

Draft Recommendations to the Sonoma
County Community and Local Law
Enforcement Task Force

Presented by the Community Engagement
and Healing Subcommittee

January 5, 2015

Community Engagement and Healing Subcommittee Draft Recommendations

Counseling and Mental Health Services

Recommendation

Expand current behavioral health counseling and mental health programs available to help students with social and emotional needs and effects of traumatic incidents. Their families' needs also should be assessed and addressed. School counselors are trained to work with students, families, staff and agencies ensuring a holistic approach.

Detailed description of recommendation

This recommendation is a result of the CEH subcommittee's interaction with Sonoma County community members through forums and information provided to the CEH by local mental health care providers.

This proposal recommends that behavioral health counseling and mental health services be readily available to families in the event of a trauma. In addition, this proposal encourages the county to examine resources to provide on-going counseling for youth within county schools and communities. This would require full time behavioral health counselors at each county K-12 schools. (Timing may be perfect on this as the County is indicating support for universal pre-school, so, the protocol for working with schools vis-à-vis staffing for certificated counselors looks promising.)

The need for access to mental health resources is echoed around the county, state and nation. The Portrait of Sonoma identifies that disparities in health and life expectancy among our populations are avoidable given that we place a priority on health access for all.

In some Sonoma County neighborhoods and among some groups, resources for health are plentiful, and their value is clearly evident in the people's health outcomes. For others, the social determinants of health that shape daily routines result in shorter, less healthy lives. **The good news, however, is where we started: extreme health disparities are largely preventable.** Collaborative efforts by government, schools, businesses, nonprofit organizations, and individuals themselves aimed at prevention offer a path to healthier, longer lives and fewer public health-care dollars spent on treating preventable illness. (Portrait of Sonoma County, 2014)

Mental health services for the county's youth, particularly those who live in poverty, are limited. Schools where counseling is offered are often limited to urgent care, Child Protective Services reporting, and master scheduling. Schools currently do not have the human or financial resources to offer ongoing counseling for students and families. In recent forums conducted by the county in collaboration with CEH, mental health services for students was identified as a dominant need in our county.

The *National Association of School Psychologists* has identified the following components which should be included in school based counseling:
Consultation with school staff and/or parents regarding the social/emotional/behavioral needs of children and youth.

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Consultation with school staff regarding classroom and/or school-wide approaches to behavior and to develop positive behavior supports and interventions.

Screening, evaluation, identification and referral for children exhibiting emotional disturbances.

Planning and implementing appropriate academic and other educational supports.

Conducting functional behavioral assessments and/or social skills instruction.

Measuring progress and improvement both for individuals and also for programs.

Interventions for students with chronic behavior and emotional needs.

Small group and/or individual counseling for such issues as social skills, anger control, etc.

Staff development on topics such as positive behavior supports and intervention, prevention of violence, crisis planning and intervention, etc.

Resources and information to school staff and/or parents regarding characteristics, intervention, and treatment of disorders.

Coordination and referral of children and families to community service agencies, related to mental health needs. For more information on school-based mental health services and the role of school psychologists in providing these services, visit

www.nasponline.org. © 2006, National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, (301) 657-0270, www.nasponline.org.

There are national and local models that can serve as examples to Sonoma County for increased mental health services for youth and families. Humanidad Therapy and Education Services at Cook Middle School in Santa Rosa offers pro bono counseling and additional services on a sliding scale for families. These services are offered through Cook Middle School's Family Resource Center.

In addition, the New York Department of Education offers a model of services worthy of further investigation.

(<http://schools.nyc.gov/Offices/Health/SBHC/MentalHealth.htm>) has several models of service for school based mental health. These include:

- **On-Site Mental Health Programs** – offers individual treatment, groups, family counseling, and crisis interventions on school campus.
- **Mobile Response Team (MRT) Program** – offers assessments, consultations, classroom observations, crisis interventions, professional development for teachers, parent trainings, and referrals for treatment in the community.
- **STARS (Screening the At-Risk Student)** – implemented by nurses in middle schools. Offer suicide and depression screenings and referrals for further psychological assessments as needed. Not only are school nurses in scarce supply, but school counselors are better trained to provide this service in a holistic manner.
- **At Risk for High & Middle School Teacher Training** – Free web-based online training program aims to teach educators and others who work in both middle

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and high schools how to identify, approach, and refer students who show signs of psychological distress. <http://nyc.kognito.com>

- **Early Recognition and Screening Program** - Community mental health providers offer screenings school-wide for underlining emotional and behavioral issues. With parental consent, student can be referred for further assessment and offered treatment if indicated.

- **Presentations** – Presentations and trainings on a wide variety of emotional topics relevant to youth. Resources presentation for staff and families.

- **NYC TEEN Website** – this teen friendly website engages teens dealing with depression, drugs and violence, and encourages them to seek help.

www.nyc.gov/Teen

Rationale

The need for mental health services in our county schools is evident. The community need has been identified in two documents ***Portrait of Sonoma County*** and the ***Sonoma County Health Needs Assessment***.

According to the *Sonoma County Community Health Needs Assessment for 2013–2016*, the following recommendations were made regarding mental health:

Access to services for substance use disorders. Treatment works. Early screening, intervention and appropriate treatment for harmful substance use and addiction behaviors is critical to intervening with teens, pregnant women and others who can benefit from treatment. Unfortunately, despite increasing levels of addiction, access to substance abuse treatment in Sonoma County is severely limited for low-income individuals without healthcare coverage. Insuring timely access to culturally competent substance abuse treatment, tailored to the specific needs of those seeking help, can break the cycle of addiction and benefit individuals, families and the community.

Access to mental health services. Many mental health problems can be effectively treated and managed with access to early detection, assessment, and links with ongoing treatment and supports. In Sonoma County, however, many individuals with mental health concerns do not have access to the treatment they need based on income. Insufficient private insurance coverage for mental health services and insufficient availability of publicly-funded treatment services are significant barriers for many who seek mental health services and support. Lack of an integrated approach to mental health within the health care system can lead to missed opportunities for early problem identification and prevention.

Adverse childhood exposure to stress (ACES). “Adverse childhood experiences (ACES),” a variety of ongoing conditions or events that can be categorized as recurrent childhood trauma, have been documented to lead to health and social problems, risk-taking behaviors and a shortened lifespan for the adults who survive them. ACES have been linked to a range of adverse health outcomes in adulthood, including substance abuse, depression, cardiovascular disease, diabetes, cancer, and premature mortality. The prevalence of ACES underscores the need for additional efforts to reduce and

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prevent child maltreatment and associated family dysfunction and the need for further development and dissemination of trauma-focused services to treat stress-related health outcomes associated with ACES.

Access to health care coverage. Insuring access to affordable, quality health care services is important to protecting both individual and population health, eliminating health disparities and promoting overall quality of life in the community. The cost of both routine and emergency care for uninsured patients can be financially devastating. Individuals without health care insurance coverage may defer needed care, diagnostics and medicines for themselves and their families and may, as a result, experience higher rates of preventable illness, suffering, disability and mortality than those who have insurance. While a significant portion of Sonoma County's uninsured population will be eligible for more affordable health care coverage under health care reform, financial barriers may still exist for low-wage earners who are unable to meet premium requirements. And, undocumented individuals will continue to be ineligible for publicly-funded coverage, leaving many individuals and families vulnerable.

The New York Department of Education (<http://schools.nyc.gov/Offices/Health/SBHC/MentalHealth.htm>) has identified the following rationale as to why school based counseling is needed:

Why Have Mental Health Programs in Schools?

- Keeps issues from affecting emotional, academic, or physical development
- Provides relief from symptoms earlier rather than later
- Can prevent long-term problems
- Improves academic performance and personal relationships with family and friends

Resources needed

All schools in Sonoma County should have a full time counselor on staff to support students, families and staff with ongoing counseling support and crisis counseling. Schools have the capacity to best assess and meet the needs of student's mental health. Students often "act out" when they are in crisis. Teachers, school counselors, psychologists and administrators are fully aware of the needs within the schools and could provide great insight into the urgent need for services.

A school counselor is approximately \$60,000 to \$80,000 per year per school.

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Timeline/implementation recommendation

All indicators point to the need that these services are long overdue. We urge action upon the part of the Sonoma County Supervisors to request mental health resources for schools at a legislative level.

Performance indicator(s)

The metrics to determine success of a program that offers counseling to students in an ongoing manner or in a crisis situation can include: increased school attendance, lower drop-out rate, greater postsecondary matriculation, fewer suspensions and expulsions and greater parent participation in schools.

Additional considerations/alternatives explored

Pending.

