; Oakland Head Start.
Peer Conflict Resolution Program in 12-15 Middle Schools.	12-15 middle schools.	\$235,782	Direct to OUSD	\$201,100 from OUSD	OUSD Administers through contracts with community providers.

Legend: CDC-California Department of Corrections, CYA-California Youth Authority, CBO-Community Based Organizations, DHS-Department of Human Services, EPSDT-Early Periodic Screening, Diagnosis, and Treatment, FBO-Faith Based Organizations, OPD-Oakland Police Department, OUSD-Oakland Unified School District, RFP-Request For Proposal, WFD-WorkForce Development, WIA-Workforce Investment Act, WIB-Workforce Investment Board

APPENDIX B

Second Step Violence Prevention Curriculum

- Scope of Work
- List of Participating Schools
- Budget and Budget Narrative
- Evaluation (Executive Summary - July 2004)

APPENDIX B: SECOND STEP VIOLENCE PREVENTION PROGRAM

SCOPE OF WORK

I. IN-SCHOOL CURRICULUM PROGRAM

A. Outcomes

Overarching Programmatic Goal: to reduce physical and verbal aggression by students and to increase pro-social behavior. Measurable outcomes include the following:

1. 10% reduction in suspensions for fighting from the baseline 2004-05 school year.
2. At least 20 % of Grade 3-8 students surveyed will report that Second Step is important or very important in teaching skills to get along and solve problems with others.
3. At least 50% of teachers will agree that Second Step is an effective program.
4. 38 OUSD Child Development Centers will be trained on the Second Step curriculum.
5. A projected¹ number of 3500 preschoolers in OUSD Child Development Centers will receive 25 Second Step lessons during the 2005-06 school year.
6. 8 City of Oakland Head Start Centers will be trained on the Second Step curriculum.
7. A projected number of 1408 preschoolers in Oakland Head Start Center will receive 25 Second Step lessons during the 2005-06 school year.
8. 55 OUSD elementary schools (K-5) will deliver 15-24 Second Step Lessons to a projected total of 21,500 OUSD students.
9. 4 new small elementary schools will be trained in the Second Step curriculum.
10. 10 OUSD middle schools (grades 6-8) will be trained on the Second Step curriculum.
11. A projected number of 9,500 middle school students will receive 8-15 total lessons.

B. Program Implementation

OUSD and Head Start administrators, teachers and support staff will be actively engaged in the implementation of the Second Step program. Coaches and Trainers will support regular delivery of the weekly Second Step Violence Prevention Program lessons to be taught by regular classroom teachers (see Attachment A for a list of schools.) The Implementation timeline is described below.

¹ Projections of students to be served are based on enrollment projections for targeted school sites. Projections can change based on actual school enrollment during the 2005-06 school year.

Second Step Violence Prevention Program- In School Curriculum Activity Timeline 05-06
(numbers are the day of the month for implementation)

Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Hiring Trainers, Coaches & Site Coordinators												
Screen applications	18	12										
Interviews		16-25										
Hiring & Training- 2 Middle School Trainers by		24										
Hiring and training- 7 Elem. Coaches by			16									
Hiring and training- 4 Preschool Coaches by			16									
Assigned to sites			15-30									
First Elem. Site Coordinator Meeting				3	Monthly							
First Middle School Site Coordinator Meeting				27	Monthly							
OUSD Administrator Training												
Training			20									
Contacted by Coaches & Trainers				31								
OUSD Teacher Training			27,29		29	6		7,14				
Lesson Delivery												
Preschool and Elementary Unit I			1	3								
Preschool and Elementary Unit II				24		9						
Preschool and Elementary Unit III							3	13				
Preschool and Elementary Units Complete										28		
Middle Unit I-II			15	31								
Middle Unit III						5	9					
Middle Unit IV							16	2				
Middle Unit V								21	20			
Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Middle Units Complete										28		
Program Evaluation												
Suspension Data- Ind. School Reported												
Suspension Data-District Level Reported												
Student Surveys Grade 3-8 Completed												
Teacher Survey Completed												
Final Evaluation Report Completed												Jul.30

Program implementation will be supported by trainers and coaches via the following:

- Training: 6-hour training for new middle schools (held at each new site) and 6-hour training for new Preschool-Grade 8 teachers (held at a central location; open to staff at all sites).
- In-class modeling of lessons, co-teaching, and coaching support for teachers by up to 7 part-time elementary coach/consultants, 2 middle school trainers, and 4 part time early childhood coach consultants.
- Technical assistance to administrators and site staff to create school-wide program visibility and integrate Second Step with positive school culture initiatives, including early childhood sites.
- Training for support staff (yard supervisors, office staff, instructional assistants & other non-teaching staff) as requested by sites; 1-2 hrs.
- Refresher trainings for teachers (30 min. – 2 hrs.) as needed / requested
- Parent overviews of Preschool-Grade 8 curriculum (20-60 minutes)

C. Evaluation

The evaluation of the program will include a combination of qualitative and quantitative measures designed to assess progress toward the desired outcomes stated in the first section of this document. The timeline for the evaluation is included in the chart above and described below.

Second Step Curriculum Program Evaluation Timeline:

- Suspension data for individual schools will be reported on a monthly basis.
- District-level suspension data will be reported on a quarterly basis.
- Evidence binders will contain all training & meeting sign-ins, agendas and participant evaluations. Binders to be maintained on an ongoing basis.
- Individual coach performance evaluations by District program coordinator.

