

PSN Mission Statement

Project Safety Net mobilizes community support and resources in Palo Alto for youth suicide prevention and mental wellness. We are a coalition working on community education, outreach, and training; access to quality youth mental health services; and policy advocacy.

PSN Vision Statement

Young people are empowered, in partnership with the whole community, to advocate for themselves and their peers.

Youth suicide is ended. Stigma is non-existent, and high-quality mental health services are culturally-relevant, accessible, and well-utilized. We envision a community where youth and young adults feel safe, supported, and accepted.

We all live with the objective of being happy; our lives are all different and yet the same – Anne Frank



AGENDA

- ▶ 3:40 Anti-bullying Awareness Month
Truth or Myth Activity
- ▶ 3:55 Collective Impact Data Accelerator
- ▶ 4:15 Developmental Relationships –
“Measuring What Matters” Pilot Survey
- ▶ 4:35 Evaluation in our Community
- ▶ 5:20 Preview: Coalition in Action – Emerging
Partnerships

MEETING OBJECTIVES

- ▶ Understand how Project Safety Net and its community organizations evaluate youth wellness and suicide prevention efforts.
- ▶ Learn how evaluation can inform change.
- ▶ Identify ways for community members to get involved in evaluation.

STOP
BULLYING

**Bullying is easy to
recognize.**

MYTH

Boys will be boys.

MYTH

**Most children and
youth are against
bullying.**

TRUTH

**Telling a teacher
about bullying is
“tattling.”**

MYTH

**Cyberbullying can
happen
anonymously.**

TRUTH

**Words will never
hurt you.**

MYTH

COLLECTIVE IMPACT DATA ACCELERATOR

MARY GLONER, PSN EXECUTIVE DIRECTOR

Collective Impact Review – Shared Measurement

There are Five Conditions to Collective Impact Success

Common Agenda	All participants share a vision for change that includes a common understanding of the problem and a joint approach to solving the problem through agreed-upon actions <small>FSN mission Statement</small>
Shared Measurement	All participating organizations agree on the ways success will be measured and reported , with a short list of common indicators identified and used for learning and improvement <small>Goal 5</small>
Mutually Reinforcing Activities	A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a mutually reinforcing plan of action <small>Goals 2, 3, 4</small>
Continuous Communication	All players engage in frequent and structured open communication to build trust, assure mutual objectives, and create common motivation <small>Goal 1</small>
Backbone Support	An independent, funded staff dedicated to the initiative provides ongoing support by guiding the initiative's vision and strategy, supporting aligned activities, establishing shared measurement practices, advancing policy, and mobilizing funding <small>Goal 6</small>

PSN Goal 5: Evaluation and Shared Measurement

To measure success, track effectiveness, improve quality and report collaboration's collective progress towards fulfilling its vision and mission

- ▶ **Strategy 5.1:** Develop and implement evaluation plan consisting of a dashboard and benchmarks of key performance indicators across PSN goals
- ▶ **Strategy 5.2:** Develop a database system for data collection, analysis, and report generation of PSN dashboard
- ▶ **Strategy 5.3:** Coordinate with County of Santa Clara and local research partners in Community Based Participatory Research (CBPR)
- ▶ **Strategy 5.4:** Develop and assess a repository of currently available health data measuring youth well-being, behavioral and suicide prevention
- ▶ **Strategy 5.5: Identify gaps in youth mental health and suicide prevention data/health research and develop recommendations to address gaps.**
- ▶ **Strategy 5.6:** Develop an annual report describing the state of youth well-being, youth suicide prevention, and Project Safety Net in Palo Alto

Collective Impact Data Accelerator Initiative – Why?

► Spearheaded by Collective Impact Forum

- FSG
- Aspen Institute Forum of Community Solutions



Goals of the Collective Impact Data Accelerator

- **Build the capacity of backbone leaders, funders, and other partners** to effectively use *qualitative and quantitative data* for learning in ways that provide insights into how the initiative might improve, adapt, and grow, in service of achieving a community goal
- **Create a supportive peer learning community** where backbone teams, funders and/or partners have candid conversations and learn with one another when using a broad range of different types of data
- **Identify promising practices that will be shared broadly with the field** to support backbone leaders, funders, and other practitioners interested in using data in collective impact



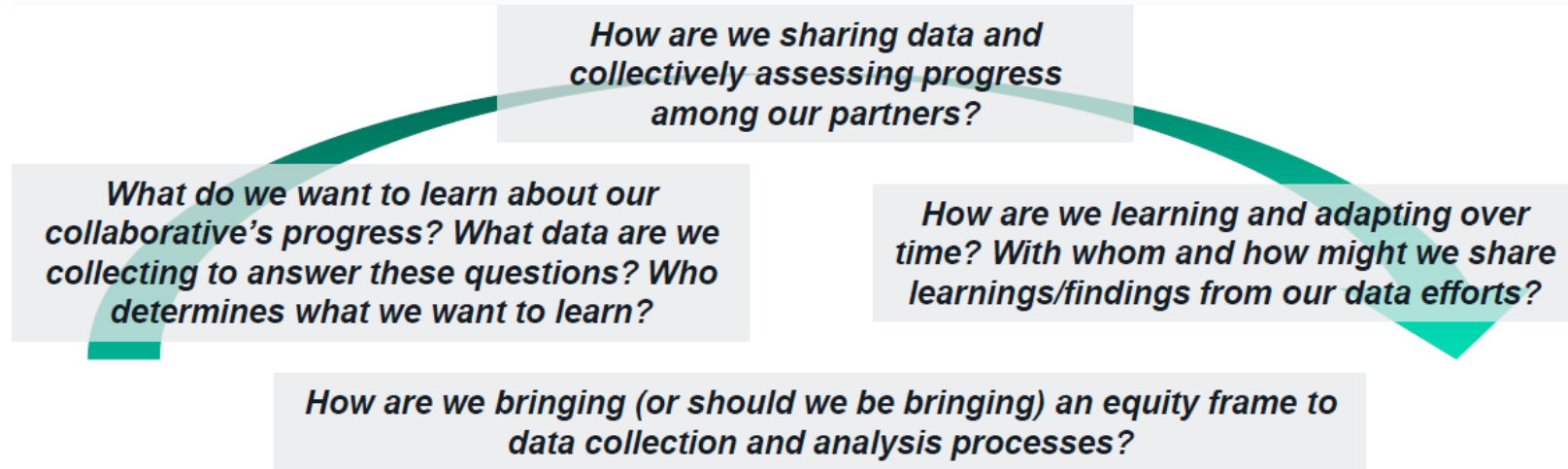
Collective Impact Data Accelerator – Who?

- ▶ 13 collaboratives nationally selected based on application process
 - **12 states** with different geographic focus
 - **Mid-to-late stages** of collective impact implementation
 - Issues: **education & youth, workforce development, health & nutrition, homelessness**
- ▶ 2-3 participants in each collaborative, including funder, backbone, and data partner
 - PSN/City of Palo Alto
 - Palo Alto University

Collective Impact Data Accelerator – When?



Learning Arc for the Accelerator: We Will Address Several Data-Focused Topics During In-Person and Virtual Sessions



- **Three in-person working sessions:** November 2019 (Chicago), May 2020 (Minneapolis), and October/November 2020 (Washington, DC)
- **Group peer learning calls** and **1:1 coaching** during months when there is not a working session
- **Identify an action learning project** focused on using data (to trace throughout the learning experience)

Collective Impact Data Accelerator – How?



In the Collective Impact Data Accelerator, we will prioritize both quantitative and qualitative data in collective impact

Quantitative Data

- Can be counted, measured, and expressed using numbers

Examples

- Process measures (% change in levels of trust year-over-year)
- Outputs (# of people served through aligned programs)
- Outcomes (% change in outcomes for target population)

and

Qualitative Data

- Can be observed through stories, interviews, and focus groups

Examples

- Process measures (governance plan adopted)
- Experiences of communities impacted by the collective impact initiative

Collective Impact Data Accelerator – How?

We will reference this framework for using data to assess progress at various levels of change in collective impact

Time and impact >

Context

1

CI Design & Implementation

The design and implementation of the five conditions of collective impact and principles of practice

- Progress **implementing the 5 conditions of CI** (common agenda, shared measurement, mutually reinforcing activities, continuous communication, backbone infrastructure)
- **Progress pursuing Principles of Practice** (e.g., community engagement, equity)

2

Changes in Programs and Systems

The initiative's outcomes, related to changes in the way people, organizations, institutions, and systems behave

- Changes in **programs and services** (within and between organizations)
- Changes in **systems** (policy change, resource flows, relationships & connections, power dynamics, mental models)

3

Impact

The initiative's long-term social or environmental impact goals

- Changes in **lives**

Collective Impact Data Accelerator – PSN Objectives

- ▶ Measure PSN's impact on youth resiliency, wellbeing, and suicide prevention
 - PSN services and programs
 - Suicide and mental health outcomes
- ▶ Build a data system that empowers youth, families, and partners
 - Learning
 - Shape partner activities and work
- ▶ Inform research and health evaluation opportunities for research questions to investigate and build data collection.

SEARCH INSTITUTE DEVELOPMENTAL RELATIONSHIPS PILOT SURVEY “Measuring What Matters”

JOYCE KO, PSN GRADUATE PUBLIC HEALTH INTERN

Developmental Relationships

Developmental Relationships are close connections through which young people...