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Continue County-wide Community Engagement Forums

Detailed description of recommendation

Continue funding community engagement forums after the termination of the Task Force. We recommend that these forums be modeled on our current efforts to reinforce a respectful and nonthreatening dialog between law enforcement and all segments of the community. It is vital that all those involved feel welcome and free to speak. Specifically, we recommend the following:

- Small-group circles of 10-12 chairs with each group containing one representative of law enforcement, one trained facilitator/recorder (such as the support provided by Restorative Resources, or the Dialogue Center at SSU).
- Topic based conversation with solution exploration encouraged
- Positive response and encouragement to all present
- Guidelines for respectful participation.
- Encouragement for all participants to speak.
- The option of Spanish language circles available for those who might require it.
- The possibility of participants changing circles throughout the forum.
- Summary of key discussion points (by facilitators) at forum conclusion
- Readily accessible feedback to those present of actions taken or issues to be explored as a result of forum discussions.
- Option for forums to focus on other governmental entities beyond law enforcement – but utilizing above guidelines.
- Encourage city/county officials to participate
- Provide childcare for working class parents

Rationale

As we began our work on this Subcommittee, we listened to input from members of the public, community groups, County staff and law enforcement. We drew on the experience of Subcommittee members and examined both conventional and innovative potential approaches to solicit input from the broadest possible spectrum of the community.

Although we believe that conventional logistics for community forums have provided valuable input in the past, we were concerned that the prevailing model did not allow for maximum freedom to minority or disenfranchised members of the community.

The model of a large group of people coming together, hearing speakers (usually on a stage or at the front of the room) and then inviting feedback from those presented some challenges. Specifically, those who were uncomfortable speaking before a large group,

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possibly facing language difficulties or fear of being identified were often left without an opportunity to have their opinions be heard.

We also faced the daunting task of opening a dialogue between law enforcement and segments of the community who were often fearful, angry and frequently unwilling to challenge or question law enforcement in the environment of a formal hearing/forum.

As we discussed our various options, we soon discovered that our major goal was (to the greatest extent possible) to break down existing stereotypes about law enforcement and to encourage one-on-one dialogue from one member of the community to another. This led us to the above-described circle format which has proven to be successful across a wide spectrum of participants ranging from students to senior citizens, patrol officers to Chiefs, activists to parents.

It is our firm belief that a continuation of this type of low-key forum will help to establish and sustain a healthier relationship between community members and law enforcement – in good times and when crises arise.

These forums align with the Sonoma County Community Engagement Framework, more specifically, with Goal 1, Objectives 1 and 2, Goal 2, Objective 3 and Goal 3, objective 5.

Furthermore, these forums are in line with the current national debate regarding the increase of citizen government interaction proposed by the Deliberative Democracy Consortium (see their “Making Public Participation Legal” Compiled by the Working Group on Legal Frameworks for Public Participation October, 2013). Available at http://www.deliberative-democracy.net/index.php?option=com_docman&task=cat_view&gid=45&Itemid=74

Resources needed

Pending.

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Timeline/implementation recommendation

The existing guidelines (and the active participation of County staff in the forums held to date) make it possible for ongoing forums to begin at any time. The one key element to be determined is the selection of the County agency/department to be charged with implementation. The Subcommittee believes that the most viable resource is a Neighborhood Services Unit, which could be embedded in the County Administrator's Office as a function of Community and Government Affairs Section, and designed to further increase access to information, resources, and civic processes for the diverse groups and individuals in each of our neighborhoods. The Neighborhood Services Unit would provide administrative and strategic direction, coordinate the efforts of, and establish accountability for action and communication to the Board and the community. The Office would oversee a community ambassador network, support the organization of neighborhood residents, ensure effective engagement between those residents and government, and establish funding sources to produce neighborhood grant programs addressing community-identified priorities. This would include the creation of a specific classification responsible for leading and coordinating community engagement efforts, as outlined in Objective 6, Action 17 in the Community Engagement Framework. (Attachment 3, page 3)

Outcomes/Performance indicator(s)

The basic nature of these forums makes the provision of specific metrics challenging. In the short term, the overriding goal is to continually "*take the pulse of the community*" and to potentially revise anticipated or planned actions accordingly. In the long term, we believe there will be measurable metrics in the areas of satisfaction with law enforcement/county department, a lowering of complaints, and the movement towards an inclusive community who are (more) satisfied that their voices are being heard.

Additional considerations/alternatives explored

Seeking input from the community is a vital and critical element of successful government. While there is no one model which fits every situation, it is our collective opinion that the key factor is to explore every possible alternative to include all of the voices that need to be heard. Some ways we might additionally foster that environment include:

Encouraging various CBOs and local activist groups to join in sponsorship of future forums.

Consider holding regular "*media forums*" on local radio outlets.

Organizing avenues to solicit input through social media.

Working with local school boards/youth organizations to create classroom based discussions on community issues.

Reaching out to local faith-based organizations to solicit congregation input.

Pilot Mural Program in Roseland

Recommendation

First to implement a much-needed pilot public art program in Roseland, a neighborhood that is in need of the healing that public art can bring to a community. Secondly, expand the program to other underserved areas identified in the 2014 Portrait of Sonoma County. Such a program will support the healing of the community by tapping into the great and diverse cultural resources available from these underserved areas.

Detailed description of recommendation

1. Implement a two-year pilot mural program to create 12 murals, one every two months, that would be installed at sites throughout the Roseland neighborhood to promote community healing through social interaction and artistic expression.
2. Each mural would be designed by a selected artist in consultation with children, youth and adult members who live closest to the location of the mural to reflect a source of cultural pride in Roseland. Once thus designed it will be executed in a prescribed way so that other artists and children, youth, and adult members of the community can help execute the mural as part of a festive community event that would happen in one or two days.
3. Each mural would be 8' high and 16' wide and would be painted on four 4'x8' panels offsite and installed after completion at a designated site.
4. Twelve artists would be invited to participate and would be required to attend a training workshop that would cover the mural design and execution process.
5. Each artist would receive an honorarium of \$4,000.00 to design, prepare all materials and supervise the execution of the mural with the help of children, youth and adult community volunteers and other participating artists.
6. A calendar would be set up at the beginning with the target dates for the completion of each mural. Artists can choose the dates when they would want to design and lead the mural painting. Once the calendar is set, each artist would receive 50% of his honorarium two months before the "paint date" and the balance after installation of the mural.
7. In order to facilitate the painting using volunteers, the lead artist for that particular mural, with volunteer help from other artists, will prepare the panels by mounting them on the easels, sealing them, and transferring the design onto them in a way that would facilitate painting using pre-mixed acrylic paint in containers. Each lead artist would be responsible for blowing up the design and transferring it onto the panels as well as pre-mixing all paints to be used and how the mural should be executed in the prescribed period: either one day or two.

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8. After all the murals are completed, print maps of the location of the twelve murals to be available to the general public and train young people from the area docents to give tours of the murals.
9. After completion (two years) expand the pilot program to other underserved areas identified in the *Portrait of Sonoma* and repeat steps 1-8.

Rationale

There is nothing worse than to look at a mirror and see no reflection of yourself. This is what happens to most Latino youth in Sonoma County. As noted in the Creative Sonoma Arts Action Plan (adopted by the Sonoma County Board of Supervisors June 24, 2014):

There is a strong but less publically visible collection of ethnically specific cultural communities and artists, including a large and diverse Hispanic population. There is limited multicultural representation in the larger arts community, although the demographic trends predict a majority Hispanic population in the county by 2040 (p.4).

As exemplified by the individual efforts of the young artist Maria de Los Angeles who bypassing the bureaucracy took the initiative to lead the healing through art at Cook Middle School, and by Mario Uribe who produced a mural of Andy Lopez, there is a critical need for artistic self-expression in the Roseland community. This critical need arises from two main sources. The driving factor is the growth of the Latino population, which is currently at almost 25% of the countywide total (an increase of almost 44% from 2000). By the year 2038, forecasts predict that Hispanics will become the largest ethnic group in the County; they are expected to become the ethnic majority with 385,807 individuals making up 51 percent of the population by 2050.

Secondly, any scholarly book that covers a complete history of the United States has ample documentation of the targeting of people of color for discrimination in education, housing, employment, and unfair treatment by law enforcement. And the consequence of this history are the lack of access to social, political, and financial capital which is reflected in the disparities found by the *2014 Portrait of Sonoma*. This project will fortify these communities not only by bringing residents together in a common project but also by creating a magnet that will attract and educate people throughout the County as well as tourists about the rich art culture in these communities.