II. PARENT EDUCATION COMPONENT

A. Outcomes

Overarching Programmatic Goal: for parents to learn about the content of the classroom lessons and to learn parallel skills they can use at home. Specific OUDS goals are:

1. To make Second Step Parent Education sessions available to parents of students attending all sites.
2. To increase parent awareness of Second Step goals, and the connection of lesson topics to academic success.

B. Program Implementation

Parent Educators will provide training incorporating the Second Step Family Guide lessons and other positive parenting strategies to parents/caregivers at all preschool, elementary and middle school sites. Activities of Parent educators is outlined in the chart and below:

Second Step Violence Prevention Program- Parent Education Activity Timeline 05-06 (numbers are the day of the month for implementation)												
Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Hiring and Training Parent Educators												
Hiring completed by			16									
School Site Presentations on Curriculum			Ongoing									
Create Parent Education Training Calendar												
Final Evaluation Report Complete												Jul.30

The three parent educator/consultants will:

- Be hired by September 16, 2005
- Offer overview presentations about Second Step curriculum: 15 min to 1 hour at individual K-8 sites from September 26 - June 9, 2005.
- Organize and present a series of between 2-12 hours of Second Step training to parents and caregivers, targeted to geographically proximate clusters of schools (preschool, elementary and middle schools.) Trainings will be advertised to all Preschool-Grade 8 parents and caregivers, to be held from September 26-June 9, 2005.
- Tailor the presentations to the needs/concerns of parents and ages of children.
- Provide translators or delivery in home language of parents whenever possible.

Parent Education Training Calendar: to be scheduled in September by mutual agreement of Site Administrators and Parent Educators at both day and early evening times.

C. Evaluation

Evaluation will consist of training sign-ins, agendas, & participant feedback surveys from all Parent Education sessions, feedback from the Site Administrators and evaluation of the Parent Educators by the district coordinator. Summary to be included in District report due July 30, 2006.

Budget total for Second Step Program: \$275,080

Attachment A – Schools to be served by the Second Step Program

Elementary Schools:

- | | |
|---|----------------------------------|
| 1. ACORN Woodland | 29. Lincoln |
| 2. Allendale | 30. Horace Mann |
| 3. Ascend | 31. Manzanita |
| 4. Bella Vista | 32. Manzanita SEED |
| 5. Brookfield | 33. Markham |
| 6. Burckhalter | 34. Marshall |
| 7. Chabot | 35. Maxwell Park |
| 8. Cleveland | 36. Melrose |
| 9. Crocker Highlands | 37. Joaquin Miller |
| 10. Emerson | 38. Montclair |
| 11. Encompass Academy | 39. Carl Munck |
| 12. Franklin | 40. Parker |
| 13. Fruitvale | 41. Peralta |
| 14. Garfield | 42. Piedmont Avenue |
| 15. Glenview | 43. Prescott |
| 16. Grass Valley | 44. Reach Academy |
| 17. Hawthorne | 45. Redwood Heights |
| 18. Highland | 46. RISE Community School |
| 19. Hillcrest | 47. Santa Fe |
| 20. Hoover | 48. Sequoia |
| 21. Howard | 49. Sherman |
| 22. International Community School | 50. Sobrante Park |
| 23. Kaiser | 51. Stonehurst |
| 24. La Escuelita | 52. Think College Now |
| 25. Lafayette | 53. Thornhill |
| 26. Lakeview | 54. Webster Academy |
| 27. Laurel | 55. Whittier |
| 28. Lazear | |

Note: 4-5 elementary schools are in transition to becoming charter schools. Last year several of them adopted another federally approved violence prevention program. One school (Cox) is undecided as of now and may go with Second Step.

Middle Schools served will include the 10 Safe Passages Middle Schools:

- | | |
|-----------------------|-----------------------|
| 1. Edna Brewer | 6. Carter |
| 2. Claremont | 7. Elmhurst |
| 3. Frick | 8. Havenscourt |
| 4. Kizmet | 9. Madison |
| 5. Simmons | 10. Westlake |

Note: The district coordinator will discuss with Cole, Explore, KIPP, Lowell, & Melrose Leadership Middle Schools possibilities for adopting Second Step in the spring of 06 or during the 06-07 school year. The two trainers supported by Measure Y funds can cover only the 10 schools. The district is seeking additional funding sources for these 5 other middle schools.

APPENDIX B : BUDGET

Second Step Violence Prevention Program

Oakland Unified School District

2005-2006 Project Budget

I. PERSONNEL COSTS		Second Step
Consultants		
7 Elementary Coach Consultants		
Coach 1		\$ 18,240.00
Coach 2		\$ 18,240.00
Coach 3		\$ 18,240.00
Coach 4		\$ 18,240.00
Coach 5		\$ 18,240.00
Coach 6		\$ 18,240.00
Coach 7		\$18,240
2 Middle School Trainer/coaches		
Trainer 1		\$ 30,000.00
Trainer 2		\$ 30,000.00
Preschool Coaches		
Coach 1		\$6,500.00
Coach 2		\$ 6,500.00
Coach 3		\$ 6,500.00
Coach 4		\$ 6,500.00
3 Parent Trainers		
Parent Educator 1		\$ 8,960.00
Parent Eudcator 2		\$ 8,960.00
Parent Educator 3		\$ 8,960.00
Subtotal--All Salaries		\$ 240,560.00
Total Personnel Costs		\$ 240,560.00
II. NON-PERSONNEL COSTS		
Curriculum materials		
Middle School curriculum materials		\$ 10,769.20
Grades K-5 curriculum materials		\$ 10,000.00
Preschool Curriculum materials		\$ 11,000.00
Total Non-personnel Costs		\$ 31,769.20
Subtotal		\$ 272,329.20
In-Direct Costs (1%)		\$ 2,750.80
GRAND TOTAL		\$ 275,080.00