Developmental Relationships



discover who they are

Developmental Relationships



**cultivate the ability to
shape their own lives**

Developmental Relationships



**learn how to engage
with and contribute to
the world around them**

Developmental Relationships Framework

Relationships Matter: The 5 Elements of Developing Relationships



Video link: <https://www.youtube.com/watch?v=n5Y9kwCOF7I>

Pilot Survey

- ▶ PSN selected alongside many other schools and youth-serving organizations
- ▶ Draft survey reviewed in September
- ▶ Survey administration window
 - ▶ October 16, 2019-January 31, 2020

Survey Format



Express Care

Show me that I matter to you.



Share Power

Treat me with respect and give me a say.



Challenge Growth

Push me to keep getting better.



Expand Possibilities

Connect me with people and places that broaden my world.



Provide Support

Help me complete tasks and achieve goals.

Covariate Sections

- ▶ Social and emotional competencies
- ▶ Cultural responsiveness
- ▶ Organizational climate
- ▶ Commitment to diversity, equity, and inclusion

Staff Version Pilot

- ▶ Piloting a staff version of the survey
 - ▶ Evaluate staff relational practices with youth
 - ▶ Staff-focused report

Survey Logistics

- ▶ Planning phase
- ▶ Target: December 2019
- ▶ Minimum of 30 respondents
- ▶ Youth ages 10-18 years old
- ▶ 1 day to 1 week
- ▶ Online format
- ▶ 15 minutes



Are you or someone you know
interested in participating?

Email psnpaloalto@gmail.com

Strengthening Families

Creating Connections in Schools, Programs, and Families Through Developmental Relationships

During the workshop:

- Search Institute will demonstrate the connections between strong relationships and thriving youth
- Learn about Developmental Relationships, including ways families and others can:
 - Express CARE
 - CHALLENGE Growth
 - Provide SUPPORT
 - Expand POSSIBILITIES
 - Share POWER

Who should attend:

- Parenting adults
- Professionals and community members seeking to support families

To RVSP, please visit youthcommunityservice.org

SATURDAY, NOVEMBER 2
10:00AM - 1:00PM

Greene Middle School multi-purpose room:
750 N California Ave, Palo Alto, CA 94303

TO RSVP: www.youthcommunityservice.org

UPCOMING EVENTS

STRENGTHENING FAMILIES & DEVELOPMENTAL RELATIONSHIPS

YCS's Youth Connectedness Initiative invites you to attend a workshop on November 2, 2019 focused on families and relationships. The event will be held at Greene Middle School in Palo Alto, and pre-registration is available through the YCS site.

MAKE A DIFFERENCE DAY 2019!

Join YCS for our annual Make a Difference Day event on Oct. 26, 2019 from 9:00AM – 1:30PM at the DLA Piper Law Firm (2000 University Ave. East, Palo Alto). Community members of all ages will be doing service together side by side.

DATA – Palo Alto Youth Voices

Opportunities for Suicide Prevention & Youth Well-being in Palo Alto



My objectives

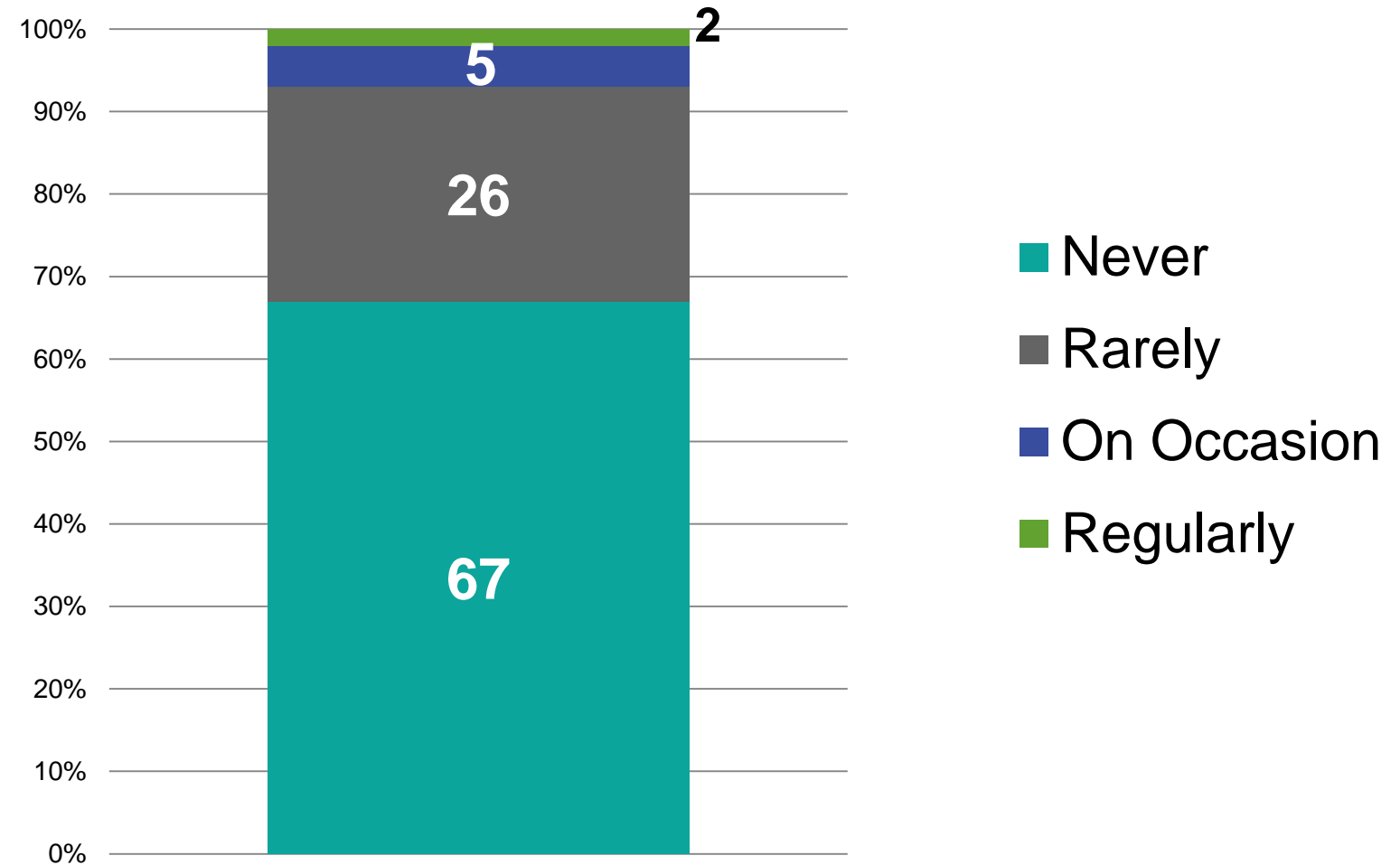
- Illustrate value to suicide prevention and health promotion goals
- Highlight data collections – Palo Alto youth
- Share select results from Gunn and PAHS
- Discuss data-based opportunities for informing Palo Alto/PSN efforts

Value of data to students and community?

- **Accurate snapshot** in time
- **Comparability** to local, state, national data sets
 - Value on display during Epi-Aid ...
- **Informs efforts** – strategies, prioritize, focus
 - Based on accurate reflection of student behaviors, attitudes, values
- **Respect** for students
 - Opportunity to work with students on narrative
 - Improve youth-adult “developmental relationships”
 - More accurate perception of peers -> improve health behaviors
 - **Tell their own “story” – all voices included**
- **Cost of not acting**

How frequently do you receive results from student surveys?

N = 1107 Paly/Gunn Living Skills students 2017 - 2019



School-based Data Sets: Formal and informal

- **California Healthy Kids Survey** or “CHKS” - (CalSCHLS)
 - 2003 – 2017 available data
 - Biennial (2019 to be surveyed this Fall)
 - Grades 5, 7, 9, 11
 - Health risk behaviors, custom modules
 - Results: <https://www.pausd.org/student-services/california-healthy-kids-survey>
- **Developmental Assets** – SEARCH Institute
 - 2010 and 2018
 - Youth Development – 40 Assets
 - Risk behaviors
 - Grade 5 plus all secondary grades
 - Results: <https://www.pausd.org/student-services/student-connectedness>

School-based and Community Data Sets: Formal and informal

- **Reality Check survey** – Middle Schools
 - Risk behaviors, including bullying, ATOD
 - Locally created, annual since 2009?
 - Perceived norms
 - Intent to use results in norms campaign
- **CDC Epi-Aid - Community Survey** –
 - Community input into EpiAid process
 - Gather community “voice”
 - Knowledge, perceptions, beliefs & attitudes
 - Locally created – strategic questions
 - Eye to future efforts, positive focus, identify norms
- **Living Skills** – in-class presentations
 - Health decision-making
 - Opportunity to engage students with “live” data
 - Ask questions not on surveys!
 - Intervention

Data “Story” ??



It was a dark and stormy night.