Finally, the proposed pilot Mural Program addresses on of the top priorities established in Creative Sonoma: "An early priority for Creative Sonoma should be to expand the planning process to embrace the larger community, assessing their cultural needs and aspirations" (p. 11). It is also in alignment with the most current understanding of art as civic engagement or what Alan Brown, the well-known arts consultant, calls "creative capital." See Dr. Dennie Palmer Wolf and Dr. Steven Holochwost's article at <http://wolfbrown.com/insights/articles-and-essays/building-creative-capital>

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Resources needed

\$48,000 per year

\$96,000 for 24-month pilot project in Roseland as follows:

- \$48,000 for artist honoraria: (\$4,000 x 12 artists)
- \$48,000 for sponsoring art agency to provide all supplies & materials, administration, space, training, supervision, installation, etc.

Timeline/implementation recommendation

This recommendation could be fully implemented within 3 months of approval.

Outcomes/Performance indicator(s) [may also include targets]

After this two-year program is completed, maps of the twelve murals will be made available and docents can be trained to give tours of the murals. This is currently done at the Mission District in San Francisco by *Precita Eyes Muralists* <<http://www.precitaeyes.org>>. This pilot program should then be replicated in all underserved areas as identified in the Portrait of Sonoma County.

Additional considerations/alternatives explored

This project would provide youth and other residents of Roseland and other underserved areas the opportunity to be docents of what would be a sort of outdoor art gallery in their own community and at the same time, it would address a real concern regarding art by Latinos (which is not necessarily “ethnic” art).

A mural project is not just about art. It is in tune with the goals of the Sonoma County Community Engagement Framework (Presented to the Board of Supervisors on December 2, 2014). As noted in an earlier draft of the document:

Community engagement describes the process of working collaboratively and through groups of people affiliated by geographic proximity, special interest, or similar situation to address issues affecting the well-being of those people. It is a powerful vehicle for bringing about environmental and behavioral changes that will improve the community and its members. It often involves partnerships and coalitions that help mobilize resources and influence systems, enhance relationships among partners, and serve as catalysts for changing policies, programs, and practices.

Community engagement embodies a two-way relationship between the County and the community. At its core, community engagement rests on the belief that government is better when it is informed by the community members it serves. (p. 2)

Effective community engagement provides the foundation for building healthy, strong, and inclusive communities. It requires strong foundations that an organization establishes, and succeeds when it is applied strategically in a way that is designed to

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help achieve specific goals. In this way, community engagement becomes integral to, rather than a simple extension of, an organization's core mission, with results that can improve community relationships, service delivery, and, ultimately, quality of life in a community.

More specifically, this recommendation overlaps with Objective 6 of said Framework: "Establish countywide infrastructure to enhance departmental capacity for and sustainability of community engagement efforts" (Attachment 3, p.3). This mural program for example would be a good source of possible community ambassadors as defined in Action 18: "Develop a cadre of community ambassadors, established throughout Sonoma County." (Attachment 3, p.3). Community ambassadors are familiar with government operations as well as familiar with the communities in which they serve.

Last but not least, this recommendation also overlaps with the current *Creative Sonoma Arts Action Plan* Adopted by the Sonoma County Board of Supervisors for the creation of a Latino Cultural Center. Clearly, there is a need for joint public/private support of this venture. And undoubtedly this is true also for other recommendations from the task force, but ***looking beyond county budget restrictions and in the spirit that led to the creation of this Task Force, it is crucial that the County Supervisors exercise their political will to convene the necessary partners to make these recommendations possible and thus make the healing of the community a reality.***

Sonoma County Social Action Music Center

Recommendation

This recommendation calls for the County Supervisors to convene a series of at least three meetings to establish an ongoing Exploratory/Advisory Group, charged with exploring the feasibility of the creation of a Sonoma County Social Action Music Center that would support the expansion of Community-Based Music Programs throughout Sonoma County.

A decade long study of 30,000 students in the United States El Sistema programs showed that arts-based, after-school group activities were effective in instilling pro-civic and pro-social values, a strong locus of self-control, independence and a strong sense of self-efficacy for future goals. These after-school programs were successful in these measures because they provided roles, rules and risks.¹ Community-Based Music Programs provide the opportunity to break the vicious cycle of poverty through a powerful mission of artistic excellence and access for all. They also provide a powerful alternative to gang involvement, as it appeals to students that seek an outlet for emotional expression, a place that feels like home, a sense of family, and a feeling of *power and purpose*. *Such programs also have an impact in juvenile detention facilities.*²

Detailed description of recommendation

1. There are two successful Community-Based music programs in existence in Sonoma County. One is the Santa Rosa Symphony's *Simply Strings Program Plan 2013-2018* at Sheppard Accelerated Elementary School, in Roseland. The other one is the Sonoma Valley Educational Foundation's, *Valley Vibes Orchestra* at El Verano Elementary School. Both of these communities have been identified by the 2014 *Portrait of Sonoma* as underserved communities, with scores of 2.98 and 5.68, respectively (compared to the highest score in the East Bennett Valley 8.47).
2. These two Community-Based music programs are to be commended for their truly magnificent efforts to provide an opportunity for social and academic success for a significant number of students and their families. They are an integral part of what Alan Brown, the leading researcher and management consultant in the nonprofit arts industry calls "building creative capital" and art as civic engagement." See Dr. Dennie Palmer Wolf and Dr. Steven Holochwost's article at <http://wolfbrown.com/insights/articles-and-essays/building-creative-capital>.

¹ Uy, Michael. "Venezuela's National Music Education Program *El Sistema*: Its Interactions with Society and its Participants' Engagement in Praxis." *Music & Arts in Action*, Volume 4, Issue 1.

² See Dr. Dennie Palmer Wolf and Dr. Steven Holochwost's article "The Potential Impact of Strength-Based Music Programs in Juvenile Justice Settings" at <http://wolfbrown.com/insights/42-books-and-reports/518-our-voices-count-the-potential-impact-of-strength-based-music-programs-in-juvenile-justice-settings>

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Furthermore, from the perspective of the charge to the Community Healing Subcommittee, it is clear that these two music programs provide a community healing practice that needs to be replicated in the census tracts identified in the *2014 Portrait of Sonoma* that fall among the bottom scores.

A Sonoma County Social Action Music Center with a five-year plan would conceivably manage instrument inventories, hire and schedule faculty, train volunteers and work with faculty, provide facilities, book concerts, hold concerts and events, etc. Such Center would be either an existing 501c3 or a new one that emerges for that specific purpose.

3. A Sonoma County Social Action Music Center would support a resident Community-Based artist position to connect and support the various local programs.
4. A Sonoma County Social Action Music Center would host performances and workshops of Community-Based groups in the Bay Area.
5. A Sonoma County Social Action Music Center would showcase local Community-Based orchestras at major venues such as the Green Music Center during regular concerts, as an “opener” for symphonies and guests artists, and in side-by-side concerts with professional ensembles.
6. A Sonoma County Social Action Music Center would bring visiting artists to local Community-Based programs to inspire and work with local youth
7. A Sonoma County Social Action Music Center would play the roles of connector, host, and artistic supporter of Community-Based programs in Sonoma County and also in Northern California.
8. Sonoma County certainly has the potential infrastructure on which to build such a Sonoma County Social Action Music Center: there is Sonoma State University and its Green Music Center, the Santa Rosa Symphony, the Sonoma Valley Educational Foundation, the Sonoma County Philharmonic, the Sonoma County Community Foundation and many individuals, groups and agencies in Sonoma County that support Community-Based programs. To turn this potential into a reality, this recommendation calls for the Board of Supervisors to convene these institutions, individuals and agencies for at least three meetings to establish an Exploratory/Advisory Group, which will explore the feasibility for the creation of a Sonoma County Social Action Music Center to support the expansion of Community-Based Music Programs throughout Sonoma County.

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Rationale

While relatively new to the Bay Area, community-based music social programs patterned after the Venezuelan program *El Sistema* have a thriving local presence. Programs exist in Sonoma, Santa Rosa, San Rafael, Napa, San Francisco, Sacramento, San Pablo/Richmond area, Alameda, Daly City, San Jose, Sacramento, and Stockton.

Two programs are already well established in Sonoma County. Santa Rosa Symphony sponsors *Simply Strings* at Sheppard Elementary School in Roseland. Its 2013-2018-program plan includes 20 students per year on one of the most underserved areas of the County to reach a maximum of 100 students at the end of the five-year cycle. The average yearly cost for the entire cycle is \$75,000 beginning with 55,000 and ending with \$85,000 for a grand total of \$370,000. The Sonoma Valley Educational Foundation funds *Valley Vibes Orchestra* at El Verano Elementary School in Sonoma Valley has a similar approach and it currently includes approximately forty students and it also adds new students each year as they move up to the next grade level. *The Portrait of Sonoma* also identifies this area as one of the most underserved areas in the County.