APPENDIX B: OUSD Second Step Budget Narrative

Total Measure Y budget for Second Step for 2005-06: \$275,080.00

Personnel Costs:

Elementary Consultants:

The Oakland Unified School District (OUSD) will hire, oversee, and pay 7 elementary coaches @ \$30 per hour x 16 hours per week x 38 weeks of the school year (September through mid-June). Each coach will serve between 4-8 sites, depending on the school size. At least two of the coaches will be Spanish bilingual. Every effort will be made to include other major language groups represented by OUSD students and families. It is possible that we may use these funds to hire more coach/consultants with fewer hours each, where it can result in a better service to more school sites. This has worked in the past when highly qualified candidates were available for fewer than 16 hours per week. The total sum of hours worked by these elementary coaches will not exceed the stated amount of \$127,680 (4,256 hours x \$30 per hour).

Middle School

OUSD will hire and oversee 2 Middle School Trainers. Each Middle School Trainer will support 5 sites and work 600 hours each @ \$50 per hour (total \$30,000 each). Each trainer will work 15.8 hours per week for 38 weeks to complete the following:

- Conduct 6-hour of staff training in each of the 3 new middle schools adopting Second Step.
- Provide refresher trainings and trainings for new teachers in the other 7 schools.
- Assist classroom teachers by modeling lessons and supporting school-wide program implementation at their sites, and meet monthly with the school site teacher coordinators.

Preschool

OUSD will hire four preschool trainers. The Preschool Coaches will work a total of 896 hours @ 18 Head Start sites and 38 OUSD preschool sites to implement the Second Step curriculum at a total of 56 sites. Each coach will work 8 hours per week for 38 weeks.

- Each classroom will receive 4 ½ hour sessions of lesson modeling and teacher coaching.
- Each site will receive 4 hours of technical assistance to build program visibility and integration into school culture.
- Each site will receive 2 hours of introductory training for parents & caregivers on the curriculum content and how to support it at home.

Parent Education

OUSD will hire, oversee and pay 3 parent educators @\$35 per hour for 8 hours per week for 32 weeks. Parent educators will serve all 56 preschool sites, 56 elementary schools and 10 middle schools. They will work with clusters of geographically proximate sites to advertise, promote and conduct 2-12 hours of training using the Second Step Family Guide and related positive parenting strategies for parents and caregivers.

Non-Personnel Costs:

All curriculum materials will be purchased directly from The Committee for Children, the developers and publisher of Second Step.

Elementary K-5 curriculum kits

\$8,923 for purchase of (8) K-5 curriculum bundles (total of 40 classroom kits)
\$1,077 for purchase of (3) Family Guides (1 Spanish version, 2 English versions) to be used by the Parent Educators
Total = \$10,000

Middle School Curriculum Binders

\$1,600.00 for rental of 80 Level I binders needed only for first year of implementation at the 3 new middle schools for 7th & 8th grade classes.
\$9,169.20 for purchase of 23 Grade 6-8 sets (Level I, II & III for Grades 6-8)
Total = \$10,769.20

Preschool Curriculum Kits

\$11,000 Total for purchase of 40 curriculum kits

In-Direct Costs:

OUSD will charge a special indirect rate of 1% of the total project budget. The special rate applies to programs that do not require extensive indirect support from District staff outside the offices of those administering the program (in this case, the Department of Student, Family & Community Services whose costs are already covered by categorical funds such as Title IV, Safe & Drug-Free Schools).

**OAKLAND UNIFIED SCHOOL DISTRICT
DEPARTMENT OF STUDENT, FAMILY & COMMUNITY SERVICES**

**SECOND STEP
VIOLENCE PREVENTION PROGRAM**

**EXECUTIVE SUMMARY
SECOND ANNUAL EVALUATION REPORT**

JULY 2004

EXECUTIVE SUMMARY

The Oakland Unified School District began to implement *Second Step: A Violence Prevention Curriculum* during the 2000-2001 school year. The general goal of the *Second Step* program is to promote the development of social skills knowledge and reduce verbal and physical aggression among students. The first formal evaluation of the *Second Step* program was conducted during the 2002-2003 school year. This report presents the second annual evaluation.

At the close of the 2003-2004 school year, 58 of the District's 63 elementary schools had been trained in the *Second Step* curriculum. A teacher survey on implementation practices was distributed in the spring to all 55 schools trained in *Second Step* prior to January 2004. Surveys were returned by teachers in 48 of those schools, and they revealed that the *Second Step* program is being implemented relatively well across the district, and the curriculum is achieving the intended results.