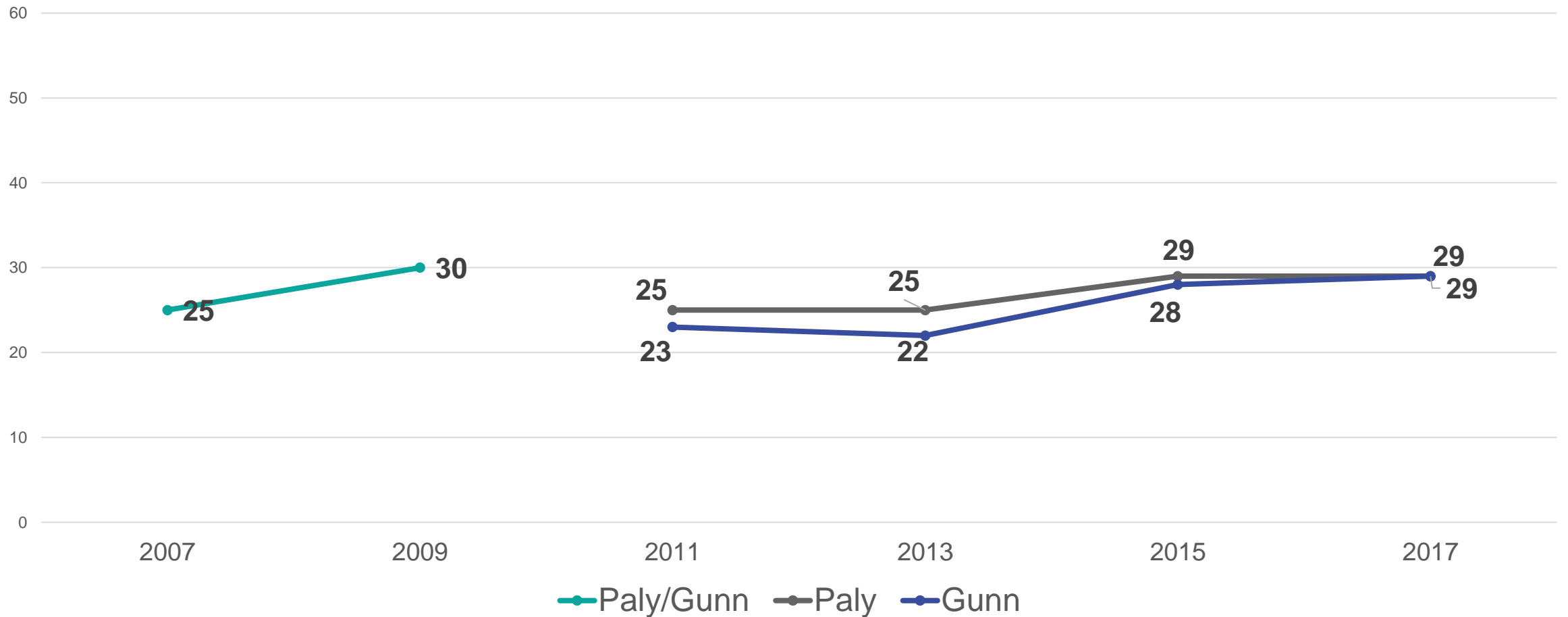
...and they lived
happily ever after.

CHKS, Epi-Aid, Developmental Assets, Classroom voices

DATA SNAPSHOTs

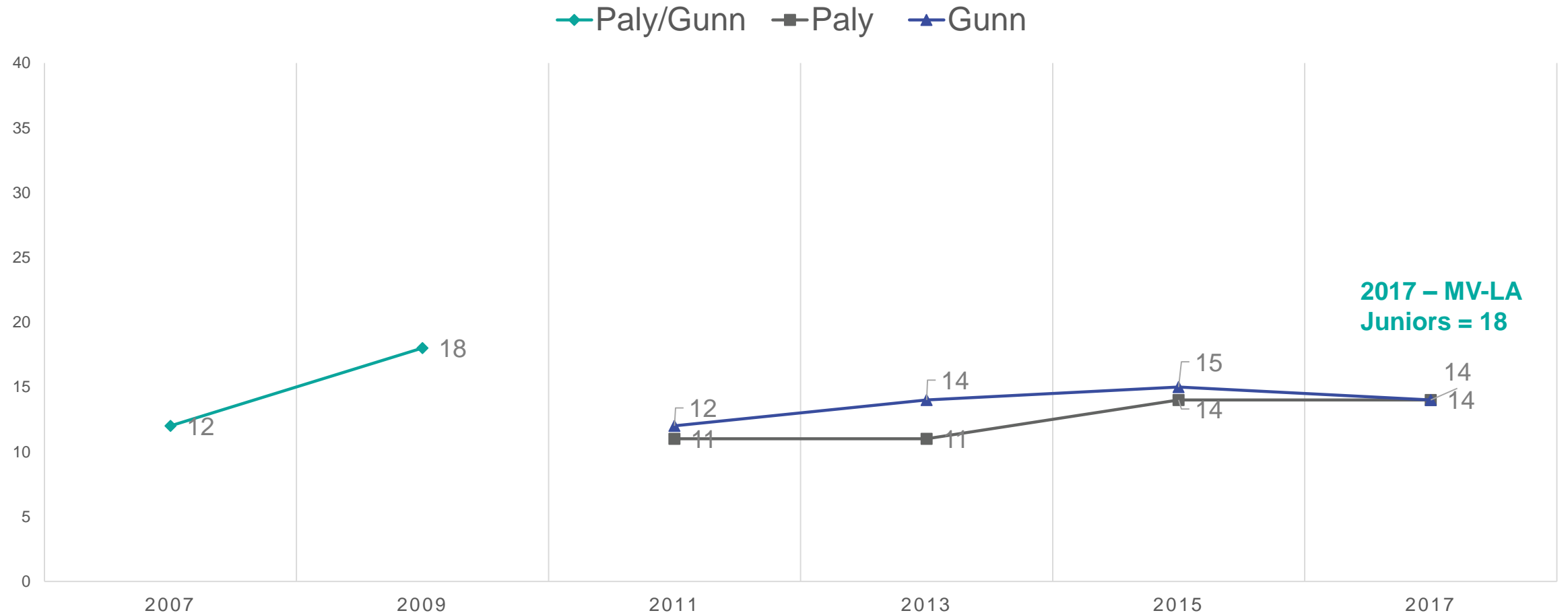
Frequency of sad & hopeless feelings, past 12 months

PAHS/Gunn CHKS data 2007 - 2017 - 11th grade

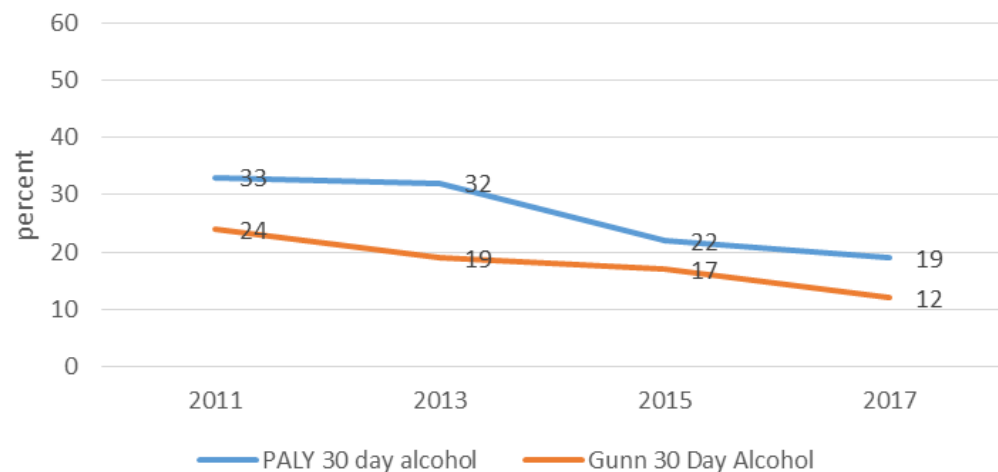


Past 12 months, did you seriously consider attempting suicide?

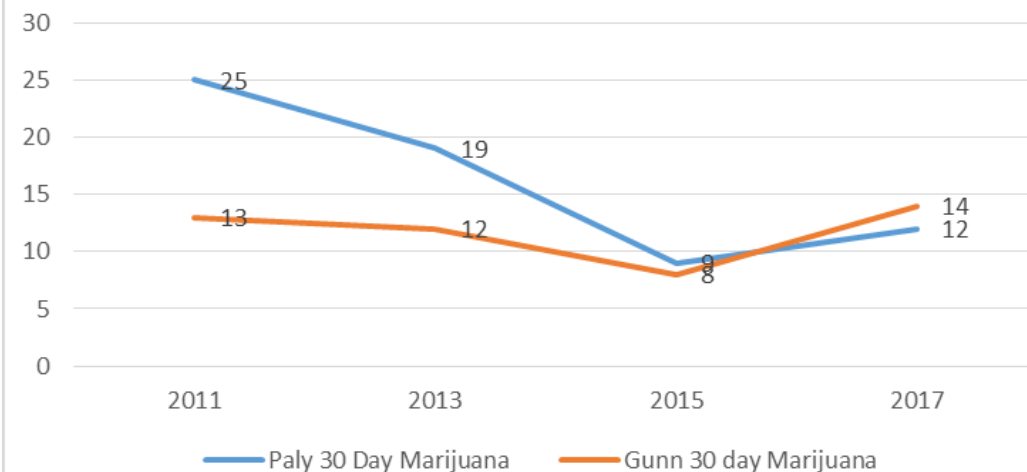
PAHS/Gunn CHKS data 2007 - 2017 - 11th grade