According to the *Portrait of Sonoma*, there are 39 areas in Sonoma County that fall under the average human development index of 5.43 in terms of education, financial status and health (as opposed to the two top ones of 8.47 and 8.35) with ten being a perfect score. Therefore, rather than recommending the funding of an additional Community-Based program at an elementary school, and in line with the *Creative Sonoma Arts Action Plan* overall recommendation to create a Local Arts Agency, it seems more logical to recommend the establishment of a Social Action Music Center to provide major support for all potential programs in the county areas identified by the Portrait of Sonoma as underserved communities.

By taking an active role in the development of Community-Based music programs in Sonoma County, the Board of Supervisors can serve as a catalyst to realize at least in part the overall recommendation of the *2014 Creative Sonoma Arts Action Plan*, adopted by the Sonoma County Board of Supervisors, and strengthen its adherence to a mission of creating transformative experiences in the arts and education, promoting active learning, and enacting cultural and economic betterment. This mission is extraordinarily well aligned with the mission of Community-Based Programs, which seeks to change the trajectory of a child's life and the trajectory of the community through intensive and accessible orchestral experiences.

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Resources needed

This is a five-year program with varying costs per year as follows:

Year I	133,000
Year II	123,000
Year III	130,000
Year IV	145,000
Year V	160,000
Five-year Total	691,000*

Specific budget

County Music Education Center	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
REVENUE					
Government	133000	90000	75000	60000	50000
Foundation	-	10000	20000	30000	40000
Individual Gifts	-	5000	10000	15000	20000
Corporate/Business sponsorships	-	10000	15000	20000	25000
Events	-	3000	3500	4000	4500
Ticket Sales	-	500	500	500	500
In Kind/ Partnerships	-	10000	15000	20000	20000
		128500	139000	149500	160000
EXPENSE					
Administration	55000	55000	60000	63000	75000
Faculty	40000	40000	45000	52000	55000
Benefits	8000	8000	8000	8000	8000
Insurance/etc.	2000	2000	2000	2000	2000
Facilities rental	10000	10000	10000	15000	15000
Office supplies	1500	1500	1500	1500	1500
Classroom Supplies	1000	1000	1000	1000	1000
Instrument repair/maintenance	500	500	500	500	500
ASSETS					
Instruments	15000	5000	2000	2000	2000
	133000	123000	130000	145000	160000

* Actual figures may vary depending on the level of in-kind donations to the program.

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Timeline/implementation recommendation

This recommendation requires first the convening of a group of stakeholders that include Sonoma State University and its Green Music Center, the Santa Rosa Symphony, the Sonoma Valley Educational Foundation, the Sonoma County Philharmonic and the many individuals, groups and agencies in Sonoma County that support Community-Based Programs. This should be done at the earliest convenience for the Sonoma County Board of Supervisors and the County staff but no later than June 2014.

Outcomes/Performance indicator(s) [may also include targets]

A Sonoma County Social Action Music Center would lead to the proliferation of Community-Based Music Programs in the underserved areas of the county. As stated in the proposal from the Santa Rosa Symphony Association, "Integrating Carnegie Hall's Link Up with Simply Strings," there are many beneficial outcomes from such Community-Based Music Programs:

Through the intensive study of music, qualifying students are likely to overcome significant barriers, including: low self-esteem; high school dropout rates; lack of a sense of purpose, proper role modeling and ability to focus; among others. All these debilitating issues are addressed and often greatly diminished through daily quality music education.

More specifically this document notes that programs such as *Simply Strings* are effective in:

- Raising school retention, literacy and academic performance.
- Preventing gang and juvenile delinquency.
- Programs like *Simply Strings* provide valuable on-the-job training to teachers and work experience to student mentors.

Additional considerations/alternatives explored

Though many individual contacts have been made during the past few months, we may not have the time to meet with all of the key people in order to hold such a meeting before the final deadline for the recommendations to be sent to the Board of Supervisors.

This recommendation also overlaps with some aspects of the *Creative Sonoma Arts Action Plan*, which was adopted by the Sonoma County Board of Supervisors. Clearly, there is a need for joint public/private support of this venture. And undoubtedly this is true also for other recommendations from the task force, but **looking beyond county budget restrictions and in the spirit that led to the creation of this Task Force, it is crucial that the County Supervisors exercise their political will to convene the necessary partners to make these recommendations possible and thus make the healing of the community a reality.**

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Partial List of Potential Stakeholders to be convened as an Exploratory/Advisory Group for the creation of a Social Action Music Center in Sonoma County. They may have been recommended or have expressed an interest in community-based music programs.

Sonoma County Supervisors

Susan Gorin, First District
David Rabbitt, Second District
Shirlee Zane, Third District
James Gore (elect), Fourth District
Efren Carrillo, Fifth District

Individuals

Timothy Rodrigues, Supporter of *El Sistema*
Lisa Hauge, Interested in *El Sistema*
Anne Fitzgerald, Listening Community Chair

Sonoma County Community Foundation

Miguel Ruelas, Director of Philanthropic Advising
Karin Demarest, Vice President for Programs

Sonoma Valley

Anne Case, Music teacher at El Verano and advocate for *El Sistema*
Laura Zimmerman, Executive director of the Sonoma Valley Education Foundation
Maité Iturri, Principal of El Verano
Leta Davis, Teacher and early proponent of bringing *El Sistema* to Sonoma
Louann Carlomagno, Superintendent of the Sonoma Valley Unified School District

Santa Rosa Symphony

Alan Silow, Executive Director of the Symphony
Alan Mason, Board of Directors of the SR Symphony
Christina Penrose, Santa Rosa Symphony, Community Liaison
Sara Woodfield, incoming President of the SR Symphony, was present at the *Los Cien* luncheon.
Susan Dzieza, Board of Directors of the SR Symphony
Pam Chanter, Past president and Former Board of Directors of the SR Symphony

Sonoma County Philharmonic

Norman Gamboa, conductor
Brian Lloyd

Roseland School District

Gail Ahlas, Former Superintendent/Consultant
Amy Jones, Kerr-Superintendent

Santa Rosa School District

Socorro Shiels, Superintendent
Mark Wardlaw, Music Teacher Santa Rosa High School

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Sonoma State University

Thaine Stearns, Arts and Humanities Dean

Larry Furukawa-Schlereth and Zarin Mehta, GMC Co-executive Directors

Brian Wilson, Chair Music Department

Andy Collingwood, Music Professor

Francisco H. Vázquez, Hutchins Institute for Public Policy Studies and Community Action,
Sonoma State University

DRAFT

Student Congress Recommendation

Recommendation

The Student Congress is a youth-centered network and leadership program that allows for the reporting, distribution, and collection of critical information regarding social, health, financial, and academic capital. This is because the everyday life experiences of middle and high school students are unique: they take place in a matrix that reaches into their homes and family members, schools, employment, sports, businesses, law enforcement, street gangs, and the criminal justice system. As a source of prestige and power, SC is not only a viable alternative to joining a gang but also a pipeline to civic engagement in student and in local government.

Detailed description of recommendation

1. The Student Congress is open to all students. Because of the critical need of specific demographic and cultural groups that lack significant representation in existing youth programs, the Congress may consist of representatives of particular ethnic or cultural groups. The Student Congress consists of four parts: The Student Congress, the Congressional Staff, the Congressional Club at each participating Junior or High School campus, and an SC Coordinator.
2. **The Student Congress** consists of one female and one male student with both representing their high school or junior high school. An ideal group would be 30 to 36 students representing 15 to 18 schools. Including their female and male alternates the total would be 60 to 72 students.
 - 2.1. Congress students meet at Sonoma State University one Saturday per month for ten months where they share their experiential knowledge and a civic engagement curriculum regarding the challenges and the assets they encounter as they strive for an education. At these meetings they also learn how to address issues through policy, and how to utilize human and financial resources that are available to them at their school, city, county or private sources.
 - 2.2. In addition to the curriculum, the information they will get ranges from college and vocational opportunities, to physical, emotional, environmental, and financial health through the building of social and financial capital. They will be exposed to discussions regarding environmental, social and political economy, local and global issues. Or any other issue they themselves identify.
 - 2.3. Congress students are encouraged to run for student body offices in their respective campuses, to come up with their own projects, to define the issues they want to address, the activities they want to be involved in, to document information that can be useful in the making of policies at the school, district, city or county level. In this respect, the objective is to build a leadership pipeline for young people to fill in positions in public, non-profit and private agencies that are in need of representatives from underserved population.
 - 2.4. At the end of the school year there is a Graduation Ceremony for SC students during the Annual Leadership Conference that is open to all students, parents, teachers, professional and business people to hold Socratic dialogues on the

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challenges and possible solutions. Students get a diploma, an SC pin and 2 units of college credit.