Major Findings

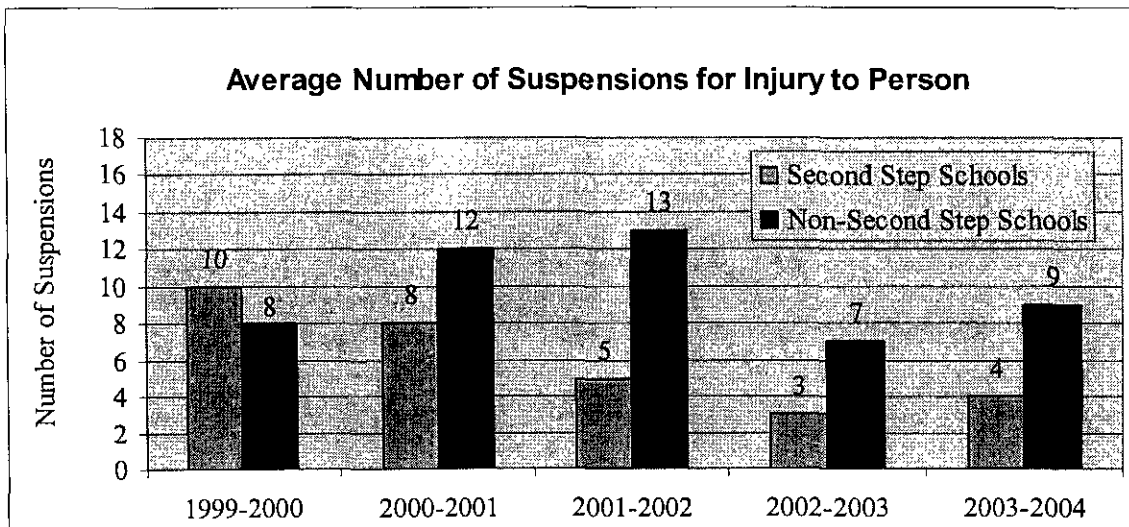
- 62% decrease in suspensions for fighting in *Second Step* elementary schools over the 5-year period beginning with 1999-2000, compared to a 7% increase in suspensions for fighting in non-*Second Step* elementary schools.
- 55% decrease in overall suspensions in *Second Step* schools, compared to a 2% decrease in non-*Second Step* schools.
- Significant gains in social skills knowledge were shown via pre- and post- assessment of 3rd and 4th graders. After receiving the lessons, students demonstrated superior knowledge of such domains as recognizing emotions, analyzing social situations, and identifying pro-social solutions to interpersonal problems. This occurred for both third and fourth grade students. Third graders, for example were 30 times more likely to score 70% correct answers or higher in the post-test in comparison to 3rd grade pre-test scores.
- 15.3% decrease in absenteeism in *Second Step* elementary schools, compared with a 13.2% increase in absenteeism in non-*Second Step* elementary schools.
- Over two-thirds (69.7%) of those teaching the program stated that *Second Step* contributes to students spending more time on task and to teachers having more time for academic teaching. Teachers who fully implement the curriculum have a seven times greater chance of having more time for academic teaching.
- 88.5% of teachers are delivering the *Second Step* lessons.
- Teachers who fully implement the program are most likely to report an increase in positive student behavior.
- Teachers who received the full *Second Step* training are those most likely to fully implement the program with fidelity.
- Teacher response: "I love *Second Step*! I refer to lessons frequently and I see the results.

Charts

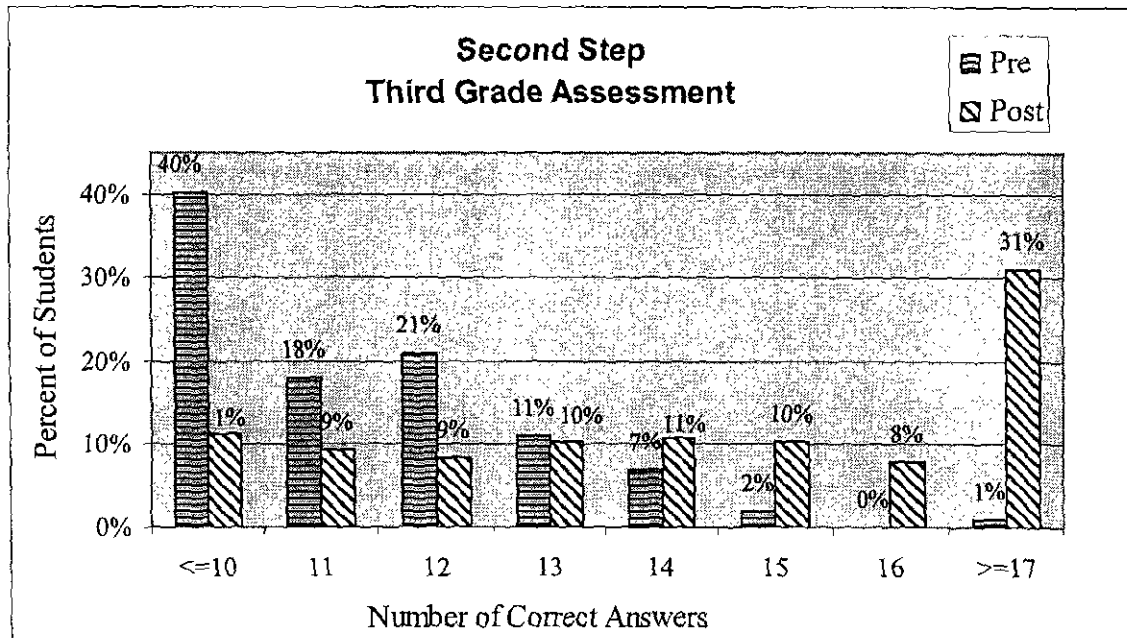
The table below shows suspension data for elementary schools for three categories – injury to another person, total number of suspensions, and total days suspended. The table indicates that there were consistently larger decreases in suspensions in all three categories among Second Step schools as compared to non-Second Step schools