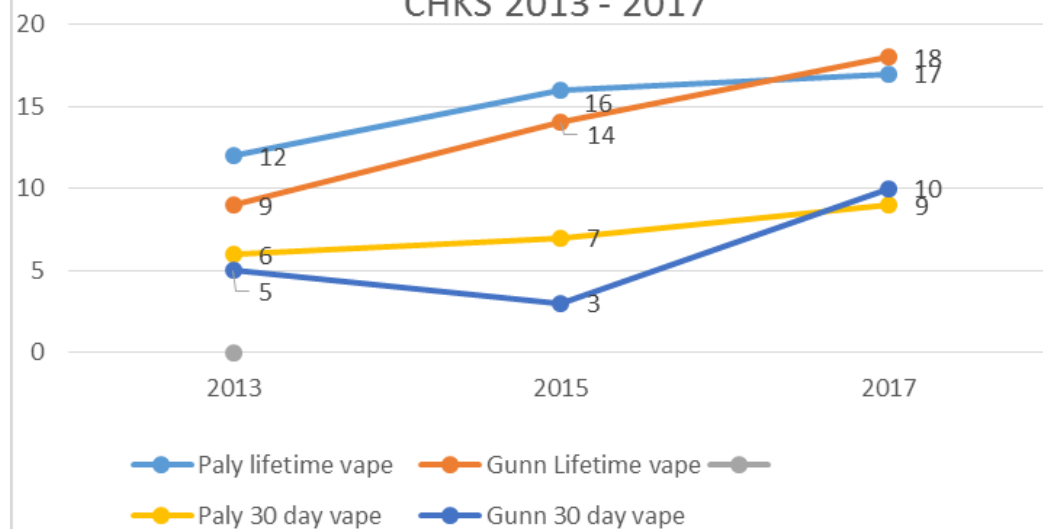
Paly-Gunn 30 Day Alcohol trend - Juniors
CHKS 2011 - 2017



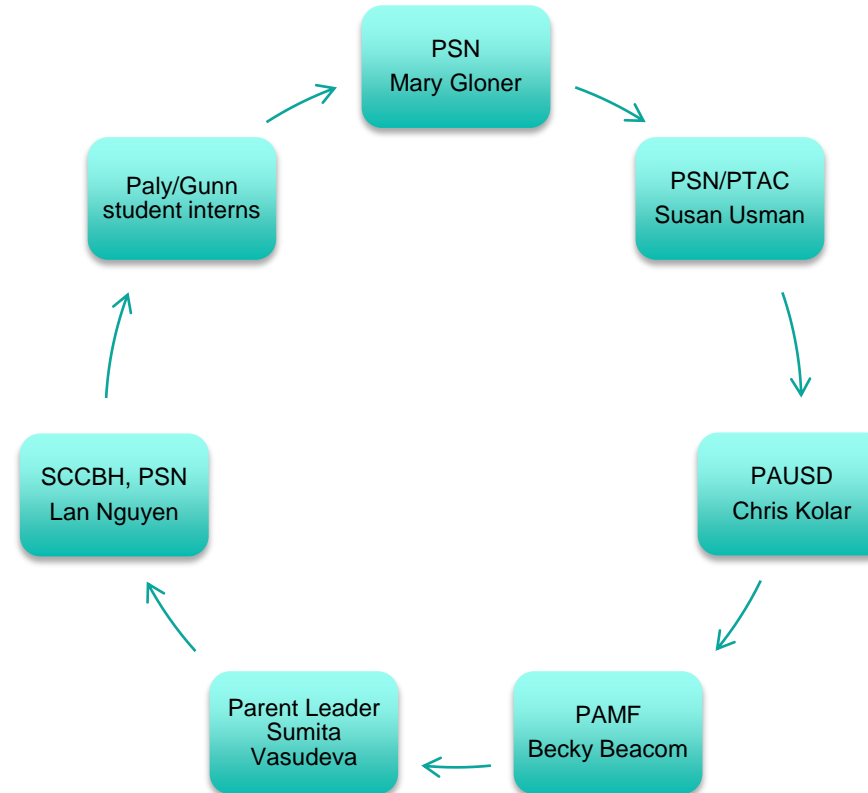
PALY - Gunn 30-Day Marijuana trend - Juniors
2011 - 2017



PALY-Gunn Vape Trends - Juniors
CHKS 2013 - 2017



CDC EPI-AID 2016 - PSN Community Survey Committee



By the Numbers...

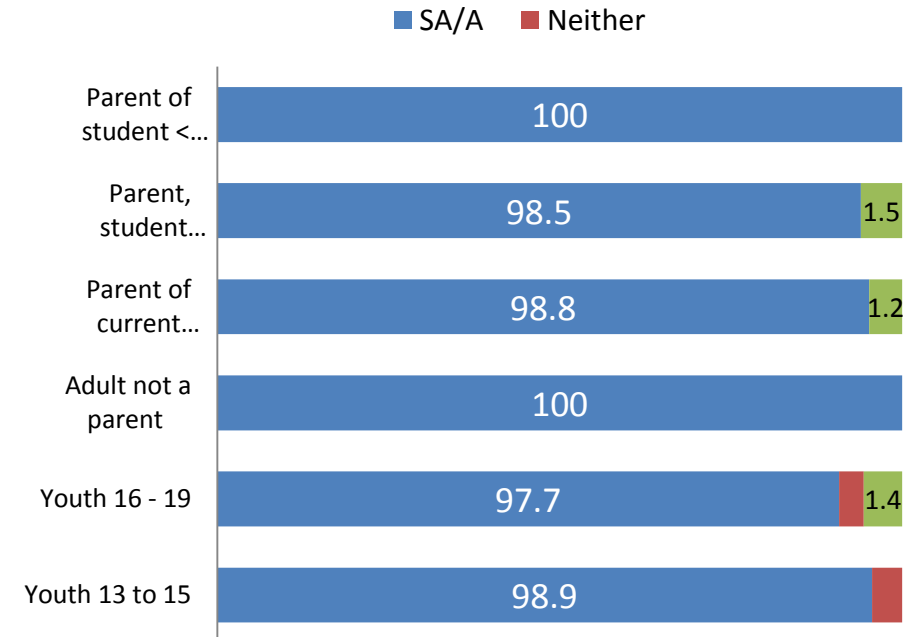
- 1825 “opened” the survey
- **CDC focus:** residents, current students & parents
 - N = 1065 officially completed
 - 229 “current students” (21.5%)
 - 476 “current parents” (44.7%)
- **PSN focus:** by-age
 - Youth N = 576 Adult N = 1020
- Female – 52-60% of Youth; 75% of Adults
- *Representative? Valuable? Actionable? Aligned?*

EPI-AID Community Survey Questions

What is true about Palo Alto's attitudes and beliefs?

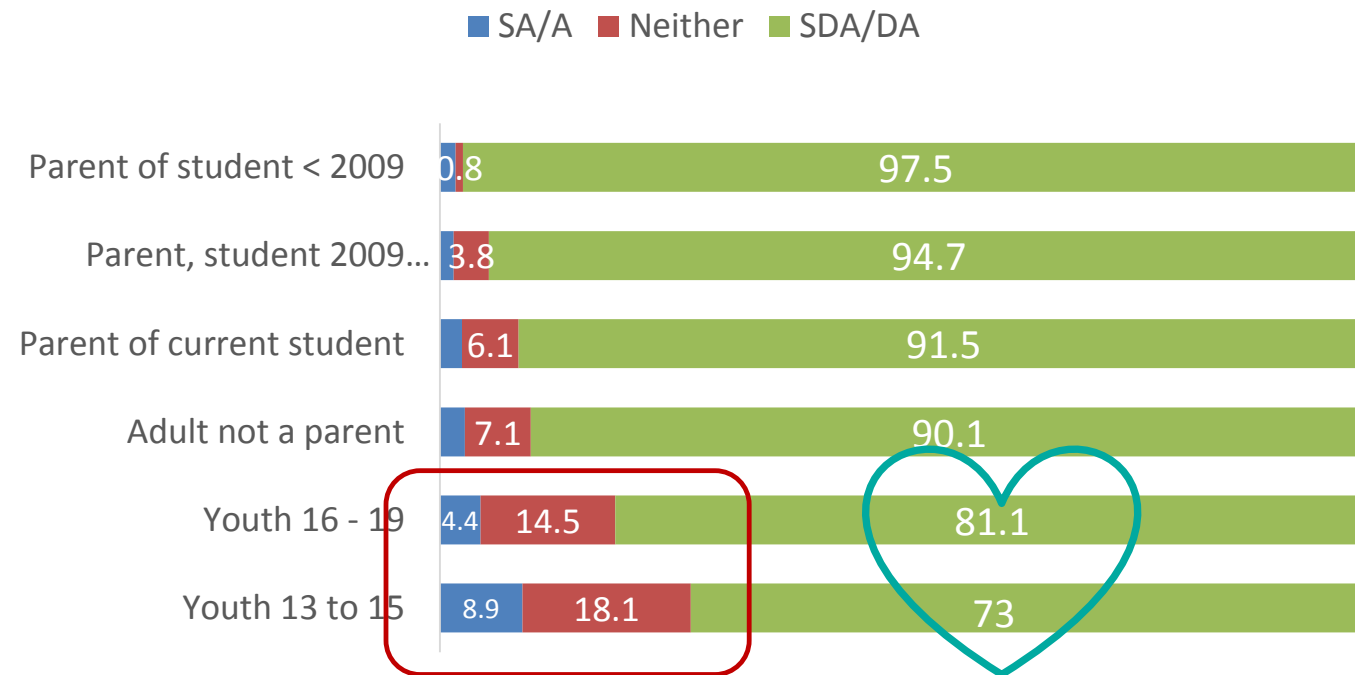
- stigma or help-seeking?
 - mental health and treatment?
 - underlying risk factors in PA?
 - Support for each other?
 - Support for suicide prevention efforts?
 - Youth and adult similarities and differences?
 - Strengths in our community?
- ***Story...?***
 - ***Sense of Hope?***

I would support a friend/family member who decided to seek professional help for depression.