3. **The Congressional Staff** is made up of college students, members of the community, professionals, political and business leaders, parents, and teachers dedicated to support the school of their choice. This support may be in the form of guest speakers, mentors, fundraising, job shadowing, depending on the particular needs of the students. At the end of the year the Congressional Staff participates in the organization or Socratic seminars held at the annual Leadership Conference at Sonoma State University.

Duties for members of Congressional Staff:

- a. Commit to work with a particular middle or high school in any capacity that your time allows.
 - b. Liaison with community agencies that may collaborate with the SC.
 - c. Assist with the coordination of the speaker series for congressional meetings.
 - d. Tutoring or mentoring individual congress students.
 - e. Arranging for job shadowing for congress students.
 - f. Helping to establish liaisons with elected officials.
 - g. Assisting with the monthly congressional Saturday meetings.
 - h. Addressing the student congress as one of the speakers.
 - i. Participating at a particular high school: seminar discussion, supporting students' projects, etc.
 - j. Networking with other organizations to determine where we can maximize each other's activities.
 - k. Keeping everyone informed of possible activities that may benefit the SC.
 - l. Assisting with the Annual Leadership Conference.
 - m. Assisting with the graduation ceremony.
 - n. Develop a plan to create an Educational Foundation like the one that supports Elsie Allen.
4. The SC Coordinator and the Congressional Staff support the Congress students in the establishment and maintenance of **Congressional Clubs** at their respective schools. These SC clubs would extend the outreach and the flow of information to a considerable number of student body members at each school.
 - 4.1 The Congress students would take the knowledge and information they acquire at the monthly Congressional Meetings at Sonoma State and disseminate it to other students via their club meetings, guest speakers, and other school-wide events and activities.
 - 4.2 In the opposite direction they would also bring knowledge to the Congress about the status and challenges of their classmates thus providing a sort of ongoing

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research and evaluation of community needs that may be useful to a variety of policy makers in the County.

5. **A full time SC Coordinator** carries out the following duties:
- a. Establish contact with middle and high schools to recruit students.
 - b. Organize schedule for seminar discussions at the various schools.
 - c. Coordinate the logistics of scheduling meetings, speakers, and meeting rooms at SSU, field trips, attendance of Congress Students to conferences, etc.
 - d. Support the Congress Students in their organizing and running of the SC clubs at each of the participating schools.
 - e. Collect materials from college faculty and other members of the Congressional Staff for discussion at Congressional meetings and at SC Club meetings.
 - f. Organize leadership and community organizing trainings and field trips.
 - g. Mentor and coach student leaders.
 - h. Maintain records of contacts with schools and pertinent information that will facilitate future follow up of potential SC candidates.
 - i. Develop and maintain contact with professional and other community people that support the Student Congress activities, especially potential donors and presenters.
 - j. Organize Congress Meetings at Sonoma State and maintain records of these meetings for the members of the Congress.
 - k. Organize a Leadership Conference at the end of the school (April or May)
 - l. Develop and implement a fundraising plan that will sustain the work.

Rationale

As noted in 2013 report by the California Department of Finance California's (and by implication Sonoma County's) future will depend largely on the status of today's youth. Within the youth population it is worth noting that in a few years, underserved youth (mostly Latino) will be the largest ethnic group enrolled in the Sonoma County Schools, with students of color already representing more than 50%. They will become our administrators, service workers, teachers, counselors, activists, entrepreneurs and

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public officials. To ensure a brighter future for all us we need to invest in all youth and because of their prominent future role, on underserved students today.

In 2030, there will be 9.6 million Hispanics in the prime working ages of 25 to 64; Whites will have 7.2 million and Asians 3.1 million. By 2060, Hispanics will be the largest group in the working ages by a considerable margin: 12.1 million Hispanics to 7.4 million Whites and 3.2 million Asians.

.....
As this happens, a lower percentage of the working-age population will be White and a larger percentage will be Hispanic and Asian. These younger and more diverse cohorts will help maintain the potential for the growth of the labor force and the economy in California. This projection series shows that by 2030, more of the White population will be 65 and older (4.1 million) than will be less than 25 years of age (3.8 million). In comparison, the Asian population will have somewhat fewer 65 years or older (1.4 million) than there will be under 25 years of age (1.6 million). The major contrast is with the Hispanic population: there will be 7.2 million Hispanics under 25 years of age compared to 2.2 million who will be 65 and older.

Underserved youth are facing an uphill battle, at many levels: completing their middle and high school education, moving on to and completing their higher education, finding well paid jobs in order to raise families, at the same time that they struggle to have a voice in the governance of their local, state and national communities. A disproportionate number of them are overrepresented in the school-to-prison pipeline.

To look at the specific group that is predominant in Sonoma County by the year 2038, forecasts predict that Hispanics will become the largest ethnic group in the County; they are expected to become the ethnic majority with 385,807 individuals making up 51 percent of the population by 2050. By all accounts this is clearly an underserved population. According to the California Department of Education, in 2013, **13.1%** of Hispanic students dropped out of high school. Sorted by gender, Hispanic males dropout at a higher rate (**16.7%**) than Hispanic females (**9%**), but overall there is a 13.1% dropout rate. Over 55% of youth in juvenile custody are Latino, 70% youth of color in total (Sonoma County Juvenile Justice report 2009)

A Chinese Proverb says, "Go in search of people. Begin with what they know. Build on what they have." In this vein, once established, the Student Congress would be a productive partner in the implementation of the *Sonoma County Community Engagement Framework* Presented to the Board of Supervisors December 2, 2014).

Specifically, a well-organized group of students throughout the County would be a substantial part of "...an institutional foundation for successful engagement (Goal 1, Attachment 3, p.1), it would help "[d]evelop knowledge of the community" (Objective 3 Attachment 3, p.1), help "[c]arry out ongoing community asset mapping," help "utilize reports....[that] are currently underutilized, and need to be leveraged to enhance connectivity and impact," help "[i]mplement formal community surveys and focus groups (Actions 1, 2, and 3, Attachment 3, p.1).

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Resources needed

\$75,000 per year

Personnel	Salary	40,000
	Benefits	10,000
Training for Student Leaders	Local	3,600
	National x 10	6,500
	Travel to Training	2,000
Program Costs	Phone	600
	Mileage	1,000
	Office	1,200
Printing		500
	Supplies (computer)	1,500
	Refreshment for Saturday meetings	800
Administration		5,000
Total Budget		75,000

Timeline/implementation recommendation

There is a current ongoing effort under the aegis of the North Bay Organizing Project to implement this program. The need is so great and the stakes are so high, however, that it will take the support of the entire County as well as the private and non-profit sectors to make this program a success. It will indeed take the entire village to raise our children.

Outcomes/Performance indicator(s) [may also include targets]

The Student Congress will:

1. Support development of 150 youth leaders over 5 years. Indirectly, these Congress members will reach many more at their respective campus.
2. Work to maintain school attendance through innovative policies and leadership development.
3. Work to minimize contact between students and the juvenile justice system, especially when related to School Resource officers.

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Additional considerations/alternatives explored

Last but not least, this recommendation also overlaps with the current *Sonoma County Community Engagement Framework (Presented to the Board of Supervisors on December 2, 2014)*. Clearly, there is a need for joint public/private support of this venture. And undoubtedly this is true also for other recommendations from the task force, but ***looking beyond county budget restrictions and in the spirit that led to the creation of this Task Force, it is crucial that the County Supervisors exercise their political will to convene the necessary partners to make these recommendations possible and thus make the healing of the community a reality.***

DRAFT

School Resource Officers

Recommendation

“To expand the number of School Resource Officers (SRO’s) in the Sonoma County Schools.”

This recommendation is a result of feedback given at the CEH subcommittee’s first community outreach forum at Cook Middle School.

During the Community forum, community members suggested that an investment in preventative outreach and reassigning salaries to focus on SRO’s would lessen the stigma of law enforcement in the eyes of youth while increasing law enforcement collaboration with community members and parents to help at-risk youth. By exposing youth to law enforcement earlier on, there is potential for early intervention for behavior that could lead to criminal activity later on in life. SRO’s can work with existing service providers to help youth develop, conduct educational programs for youth and parents, develop safety protocols for schools, and provide a restorative, youth oriented, approach to youth delinquency, and change the overall perception of law enforcement.

There is not much research on success rates of SRO’s with meeting the expectations of educational administrators, however most research available describes perceptions of the school community and outlines the best practices for SRO’s. Both Independent and self-evaluation mechanisms will need to be developed with law enforcement, school, and parent input.