	Second Step Schools 1999-00 to 2003-2004	Non Second Step Schools 1999-00 to 2003-2004
	Percent Change	Percent Change
Injury to Another Person	-62	+7
Total Number of Suspensions	-55	-2
Total Days Suspended	-55	+4

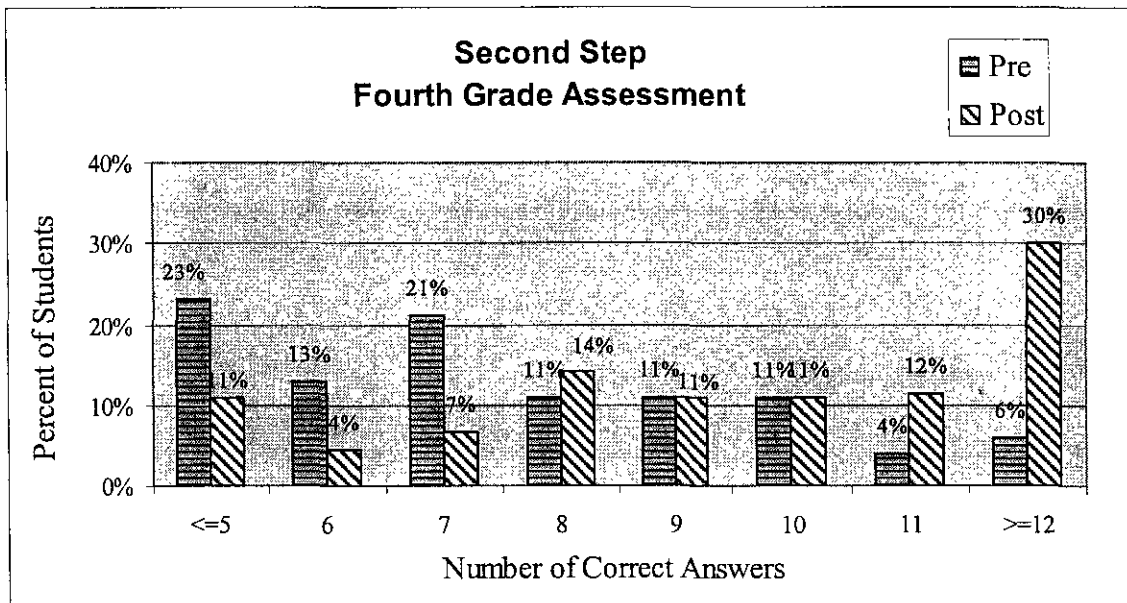
The chart below shows the average number of suspensions for injury to another person for Second Step and non-Second Step schools. As can be seen, the average is consistently lower for Second Step schools throughout the study period.



Following is a chart that presents comparative data on 3rd grade schools before they implemented *Second Step* ("Pre") and *Second Step* schools after implementation ("Post") on the standardized *Second Step* assessment instrument. As can be seen, the pre students tend to have lower scores. Forty percent of the students scored 10 or less on the 24 point scale, whereas only 11% of the *Second Step* (post) students had such low scores. Moreover, only 1% of the pre students scored 16 or above on the assessment, whereas 31% of the post students scored 17 or above.



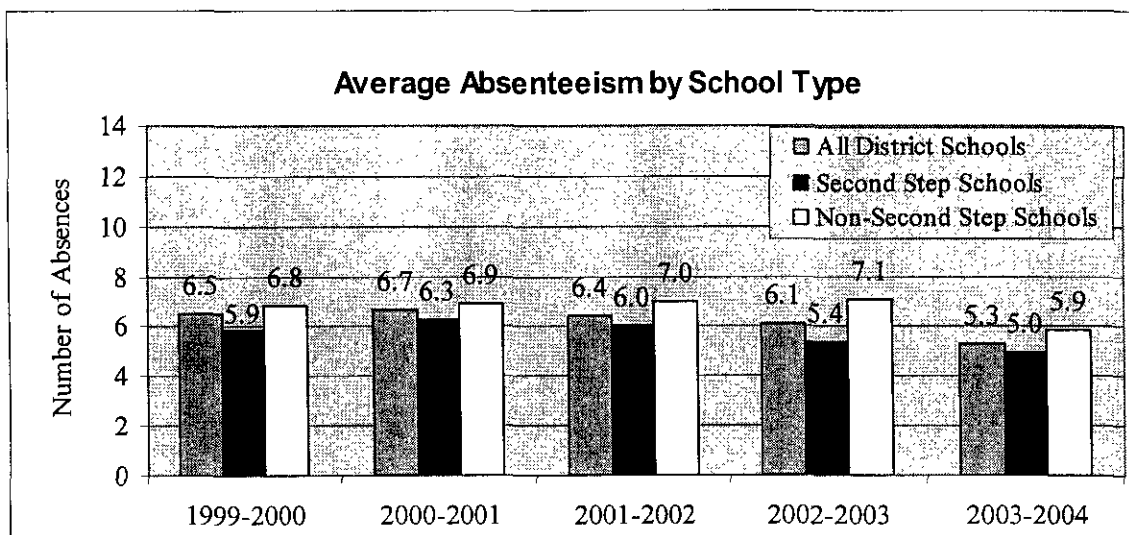
Below is a chart showing comparative data on 4th grade schools before they received training (“Pre”) and *Second Step* schools after implementation (“Post”) on the standardized *Second Step* assessment instrument. Again, the pre students had the lowest scores and the *Second Step* (post) students achieved the highest scores. Twenty-three percent of the pre students scored 5 or less on the scale (out of 19), while 11% of the post students scored 5 or less. Conversely, 30% of the *Second Step* (post) students scored 12 or higher, while only 6% of the pre students scored 12 or higher.