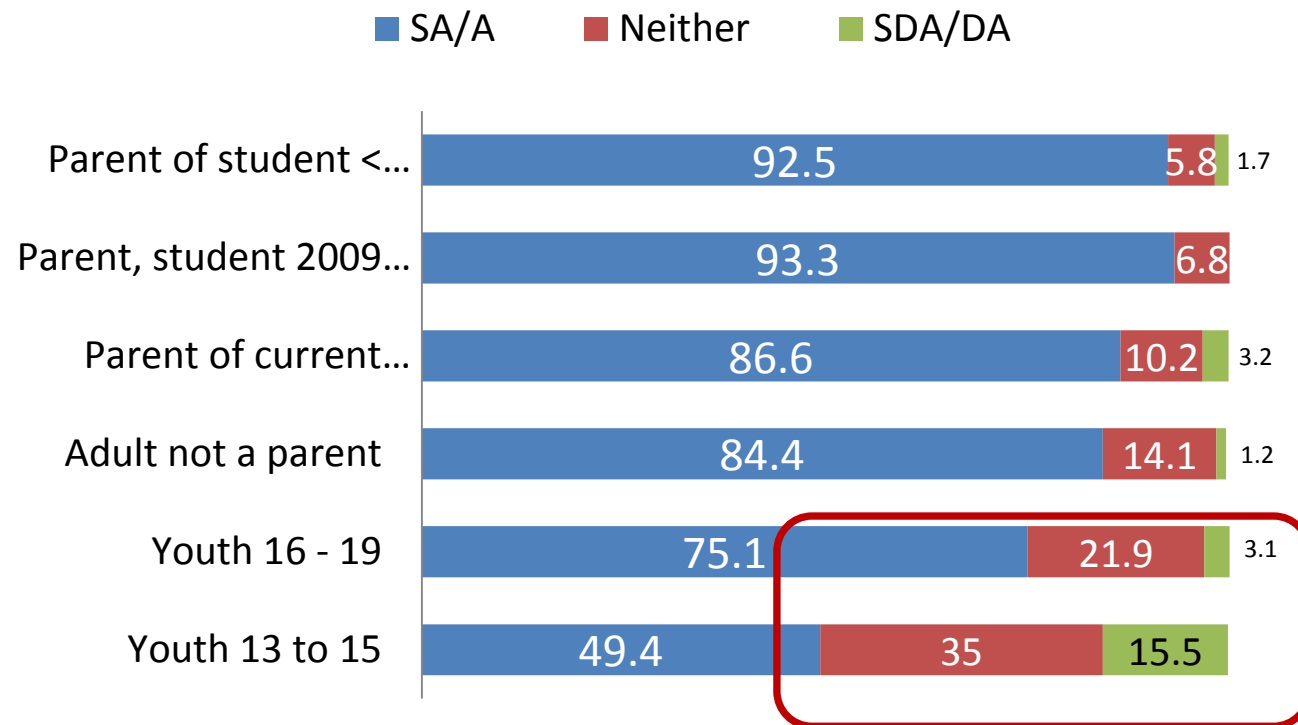


Q15-4.

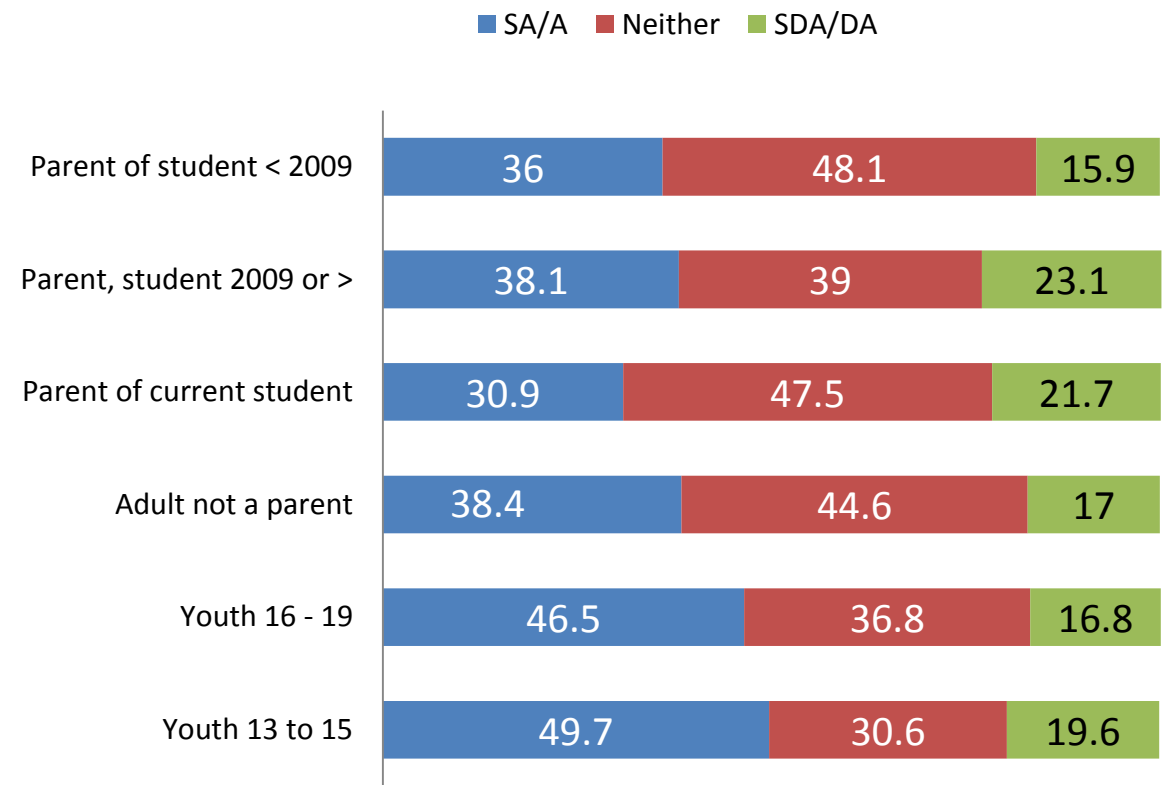
Suicide is shameful, something to be hidden.



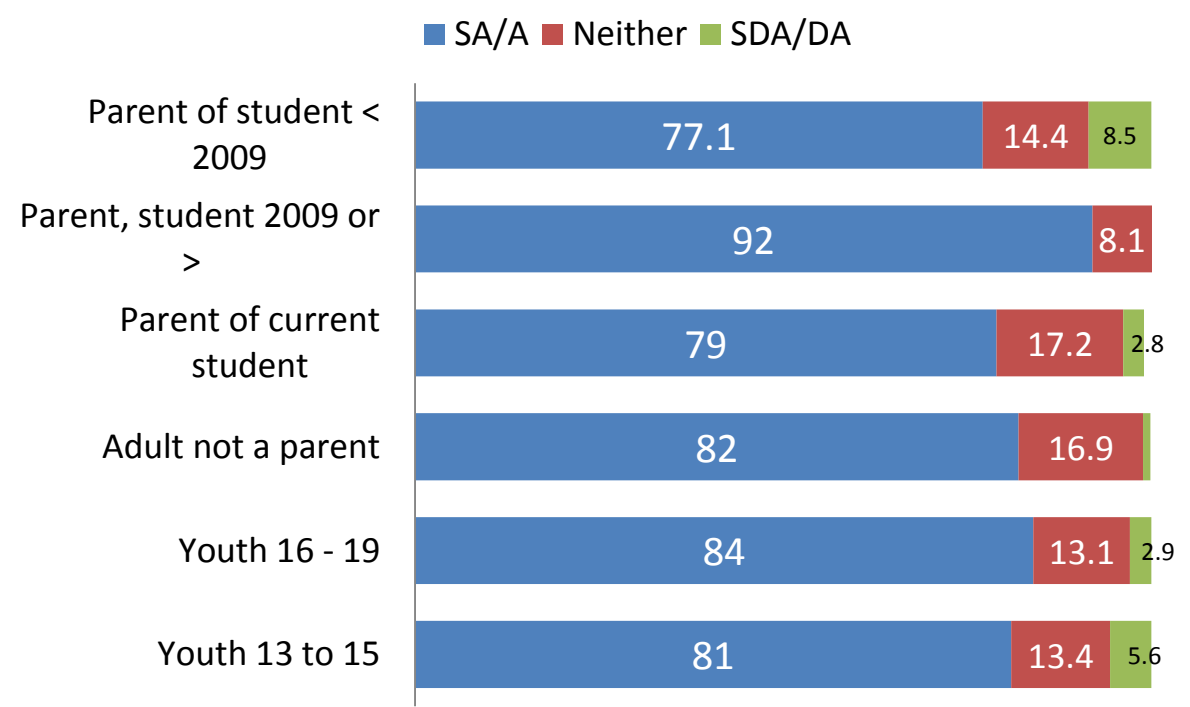
Q15-8. Depression is a medical disorder that responds to treatment.