Detailed description of recommendation

School Resource Officers are assigned to local schools to promote student safety and serve as a resource for students and faculty. “Officers in schools provide a wide array of services. Although their duties can vary considerably from community to community, the three most typical roles of SROs are safety expert and law enforcer, problem solver and liaison to community resources, and educator. Community Relations including crime prevention and responding to requests for information.” (Raymond 2010) Approximately half of an SRO’s time is spent engaging in law enforcement activities, with one quarter spent advising staff, students, families, and the other quarter of time is spent teaching, presenting, and participating in school related activities.

Safety Expert & Law Enforcer

- Assuming primary responsibility for handling calls for service from the school and in coordinating the response of other police resources
- Addressing crime and disorder problems, gangs, and drug activities occurring in or around the school
- Making arrests and issuing citations on campus
- Developing protocols for handling specific types of emergencies

Problem solver & Liaison to Community Resources

- Developing and expanding crime prevention efforts for students

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- Assisting in identifying environmental changes that can reduce crime in or around schools
- Giving students referrals to services provided both in the school and community (guidance counselors, social workers, youth/family services)

Rationale

Currently there are two SRO's stationed at Windsor High and Sonoma Valley High, with the latter providing services to many of the elementary and middle schools in addition to high school. Expanding these services to schools within the underserved communities that scored poorly in the Portrait of Sonoma County would help provide the following:

- Increased safety in and around schools
- Reduction in truancy
- Mediation between students, administration, and parents
- Collaboration with community service providers and direct referrals to youth
- Early exposure to law enforcement and reduction in negative stigma

By exploring the current safety needs of schools, working with community members, and developing an implementation program with law enforcement, the county can work to expand SRO services to assist schools in at-risk youth management. An SRO can also work to develop community relations and facilitate increased involvement of both youth and parents through remediation and awareness programs.

Sources:

Raymond, Barbara "Assigning Police Officers to Schools" National Criminal Justice Reference Service, 2010: <https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=254200>

Resources needed

SRO Cost/Budget:

SRO (Deputy Sheriff II) – approximately \$280,000

Annual Salary & Benefits - \$181,024

Overtime (average) 250hrs - \$19,115

One-time Vehicle & Mobile Digital Communicator (MDC) - \$54,576

Annual Vehicle Operations -\$21,000

Services & Supplies - \$4,000

Including uniform, small tools,radio, etc...

Timeline/implementation recommendation

After researching the public safety needs of schools and developing thorough evaluation/progress guidelines (1-2 years)

Performance indicator(s)

Performance evaluations conducted both by the Sheriff's Office and an independent authority in conjunction with faculty, staff, and students that demonstrate achievement

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of the school's goals and the SRO job description. Ideally this position will be bi-lingual, as appropriate, and have a public review process. School truancy rates, graduation rates, as well as youth who are successfully referred to services will also be strong indicators.

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Community Services Officers

Recommendation

To support the addition of a Community Service Officer (CSO) in the Roseland & Mooreland area.

This recommendation is a result of the CEH subcommittee's interaction with Sonoma County community members through community outreach forums.

During our Community forum in Sonoma Valley, the sub-committee met and spoke with the CSO assigned to this area: She explained her role in the community; at first the community did not trust her (as a visible member of law enforcement) but soon as she spoke to them in Spanish and demonstrated that she was in the community to assist them and gained their trust. In talking with her it became clear that one of the ways for the Sheriff's department to gain more trust and build a relationship in Santa Rosa and specifically the Roseland area would be to have an assigned CSO. Having someone who represents the Sheriff's department but whose role is to assist residents and be visible in the community will create bonds and connections to local people that will help to build integrity, respect and good-faith. It should be noted that is position is non-sworn and is not considered at deputy.

Detailed description of recommendation

- Community Service officers (CSOs) perform a number of tasks to assist the public; including but not limited to:
- Community Relations including crime prevention and responding to requests for information;
- assisting those who may be upset and/or verbally abusive, either in person, or on the telephone, or in the field, by taking complaints, reports, and providing appropriate information; researches problems and refers them to the appropriate person, agency, department or unit, keeps appropriate records; registers offenders;
- Trains public on safe installation of infant/child car seats and other traffic related items.
- Performs Community Policing activities and other duties as requested.

The Community Service Officer can also perform a number clerical duties, collection of evidence, serving summons, subpoenas, etc., can assist detectives with the course of death investigations with clerical support, can enforce animal municipal codes, citing offenders; enforce parking violations, etc.

Rationale

The need to rebuild relations between the community and Law Enforcement is palpable. The concept of Community Service Officer is really a cross between community policing and community engagement. A CSO will undoubtedly gain the trust of residents simply by working in the community on a full-time basis. By adding this position the Sheriff's

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office would be changing the trajectory of the very fragile relationship they currently have with the residents of Roseland; specifically demonstrating that they care enough to assign someone to this underserved area.

Resources needed

We recommend that at least one CSO be stationed in Roseland (including the Mooreland area).

CSO Cost/Budget:

CSO – approximately \$100,000

Annual Salary & Benefits - \$97,147

Services & Supplies - \$2,250

Including uniform, communications, training, etc...

This position will need transportation since the CSO will be visible and active in the community at events, community meetings, etc.; thus a car will probably be needed. Some kind of van to transport large signage, displays, evidence, etc. Probably \$25,000 more for a vehicle.

Timeline/implementation recommendation

As soon as possible. This CSO should be stationed in Roseland and have a presence in the community.

Performance indicator(s)

The method of measurement for success will be an ongoing process. Indicators will include residents talking and sharing information with the CSO; civilians seeking out the CSO for assistance; Sylvia's presence in Sonoma Valley and the relationships she has built there especially at La Luz is an excellent indicator of how the CSO should conduct themselves in the community. Another important element will be hiring and/or assigning a CSO that is both bi-lingual and bi-cultural.

Restorative Justice

Recommendation

Restorative justice works in partnership with the traditional justice system and school discipline procedure, which focuses on blame and punishment. As seen through the lens of restorative justice, an offender harms other people and impacts the community. By committing a crime or school violation, he creates an obligation to the victim and the community to restore the broken relationships and heal the harms. The cornerstone of restorative justice is accountability. The focus is on healing, giving voice to the victim and preventing re-offending.

Drawing on best practices, the program currently being utilized in Santa Rosa provides 12-week Restorative Justice programs for high risk, secondary students who have committed serious violations of school discipline codes, potentially resulting in expulsion transfer to other schools, or multi-day suspensions. We recommended an expanded version of this program to serve students from all geographical areas of the County (outside Santa Rosa City Schools).

The program is based on a concept of 12-week Accountability Circles, with 8 to 10 students who join at staggered times during the course of the program. The program includes:

- Preparation for Restorative Conferences which include taking responsibility for harms
- Authentic and non-judgmental conversations to explore harms, impacts and ways to make things as right as possible.
- Restorative Conference with school administrators, teachers, potentially other students who have been harmed, parents and community members.
- Support for completing the Restorative Plans developed as part of Restorative Conference
- Recognition for achievement of program milestones voted by Accountability Circle participants who have successfully completed that milestone
- Graduation ceremony with families, volunteers and school representatives
- Restorative Conferences are conducted by community volunteers

Rationale

Recent "School to Prison Pipeline" studies reveal the following:

- Suspended youth are 3 times more likely to enter the criminal justice system
- Nearly 10% of students with at least 1 suspension dropped out of school, compared to just 2% of students with no disciplinary action
- The school drop-out rate in California is 18%
- 68% of all males in state and federal prison do not have a high school diploma

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This concept/program helps turn students' "poor decisions" into opportunities for learning and growth versus life-long consequences in the criminal justice system.

Resources needed

The current program is exclusively for Juvenile Probation referrals and Santa Rosa City School students (funded by Measure O, Grand Task Force funds). The Subcommittee believes strongly that all of the County's youth deserve equal access to a proven effective alternative to suspensions and drop-outs.

Drawing on projections from the program currently in place, \$100,000 will fund up to 150 youth annually and will allow youth outside of Santa Rosa city limits to benefit from the proven success of this kind of program.

This budget includes a program manager, part-time volunteer manager and intake management

- Restorative Conferences conducted by approximately 50 community volunteers.

Timeline/implementation recommendation

The program (as conducted by Restorative Resources) is in place and operational within the Santa Rosa City Schools). Expansion of the program to other areas of the County could be fully implemented within X months of approval.

Outcomes/Performance indicator(s)

For over a decade, Restorative Resources has worked with the Sonoma County Probation Department, schools, law enforcement and families. After more than 1,000 cases, the percentage of repeat offenders is less than 6%. In addition 94% of the victims involved are very satisfied and 98% of police officers are satisfied.