The table below shows the average rate of absenteeism for the three categories of schools—all district schools, *Second Step* schools, and non-*Second Step* schools. As can be seen the rate of absenteeism is consistently lowest in the *Second Step* schools and highest in the non-*Second Step* schools.

Schools	1999-00	2000-01	2001-02	2002-03	2003-04
All District Schools	6.5	6.7	6.4	6.1	5.3
Second Step Schools	5.9	6.3	6.0	5.4	5.0
Non-Second Step Schools	6.8	6.9	7.0	7.1	5.9

The chart below shows the same data in a different format.



Conclusions and Recommendations

Overall, combining all evaluation data (process and outcome), it is clear that the *Second Step* program is meeting program goals in OUSD. It is recommended that the District continue to foster the implementation of the *Second Step* program, both in those schools where it was already introduced as well as in those schools that have not yet been trained. Based on the teacher survey data results, it is further recommended refresher trainings be provided to improve implementation fidelity and implementation level, particularly in those schools that demonstrated a need for more support in these areas.

How middle school students apply Second Step skills in real life:

- “A girl in my classroom called me a “b” and I didn’t respond.”
- “These 6-year olds were about to fight and I broke it up.”
- “Sometimes if I get angry I will just go by myself and get it together.”

Negatives mentioned by middle school students:

- Some teachers don’t model Second Step behaviors (i.e., they yell at students, fail to listen, or allow off-task behavior during lessons.
- Students don’t take it seriously when adults don’t model positive behavior.

Students suggested that:

- Lessons be taught regularly by all teachers
- More time should be spent on Second Step throughout the week.

Elementary students also enjoyed the lessons and mentioned many specific skills they learned and use at school and at home, for example, calming down strategies, I-messages and respecting differences. They felt their schools had become safer.

Second Step school administrators said:

- Suspensions and office referrals went down
- Second Step provides common school wide language
- Students and teachers learn specific strategies for resolving conflicts
- District level support was crucial to program implementation

CONCLUSIONS

Second Step is meeting its goals of reducing physical and verbal aggression as shown by the reduction in suspensions in Second Step elementary and middle schools. Children are learning skills in empathy, impulse control, problem solving and anger management as shown by the positive results of the 3rd and 4th grade assessments. Focus group results indicate that Second Step helps improve school climate by promoting pro-social values and behavior in students and staff.

Based on these outcome and process evaluation components, the following is recommended:

- Continue implementing Second Step at all levels, K-8
- Provide more training and support to teachers to strengthen the degree of implementation
- Introduce Second Step to the remaining schools that have not received the program to achieve the same positive results in Grades K-8 across the district.

APPENDIX C

(Middle School Peer Mediation Program)

- Scope of Work
- List of Participating Schools
- Budget and Budget Narrative
- Evaluation Information

APPENDIX C: OUSD MIDDLE SCHOOL PEER MEDIATION PROGRAM

SCOPE OF WORK

A. Outcomes

Overarching Programmatic Goal: to enable students to resolve non-physical conflicts among their peers and thereby reduce the number of incidents that escalate into fights. Specific

OUSD goals are:

1. Staff and students will refer between 10-20 conflicts per month per site to peer mediation.
2. Suspensions for fighting will decrease by 5-10% during the first year of peer mediation program implementation. The total number of incidents of suspension for fighting in Gr. 6-8 during 04-05 was 1,294 incidents. A 10% decrease in 05-06 would mean 129 fewer suspensions.
3. 60% of students referred to mediation after suspension for fighting will not appear on the suspension list again during the school year.
4. Results of the District's 2005-06 California Healthy Kids Survey (to be administered in November, just as the peer mediation programs begin) will establish a new baseline for the number of 7th graders who report having been involved in a fight at school. In the 2003-04 CHKS survey, 39% of OUSD's 7th graders reported having been involved in a fight. The survey is administered to 7th, 9th and 11th graders every two years. We anticipate that after peer mediation programs are well established, this item will show a decrease in the 07-08 survey.