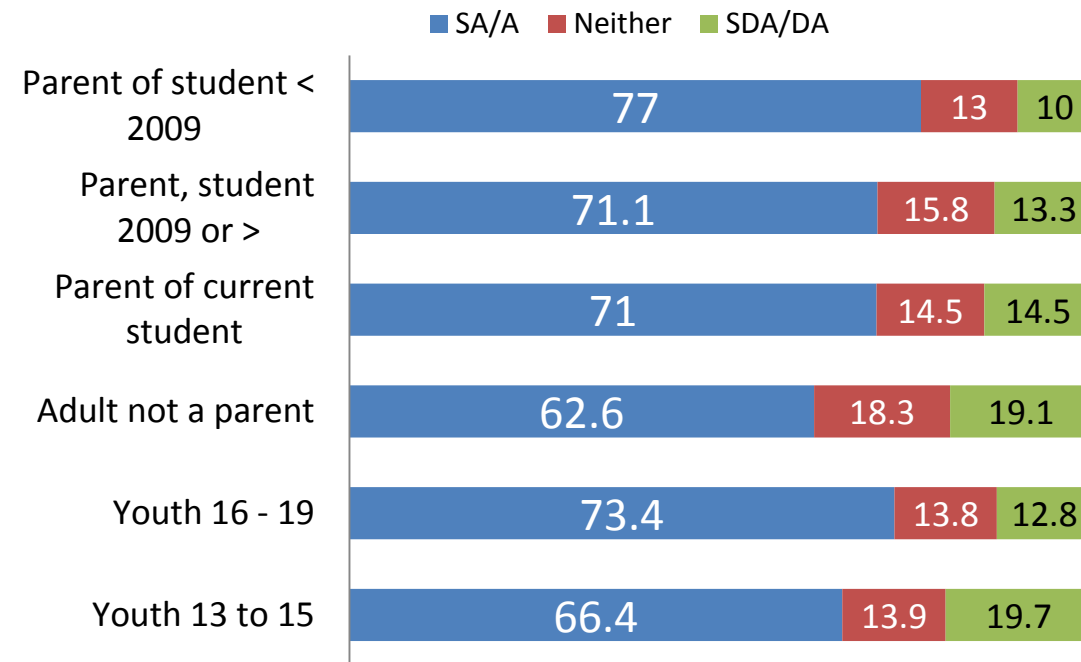
Q 15-6. I would recognize if a friend/family member was thinking about killing themselves.



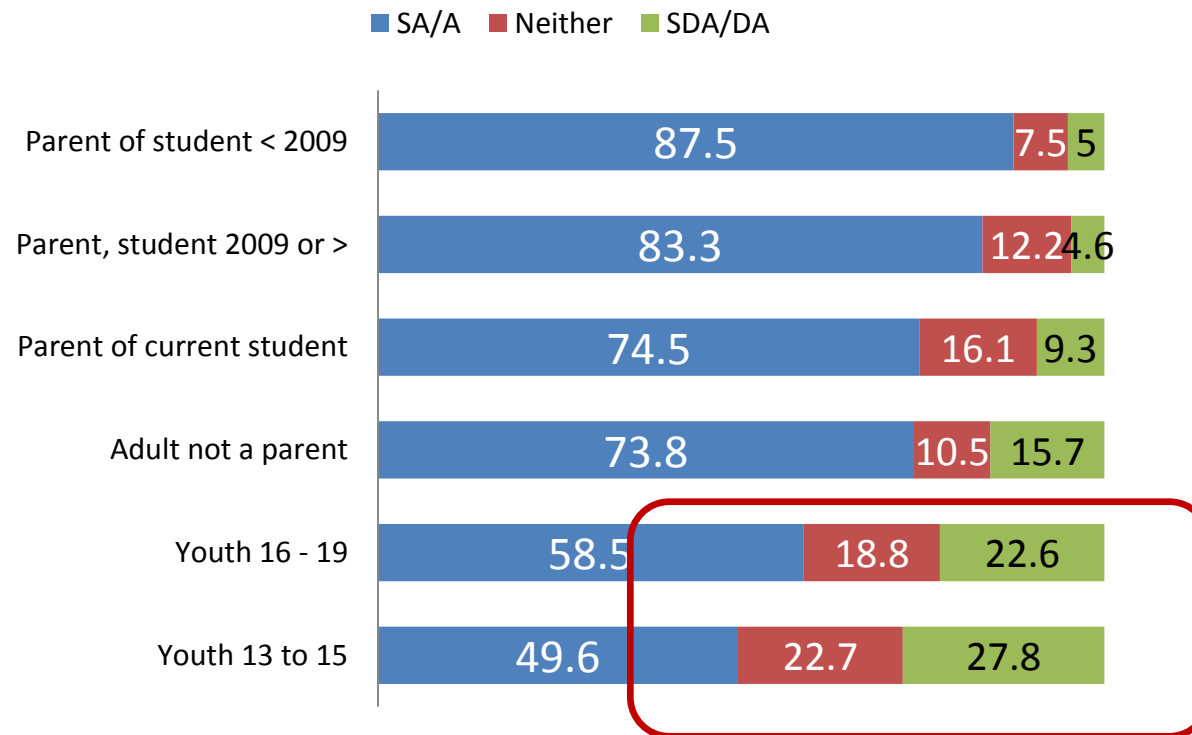
Q15-2. Suicide is preventable



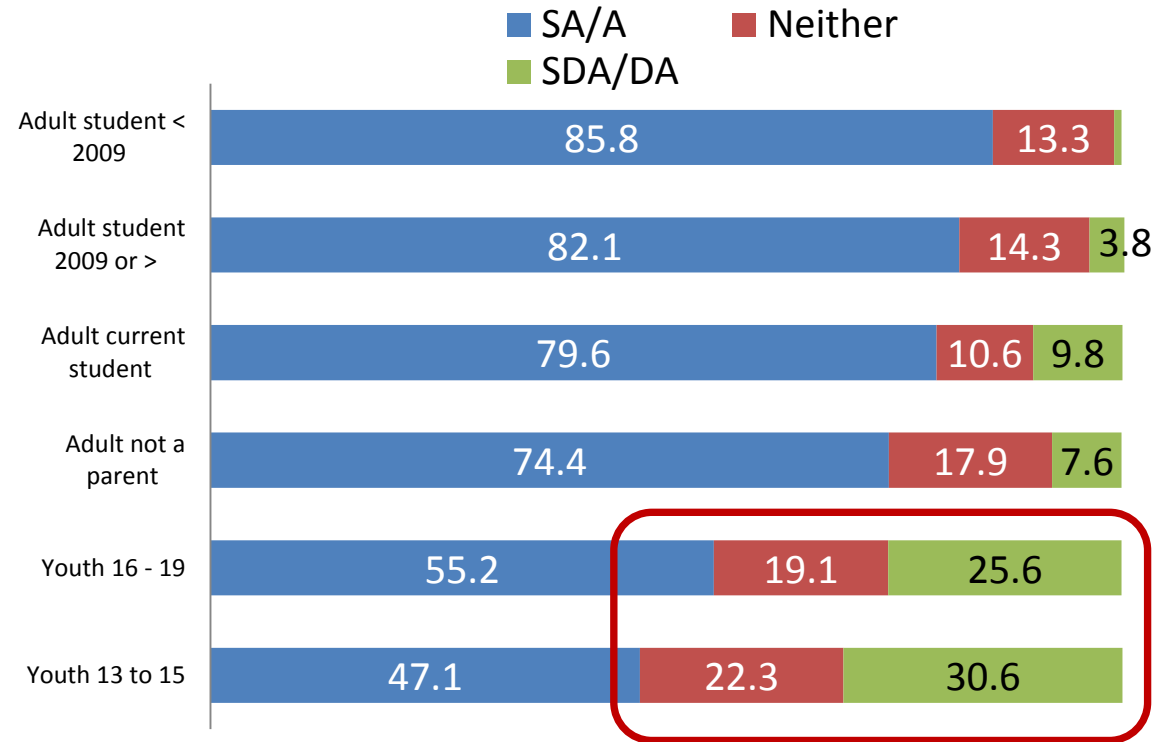
Q 15-7. I know how & where to get help for a friend/family member who is thinking about killing themselves.



Q15-5. I am comfortable talking about suicide with my family or friends.

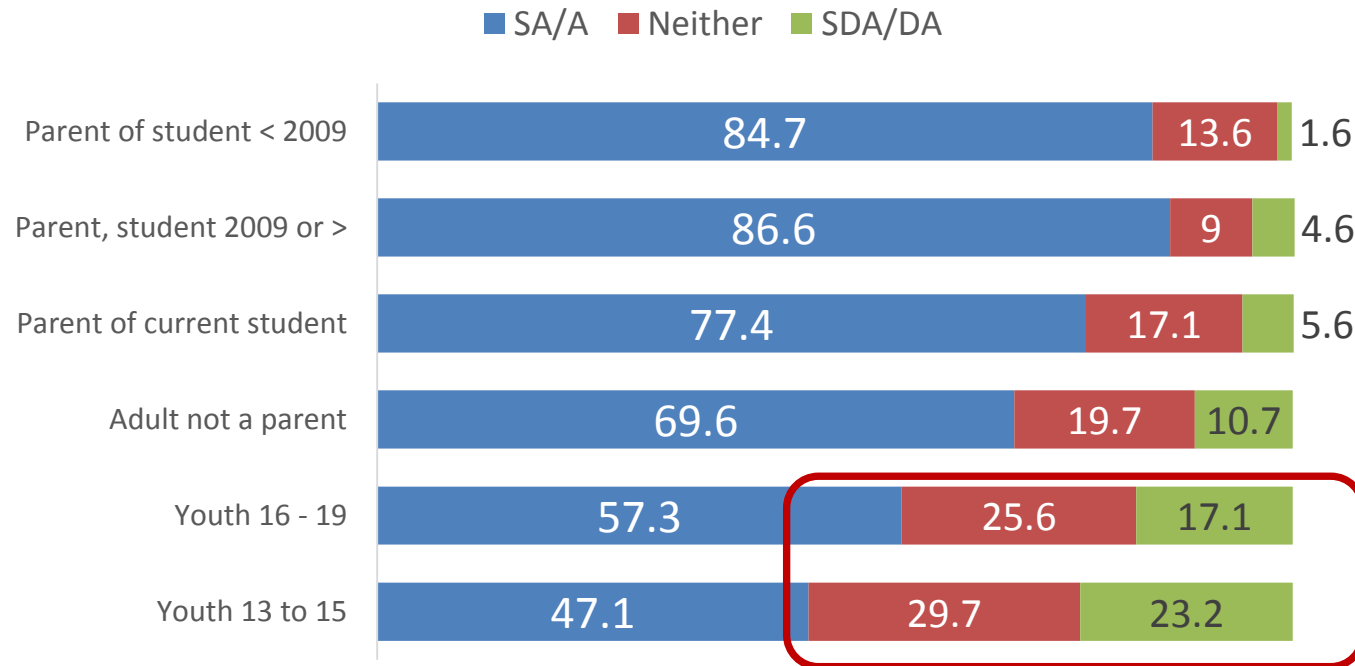


Q15-11. I would be comfortable telling a friend/family member if I needed professional help for depression.