In early 2013, the current Restorative Resources Accountability Circle Program began serving students in the Santa Rosa City School system, eventually including 188 young people. The following statistics provide a snapshot of the resulting improvements:

2013-2014 – 3 students expelled at cost of \$40,920
2012-2013 – 53 students expelled at cost of \$254,760
2011-2012 - 106 students expelled at cost of \$347,160

It is our belief that an expanded program to include students throughout the County would produce similar success metrics.

Additional considerations/alternatives explored

Students served by existing programs of this nature are at very high risk of dropping out of school and becoming involved in the criminal justice system. The current programs provide an opportunity for students to learn from poor decisions, make amends to those they have harmed, find healing for all, and together move forward in a positive direction. At the time of his death, Andy Lopez was involved in a Restorative Justice Accountability Circle Program.

Roseland Development Draft Recommendation

Summary

Too often children of underserved communities and families, to survive, lead two lives: one at home and one in the community; sometimes this can result in great difficulty for youth and their families in attempting to exist and be accepted in both worlds. Often, there is a feeling of being forced to assimilate and reject their own culture instead of finding ways to integrate both cultures. Thus, there has been interest expressed by youth, families and community partners in working toward finding solutions to this issue:

Recommendation

- Provide increased County funding for programs that initiate and encourage cultural and ethnic inclusiveness. *Due to lack of cultural/language awareness and competency.*
- Encourage law enforcement jurisdictions to incorporate the same principles in their community policing outreach programs.

Rationale

Simma Lieberman stated in an article entitled “5 Ways to Build Cultural Intelligence and Raise Your Cultural IQ,” the following:

Cultural Intelligence is the capacity to work effectively with groups of people from any culture. In other words, someone with a high Cultural IQ can be dropped into a culture they know nothing about and will be able to observe, empathize, and be flexible enough to form relationships with people, even if they are unable to speak a word of the language.

She continues by identifying five components of cultural intelligence:

- Decide to be curious and interested in learning about other cultures.
- Develop an awareness of self in relation to others.
- Make your mind a clean slate. No judgment.
- Develop an awareness of your biases towards other cultures and traditions.
- Strive to put yourself in situations with people from other cultures while practicing the four tools listed above to raise your Cultural IQ.

Laurie Olsen and California Tomorrow describe cultural competency in their work *Cultural Competency: What it is and Why it Matters*. They identify cultural competency as a way of being not a check off list.

Cultural competency is not a destination. The work of bridging cultures and creating responsive services is never “done.” Communities continue to change. Service providers continue to interact with new cultural groups. And as individuals, we continue to discover new layers of our own cultural assumptions. Because of this, the development of cultural competency may be best thought of not as arriving at a set of skills and knowledge, but rather as a journey and a way of being. (p. 2)

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The National Center for Cultural Competency (NCCC) (<http://nccc.georgetown.edu/foundations/frameworks.html>) offers guiding principles and values for organizations to incorporate into their work. These principles include:

- Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- Have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
- Incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

According to the NCCC organizations must conduct an assessment of current practice and create policies that support cultural competency in organizations that work with diverse populations. Communities play an important role in determining their own need and in the decision making process.

Organizations in Sonoma County must incorporate cultural competencies into their daily work in order to be inclusive and effective in their outreach and services

Recommendation

We strongly recommend that the Board of Supervisors strongly support services in Roseland by investing in parks, libraries, and programs for youth, etc.

Rationale

The Board of Supervisors should invest and support services for South West Santa Rosa (otherwise known as the Roseland community). Supervisors should work with the City of Santa Rosa to address the lack of resources in the Roseland Community. Investments need to be made to address the economic, educational, physiological and physical health disparities identified by the 2014 *Portrait of Sonoma*. These inequalities can be addressed by investing in parks, libraries, and programs for youth and their families in this community. Roseland has one of the lowest human development levels in the county. If resources are allocated properly Roseland can be used as a pilot program to address other areas in the county with the same imbalances. The funding and implementation of youth programming in Roseland would be a key component to addressing these disparages. As pointed out in the 2014 Portrait of Sonoma four in ten adults lack high school diplomas; school enrollment rates are well below the county average. This stems from a lack of engagement and sense of belonging that the youth exhibit from growing up in economic, educational, and health disenfranchised neighborhoods like the Roseland Community. Having targeted interventions that engage youth ages 12-18 year olds in the Roseland community will increase school

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enrollment rates and decrease the number of adults living in the Roseland community without a high school diplomas.

- A. Recommend that an organization such as California Youth Outreach (CYO) a community-based organization (CBO) that has been providing services for the residents of Roseland; would be the a good example of a CBO that assists with this ongoing problem. With additional funding such entities would be able to create year round programs that address the lack of engagement and/or sense of belonging that many youth exhibit from growing up in the economic, education, and health deprived Roseland area.

Rationale

A model that contains components similar to those offered by CYO that is consistently working in partnership at a community level to provide services to as many young people as possible would be fitting. One reason would be the outreach that comes in various forms and is ongoing throughout the year based on many different factors. Traditionally, at the start of each school year CYO makes presentations at Santa Rosa City schools, and community schools in which they have established relationships. Such as, Amarosa Academy, Cook Middle School, and Lewis Oppurtunity. These presentations are to provide information about or vocational services and summer programs offered through a CBO like CYO as well as give the youth an opportunity to get a sense of who the staff are and ask any questions they may have; these presentations are crucial as they are the first step of building a relationship with them as individuals which should be at the core of a mission for this type of organization; which is the case for CYO . Rather than having their teachers pass out pamphlets to their parents at “back to school night”, the youth are already getting a sense of who the organization is, what the program consists of, as well as being able to ask any questions. Parents of youth interested in such services are contacted and a home visit is scheduled. This is the way outreach to Latino parents especially should be done. With respect to funding, in the case of CYO they are a funded program of the City of Santa Rosa’s Measure O tax initiative, which provides them an opportunity to participate with the Santa Rosa Violence Prevention Partnership. This allows CYO to participate in monthly meetings with other funded agencies. CYO is regularly working in partnership at a multi-faceted level to let the community know about the services they provide. If the County joined in a partnership, such as this one and invested in a program that is already established; this would enable more youth to be reached and could serve as a larger model that may eventually be able to reach youth in some other area of the County with similar problems.

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An organization comparable to CYO that can provide outreach which engages youth and gives them a sense of belonging and connection with adults they can relate to who are caring should be the goal. Workers that can assist young people in the creation of their own short and long term goals, empowering them to make decisions about their own future is what is needed. Initial meetings are an important component of building a good working relationship as well as getting the young person's buy-in regarding proactively addressing their goals for the future as well as identifying with the current barriers/challenges. Vigorous efforts to support youth at risk of dropping out can pay dividends not only to the youth and their schools but to all county residents, as high school dropouts are four times as likely as high school graduates to be unemployed and eight times as likely to be incarcerated.

In terms of vocational preparedness, CYO, for instance, works closely with youth to develop strategies for success when it comes to gaining employment. Such as, creating resumes, mock-interviews, discussions about appropriate work attire, behavior, and communication. For youth who are on probation, community service hours (volunteering) is always a condition of successful completion. Not only is CYO able to connect them with opportunities for community service hours onsite, and through other agencies, but there is a positive secondary gain in the fact that this gives them the opportunity to gain skills helpful in future job searching and resume development. CYO is a shining illustration of an organization that can assist young people in their development in the Roseland area which will ultimately improve their lives now and the outlook for their futures. Ergo, we recommend that the Board consider an organization akin to CYO.

- B. Recommend that the Board of Supervisors invest in parks and open space in Roseland and the southwest.

Rationale

It is well documented that Roseland is what Paul Sherer (The Benefits of Parks: Why America needs more City Parks and Open Space) calls: "park-poor". Sherer states: "Low-income neighborhoods populated by minorities and recent immigrants are especially short of park space. Minorities and the poor have historically been shunted off to live on the wrong side of the tracks, in paved-over, industrialized areas with few public amenities. From an equity standpoint, there is a strong need to redress this imbalance."

This is the case in Roseland; there is an imbalance when compared to the rest of Santa Rosa. We know that parts of Roseland exist in the unincorporated areas of the County. Thus, until annexation of these parts becomes a reality, we want to encourage more partnerships between the city and county in providing parks and green spaces in Roseland and the Southwest. According to the Portrait of Sonoma County the ecosystem of health includes: green spaces; work/life balance (which should include recreation); and that parks and green space are currently limited. As part of the agenda for action; place-based strategies include: improving neighborhood conditions to facilitate healthy behaviors. Promoting the creation of more parks and open space will

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help to accomplish this goal. As Paul Sherer notes: parks promote physical activity which will help people become healthier; giving residents access to parks may increase their frequency of exercise; exposure to nature is educational as well as healthy; and greenery (and the oxygen it produces) makes people healthier. Lastly, we want to endorse and support the work that has already been accomplished by the County with respect to the attempt to purchase the property referred to as “Andy’s Park” or Mooreland Park. This area for obvious reasons has needed a park for the health and vitality of the residents as well as the healing process of the community.