B. Program Implementation

School site coordinator/consultants will establish and maintain peer mediation programs in up to 16 OUSD middle schools (see attachment B for a list of schools). Activities of Site Coordinators are outlined and described below:

Duties of part-time program coordinators:

- Recruit and train a cadre of student peer mediators using the San Francisco Community Boards training process.
- Organize and oversee a school-wide program using student peer mediators to resolve non-physical conflicts.
- Meet regularly with the peer mediators for further training and support.
- Work with school administrators, staff and students to create program awareness and increase the use of peer mediators.
- Maintain records and provide data as needed to District program coordinator.
- Meet regularly with the district conflict resolution trainer/consultant for support and guidance.

Second Step Violence Prevention Program- Parent Education Activity Timeline 05-06												
Numbers are dates below												
Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Hiring and Training Peer Mediation Site Coordinators												
Hiring completed by			23									
Orientation and Training completed by				7								
Recruit & Train Student Mediators				10-28								
Student Mediators begin duties				28-10								
Coordinator Meetings with Trainers									Monthly			
Program Evaluation												
Mid-Year Progress Report								15				
Effectiveness Survey distributed to Staff & students										30		
Office Referral data component designed by												30
Baseline data for office referrals collected by												30
Final Evaluation Report complete												Jul.30

C. Evaluation

Middle School Peer Mediation Evaluation Plan:

OUSD Department of Student, Family & Community Services will collect and analyze the following data:

- Number of mediation sessions conducted by site, month, number, grade and ethnicity of disputants, and whether or not the dispute was resolved.
- Follow-up interviews of disputants within one month after the session as to whether the problem re-occurred.
- Number of suspensions by site, month, grade, gender, ethnicity and category of offense.
- Number of students suspended for fighting by site, month, grade, gender, ethnicity, who re-appear on the suspension list after mediation.

Budget for Peer Mediation Total \$235,782

OUSD contact person: Jackie Shoner, Prevention/Intervention Programs, Dept. of Student, Family & Community Services, 4919 Mountain Blvd. P11B, Oakland, CA 94619 Office: 510-879-5376 Fax 510-879-5378 Jackie.Shoner@ousd.k12.ca.us

OUSD Middle Schools to receive Peer Mediation programs:

Edna Brewer
Carter
Claremont
Cole
Elmhurst
Explore
Frick
Bret Harte
Havenscourt
KIPP
Kizmet
Lowell
Madison
Melrose Leadership
Simmons
Westlake

(Note: Three OUSD middle schools – Montera, Roosevelt and Urban Promise Academy - have long-established peer mediation programs run by site staff. These will continue in 05-06.)

APPENDIX C: BUDGET
MIDDLE SCHOOLS PEER MEDIATION
Oakland Unified School District
2005-2006 Project Budget

I. PERSONNEL COSTS		Peer Mediation
Part Time Consultants		
Consultant 1		\$ 19,380.00
Consultant 2		\$ 19,380.00
Consultant 3		\$ 19,380.00
Consultant 4		\$ 19,380.00
Consultant 5		\$ 19,380.00
Consultant 6		\$ 19,380.00
Consultant 7		\$ 19,380.00
Consultant 8		\$ 19,380.00
Consultant 9		\$ 19,380.00
Consultant 10		\$ 19,380.00
Consultant 11		\$ 19,380.00
Consultant 12		\$ 19,380.00
Total Personnel Costs		\$232,560.00
II. NON-PERSONNEL COSTS		
Refreshments		\$ 864.18
Total Non-personnel Costs		\$ 864.18
Subtotal		\$233,424.18
Indirect costs @ 1%		\$ 2,357.82
GRAND TOTAL		\$ 235,782.00

APPENDIX C: OUSD Peer Mediation Budget Narrative

The Measure Y budget for Peer Mediation for 2005-06 is \$235,782.00

Personnel Costs:

Middle School Consultant/Coordinators:

OUSD will hire, oversee, and pay 12 peer mediation consultants @ \$30 per hour for 19 hours per week for 34 weeks of the school year (September 23 – June 16.) Of the 12 consultants, 9 will serve one large site each, and 3 consultants will serve the 7 smaller middle schools. (See Attachment B for list of schools.)

Non-Personnel Costs:

Refreshments for students during training sessions: \$864.18 = \$54.01 per site

In-Direct Costs:

OUSD charges only 1% for programs that do not require much paperwork on the part of District staff outside the offices of those administering the program (in this case, the Department of Student, Family & Community Services whose costs are already covered by categorical funds such as Title IV, Safe & Drug-Free Schools.) Total indirect = \$2357.82

Evaluation of OUSD Peer Mediation Programs

B. Cole Middle School

Cole Elementary School of the Performing and Visual Arts is also located within the Oakland city limits and encompasses grades 4, 5, 6, 7, and 8 with an enrollment of nearly 350 students. Cole implemented a Peer Mediation Program, incorporated Conflict Resolution Lessons into their classroom and held a Conflict Resolution Day. As with Brewer Middle School, documentation of teacher participation in the teaching sessions was not maintained, so it is unclear how many teachers participated in these workshop sessions or integrated the lessons into their daily lessons.

I. Peer Mediation Program

As noted in the methodology, focus groups with teachers, students, and Peer Mediators were held to determine perceptions of the Peer Mediation Program. In addition activity logs were completed which documented the number of sessions mediated as well as specific information about those sessions.

a. Student Perception of Peer Mediation

Three focus groups made up of the general student population were conducted at Cole Middle School. These students represented grades 4, 5, 6, 7, and 8 with at least one student from each grade participating in each group. All the students in the Cole focus groups were aware that there were conflict managers at their school and that their purpose was to “help you solve a problem.” The visibility level is high at Cole because their Conflict Managers wear T-shirts printed with Conflict Managers. One half of the participants in the groups had used a conflict manager to resolve a problem they were having with another person. The overall feeling was that the issue that caused the conflict was resolved in a satisfactory manner. They all had to talk to the conflict managers, agree to certain rules, talk it out, then sign an agreement that they have resolved the problem.