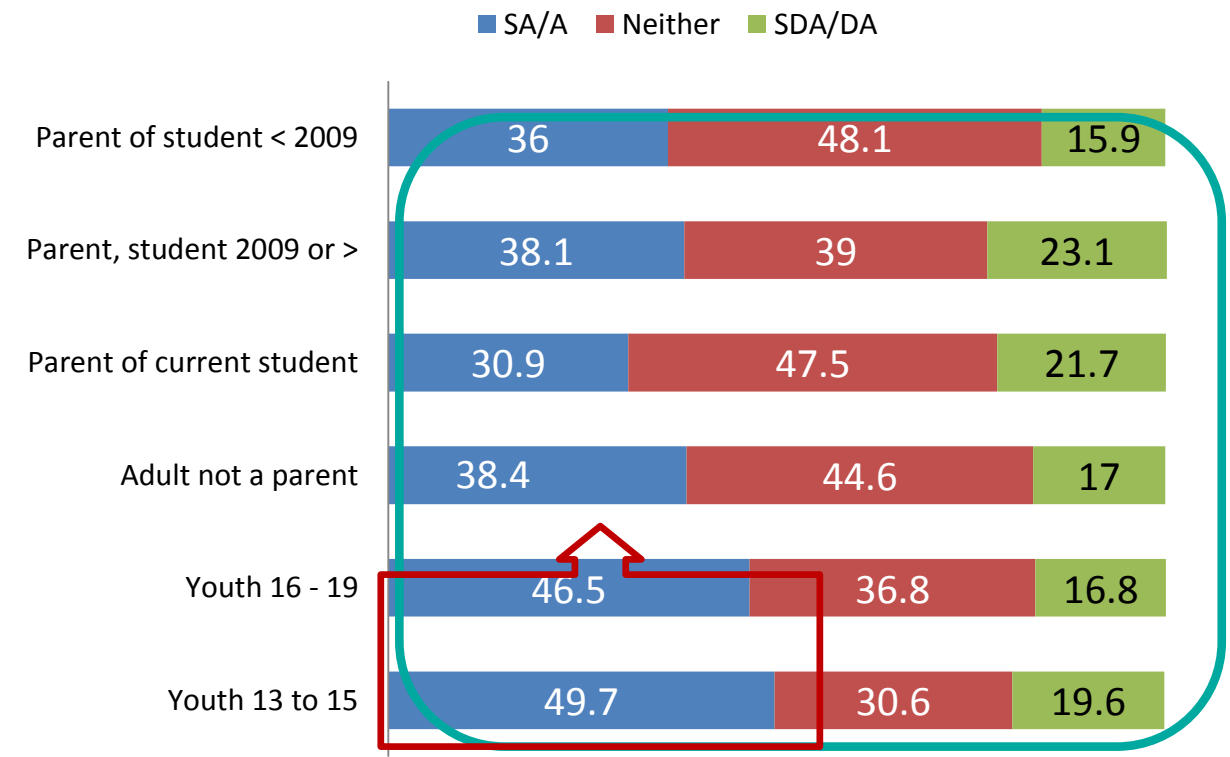


Q15-12.

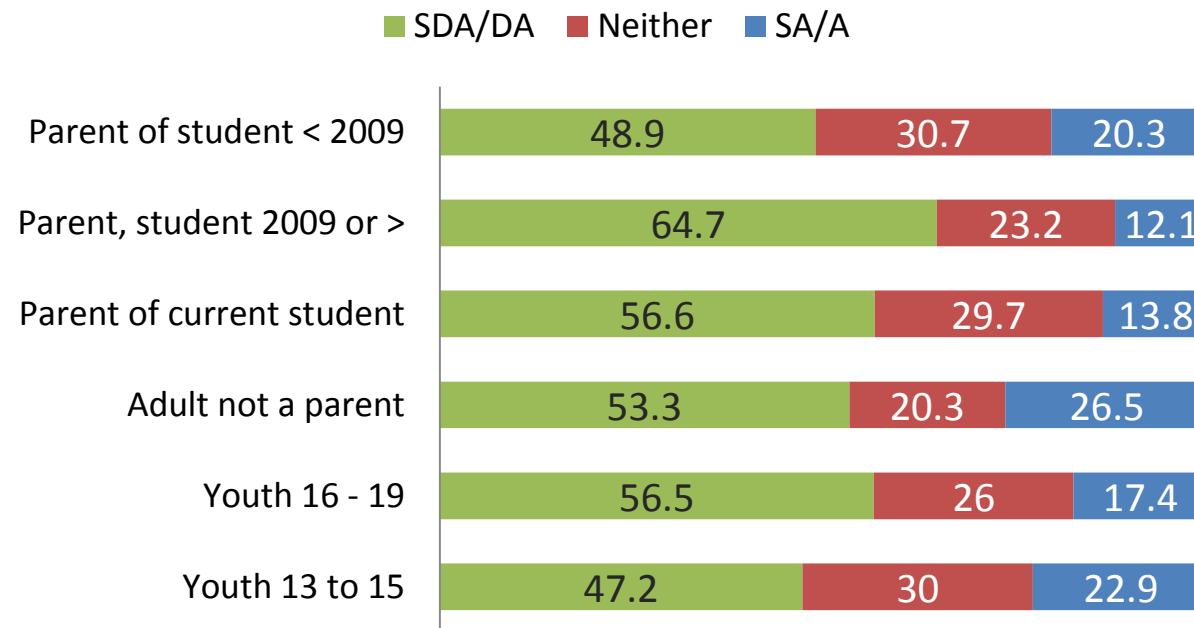
If I am concerned that a friend/family member is considering suicide, I would ask – it would not plant the idea in their mind.



Q 15-6. I would recognize if a friend/family member was thinking about killing themselves.



Q15-3. Suicide is bound to happen.



Top 5 Perceived Risk Factors – all respondents

- Depression, mental health issues
- Academic distress or pressure
- Disconnected, socially isolated
- Family or cultural pressure
- Life challenges

SUPPORT FOR PREVENTION EFFORTS

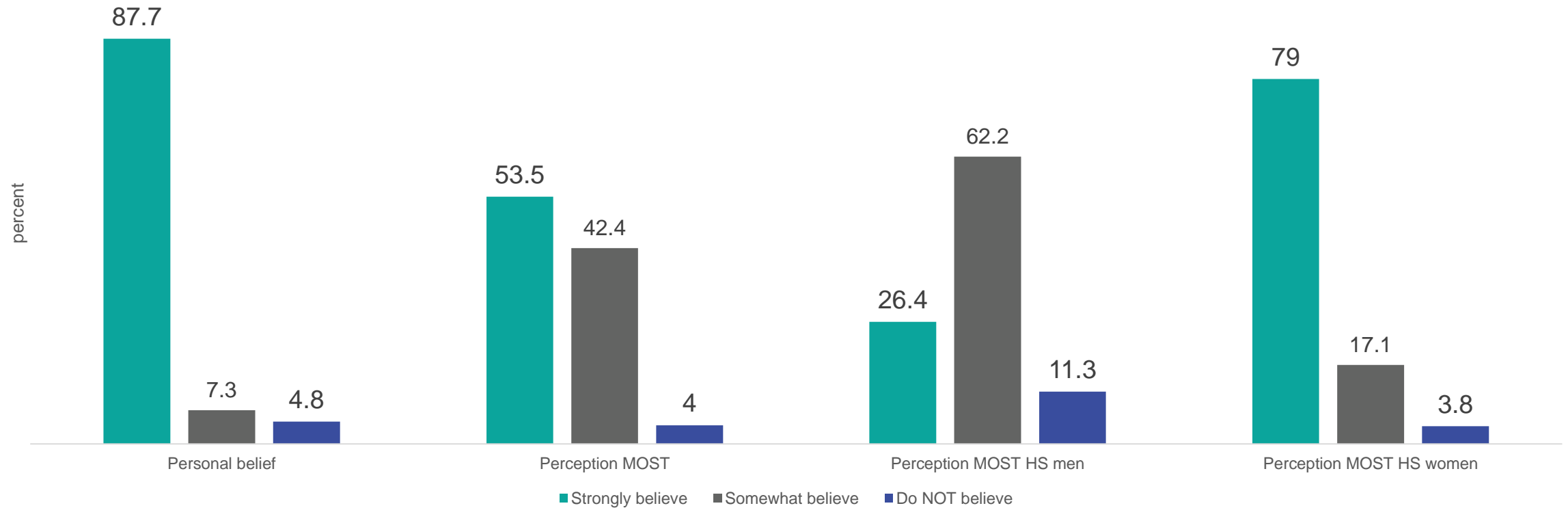
CDC: Overall support for community efforts

- **Majority support current or planned efforts**
 - Improve access to mental health providers (90.4%)
 - School-based efforts to reduce unnecessary stress (82.6%)
 - Strengthen culturally tailored MH services (82.5%)
 - Increase youth input/involvement in school/community (82.3%)
 - ...
 - Means restriction at the tracks (59%)
- Students less likely to support than parents
- Upcoming PSN analysis - distribution of responses