- C. Recommend that the Board of Supervisors consider investing in a partnership that will bring about the opportunity for the Roseland/Southwest area to have access to a public library.

Rationale

"I always tell people that I became a writer not because I went to school but because my mother took me to the library. I wanted to become a writer so I could see my name in the card catalog."

-- [Sandra Cisneros](#)

The need for a public library in Roseland/Southwest area is long overdue. With only 8.6% of residents completing a bachelor’s degree (Portrait of Sonoma), the specific need for the community to have a gateway with which they can expand their learning is glaring. Libraries promote a sense of community; it is a place to learn, to study, to research and to develop a love for reading. A library in Roseland has the potential (coupled with the other recommendations here) to assist in changing the outcomes of drop-out rates; increase graduation rates; playing a role in more students going to college and obtaining BA and MA degrees, which will ultimately not only benefit them personally but will benefit the community overall.

According to Public Library Association public libraries do the following and more:

Libraries as Community Builders:

- Help revitalize struggling or depressed neighborhoods and downtowns.
- Provide a place where people come to know themselves and their communities.
- Provide important business resources, especially for small local businesses.

Libraries as Community Centers for Diverse Populations:

- Help to ensure that non-English speakers see themselves represented in their communities.
- Provide immigrants with helpful information about, and opportunities to connect with, their new communities.

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Libraries as Centers for the Arts:

- Provide opportunities for free classes that encourage art appreciation as well as art participation.
- Provide access to the arts for all, not just those who can afford them.

Libraries as Champions of Youth:

- Teach teens important life skills.
- Serve an important partners in child development.

Given the many benefits to the community; the local economy and County at large, we encourage the board to examine ways to bring this asset to Roseland and the Southwest area. We suggest public and private partnerships within the existing library systems with a view toward intra-library exchanges; such as the model in Nashville called “Limitless Libraries;” where students are allowed to get items delivered to their school from the Nashville Public Library. It also orders new books, audiobooks, and DVDs for their school libraries. These exchanges are innovative but for the Roseland and Southwest; they are only the beginning. We know that plans are currently being created for the “Roseland Village” property on Sebastopol Road and that the County is asking for community input. Residents need a place to go and to study; for tutoring; and to access a computer (if one is not available at home); all of these things would be possible in a space in Roseland Village (perhaps next to or as part of a community center). This is another possibility to improve the environment for the people of Roseland and the Southwest; while broadening literacy in this underserved area.

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Resources needed

Recommendation A:

Personnel Costs

Description	Funding Request
Lead Youth Intervention Spec (0.75 FTE)	\$35,880
Youth Intervention Spec #1 (0.75 FTE)	\$23,400
Youth Intervention Spec #2 (0.75 FTE)	\$23,400
Total Salaries	\$82,680
Payroll Taxes & Fringe Benefits	\$13,151
Total Personnel Costs	\$95,831

Operating Costs

Description	Funding Request
Communication	\$1,350
Transportation	\$6,000
Pro-Social Expenses	\$3,600
Total Operating Costs	\$10,950
Administrative Overhead (10% of Total Contract)	\$11,865
Total Funding Request	\$118,645

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Timeline/implementation recommendation

Over the next 6 months we recommend that the Board direct staff to explore ways to implement these recommendations.

Performance indicator(s)

Pending.

Additional considerations/alternatives explored

Pending.

DRAFT

Education on Law Enforcement Practices/Policies

Detailed description of recommendation

Detailed information on law enforcement practices is offered on a limited basis to members of the public who attend the “Citizens’ Academy” program offered by the Sheriff’s Office, Santa Rosa Police Department, and other law enforcement agencies. The Sheriff’s Office currently holds three (3) Citizen’s academies with an enrollment of approximately 35 people at each session. These programs are currently of nine weeks’ duration, but are being revised to 10 weeks for future academies. Future planned programs will encompass 1 Adult Academy, 1 Youth, and 1 Spanish only session.

- A. The number of these classes currently offered by the Sheriff’s office is limited by insufficient funding which hinders the ability of the agency to inform the community on law enforcement practices. We recommend that the Sheriff’s Department be given additional funding for Citizen’s Academy sessions and for the creation of a clear, bilingual, document that informs the public about the types of law enforcement practices taught in Citizens’ Academy classes (to be available online and in print format).
- B. Additionally, the Sheriff’s Office is currently examining a variety of different pamphlets that can be distributed at community events, on-line, and at schools (especially the ones with School Resource Officers). Additionally, information will be distributed via social media sites. They are also restoring the COPPS unit (Community Oriented Policing Program) to help provide interaction with schools in the community. Their website has information on programs currently offered at the Sheriff’s Office that can assist the public in understanding policies and practices such as the Ride-along Program, Volunteers in Policing Program, volunteer Search and Rescue Team, Chaplain’s Program, and the Sheriff’ Latino Advisory Committee). Additionally, they are involved in other community outreach programs: R-Hoops (a Roseland based youth basketball program), Alive at 25, Special Olympics, Courage to live, etc. Most of the information can be found on the Sheriff’s Office website: <http://www.sonomasheriff.org/>
- C. We recommend that law enforcement provide readily available information for the public on the most positive and productive manner to interact with law enforcement officers when stopped as an informational tool. The intention would be to incorporate the rights of the individual as well as defining behavior that would and would not help the situation. (See ACLU publications on this subject.) The information would be made available at schools, youth programs, and various locations in both a youth oriented format as well as one for adults.

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Rationale

Public feedback at our forums, Task Force and Subcommittee meetings indicates that there is a widespread lack of knowledge with regard to law enforcement policies and procedures. The average community member does not necessarily have access to this information or cannot interpret what exists due to language barriers or agency jargon. Making this data readily available will help to close the gap between misinformation (often fueled by inaccurate media portrayals) and provide a realistic basis for appropriate interactions.

Resources needed

A. Current projections call for the following:

Yearly costs for supplies, materials, food for students, etc.	\$ 8,000
Overtime requirements for instructional staff (\$10,000 per academy)	\$30,000
Total projected costs for 3 yearly academies	\$38,000

Production of a written document encompassing the material covered in Citizen's Academy classes would be a time-consuming task; the cost would vary greatly depending on the depth and detail to be included in such a document (ranging from a simple listing of session outlines to an in-depth discussion similar to what is currently covered in live sessions). This following range is based on the assumption that the Sheriff's Office would create a comprehensive, bilingual, document that describes each session of the Citizen's Academy for public reading. Depending on the specifics of the recommendation, this range could obviously change.

80-160 hours to draft, organize, and submit for approvals	
@ \$120.00 per hr (Lieutenant pay and benefits) =	\$9,600 - \$19,200
Plus, 20-40 hours a year for annual update =	\$2,400-\$4,800
Total projected costs	\$12,000 - \$24,000

To convert to a Spanish version and to make ADA compliant for Internet access, the about figures would double.

- B. A large number of pamphlets are already available through the Sherri's office and no further funding is needed to continue their distribution.
- C. Several individual jurisdictions have hand-out material advising community members of the most appropriate behavior to exhibit when stopped by law enforcement. There is not a strong argument for standardizing these handouts.

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Timeline/implementation recommendation

Many of the programs discussed above are currently in place. Increased funding would allow their expansion within a short period of time. The exception is the print version of the Citizen's Academy material.

Outcomes/Performance indicator(s)

Accurate and timely information is a proven factor in improving relations between the public and law enforcement. It is our belief that all efforts to improve understanding and open an ongoing dialog between the community and the law enforcement jurisdictions who work within their borders are a win for all involved. We believe that in conjunction with forums, community policing efforts and continued dialogue, law enforcement institutions will be seen as being composed of individuals working to support their communities. In the long term, improved relations, and increased cooperative efforts within all County areas will also result from increased and accurate knowledge.

Additional considerations/alternatives explored

Many of the suggestions we discuss above overlap with issues addressed by both Community Policing and Law Enforcement Accountability recommendations. They jointly compose an effort to improve the dialogue between law enforcement and the communities they serve. It is our hope that as the Task Force looks to the future, we recognize that all of us have the same goal: to eliminate an "us" vs. "them" way of thinking and to gradually come to a partnership geared towards the best interests of all of Sonoma County.