When questioned whether or not the participants would recommend conflict management to a friend, the response was divided. Half of the participants felt the process works well for verbal conflicts. They would recommend conflict management to a friend, and clearly felt the process worked if the situation had not yet become physical or threatening to their physical well being. The other participants felt the process did not work because the disputants did not take the process seriously. Several students responded that students involved in a conflict would use the mediation process just to get out of the classroom. One student went into detail saying the process did work for the 6th, 7th, and 8th graders, but not the younger grades. “The younger students just want to get into the conflict resolution room and then start playing around and the conflict managers don’t

always keep control of them.” Another area of concern was the issue of confidentiality. “Conflict issues are supposed to remain confidential and this was not always the case.” This supports another student’s comment that the conflict managers did not always take their job seriously.

b. Teacher Perception of Peer Mediation

The nine teachers participating in the teacher’s focus group at Cole described the conflict resolution program as a way for “kids to be involved in solving their own problems.” The problem solving process was taught through the Peer Mediation program and the use of classroom curricula that promoted positive, non-violent alternatives to confrontational situations. All the teachers had used at least one of the curricula lessons and found them to be very useful.

Just as the students at Cole Middle School were pleased with the Conflict Resolution Program, so were the teachers. They welcomed the opportunity to receive more training in the areas of conflict resolution and incorporating it into their classroom lessons. They feel that they should model the skills that the student are learning because the “students are always watching them and how they interact with the other teachers. In some instances, we are the only positive role models the students have.”

c. Conflict Managers

All of the Conflict Managers that attended the Cole Middle School focus group stated that they chose to become a Conflict Manager to help the school become a better place. This task is accomplished through role modeling and showing other students how to resolve conflicts without violence, and by helping other students to resolve their own conflicts.

When asked about the impact the Peer Mediation component of the program has had on the overall school climate, the participants could not come to agreement. Half the students felt the school had more conflict this year, while the other half felt there was less conflict compared to last year. Those Conflict Managers that felt the school climate had changed for the better did note the success of the Conflict Resolution Program along with a new administration as reasons for the positive change. Other Conflict Managers felt the school climate was worse than the previous year and attributed it to the new students at the school this year that “act out” more and cause problems.

Conflict Managers saw positive changes in themselves as a result of their involvement in the Conflict Resolution Program. Their attitudes and behaviors about conflict changed. They learned to talk things out before an issue escalated. Their grades

improved and they learned better time management skills. The role of a Peer Mediator forced them to become more organized because if they were called away from their class due to participation in a conflict, they had to make up the class work later. They wanted their grades to be good so they could stay in the Program.

Overall Conflict Managers are satisfied with the program the way that it is. The only recommendation supplied by this group of Conflict Managers would be to have more students trained to be Conflict Managers at the start of the program to allow for attrition. Many of those trained to be Peer Mediators dropped out of the program throughout the school year and those remaining were called upon too much. They also recommended that all the Conflict Managers are called upon equally, some are called upon more than others.

d. Activity Log Results

According to Activity Logs completed by Conflict Managers, a total of 134 sessions occurred at Cole Middle School. Of these 86 percent were noted as resolved. On average two students acted as mediators in each conflict session, with the largest number of mediators recorded in a single session being four. Almost 75% of the conflicts involved two disputants, with the majority of the remaining conflicts (24%) involving three or four students. As Table 1 shows, the busiest month for Peer Mediation was the start-up month of November.

Table One
Number of Conflicts Mediated at Cole Middle School
By Month

Month	Number of conflicts
November	61
December	6
January	15
February	15
March	14
April	3
May	17
June	3
TOTAL	134

Incidents involving name-calling, rumors, "other", and arguments had great success being resolved at Cole Middle School through Peer Mediation. As Table Two indicates, those incidents involving fights were the least successful in being resolved. This finding supports the general student populations' comment that those incidents that had not yet become physical or threatening to their physical well-being would respond well to Peer Mediation; those incidents involving a physical confrontation would not.

Table Two
Type of Conflicts Mediated at Cole Middle School
and the Outcome of these Mediation Sessions

Type of Conflict	Conflict was Resolved		Conflict was not Resolved	
	Number	Percent	Number	Percent
Argument	64	88%	9	12%
Rumors	22	96%	1	4%
Other	10	91%	1	9%
Fights/Threat to fight	9	56%	7	44%
Name Calling	3	100%	0	0%
TOTAL	108	86%	18	14%

Note: As noted on the previous table, 134 conflict mediation sessions were recorded. However, complete Activity logs were available for only 126.

Overall Findings for Cole Middle School

The most significant component of the Conflict Resolution Program at Cole Middle School is the Peer Mediation component. All focus group participants were aware of this component and felt it was a positive program at their site with a highly visible group of conflict managers. Changes in the school climate received mixed reviews, but all felt the Conflict Resolution Program was positive given the right circumstances.