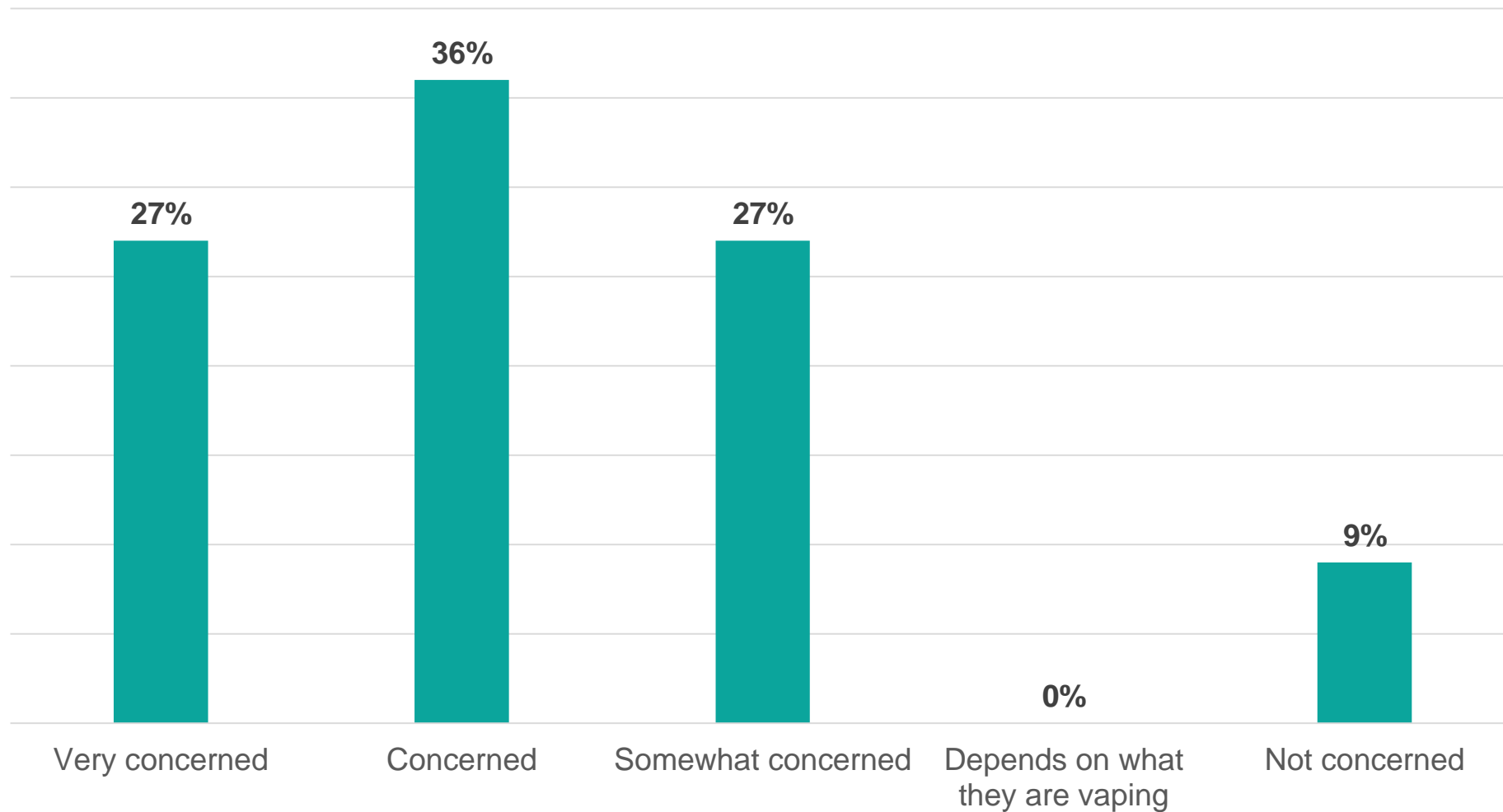
Are we asking the right questions?

Paying attention to the right questions?

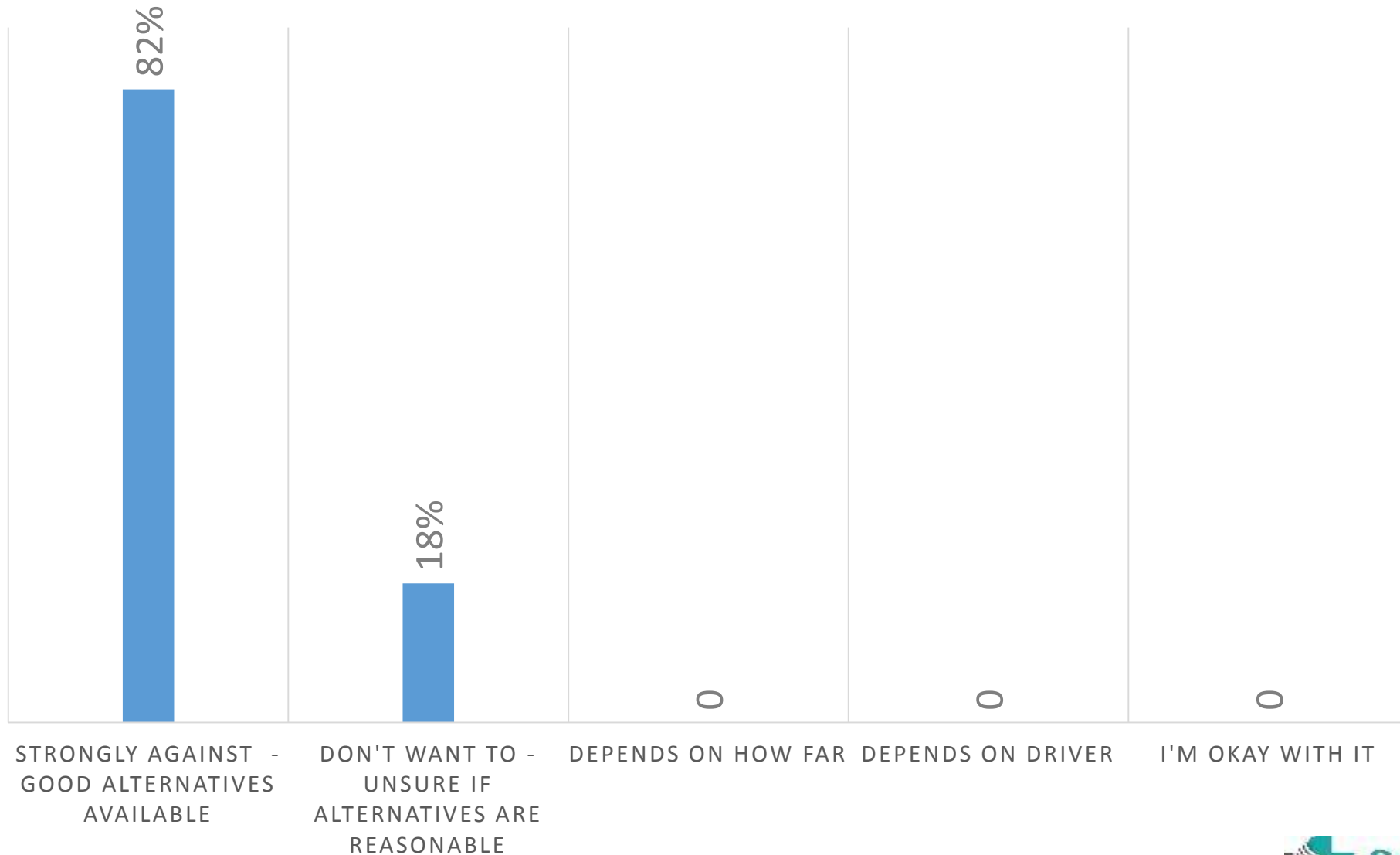
True consent from both partners is essential. Living Skills Summer 2017
N = 327



How concerned would you be if your friend was vaping? (Menlo school 2019)



You & DUI – sample from Living Skills classes PAHS/Gunn



“What strengths are currently present in PA that offer the greatest hope and protections against youth suicide?”

“What strengths are currently present in PA that offer the greatest hope & protections against youth suicide?”

ADULT RESPONSES: 549 adults responded to this open-ended question. The table below organizes adult comments by themes, and tallies the number of comments related to each theme. (Top 10 themes are shaded).

Theme	# of related comments
Awareness, honesty, talking about it	151
Caring Community	119
Nothing or critical or I don't know	61
School Policies to decrease stress & prevent suicide	48
Youth themselves, peers	47
Supportive SCHOOL Community	36
Wealth, Money	34
Educated Community	30
Teachers	30
Parent Education efforts/parents/parent involvement	28
Resources	17
Track Watch	17
Collaboration among orgs	15

YOUTH RESPONSES: 280 youth responded to this open-ended question. The table below organizes youth comments by themes, and tallies the number of comments related to each theme. (Top 12 themes are shaded).

Theme	# of related comments
Youth themselves, peers	45
Nothing or critical or I don't know	44
Caring Community	37
Awareness, honesty, talking about it	35
School Policies to decrease stress & prevent suicide	35
Supportive SCHOOL Community	24
Teachers	20
Counselors - school	17
Track Watch	14
Family/friends	10
Hotlines	9

Youth voices...

***“Friends.** There’s no program that you can put in place or treatment that you can force that will do a better job helping people than their friends. These events have brought people in the town closer together and made them much more open to talking about it.”*

“We have some wonderful communities within the larger community (Gunn theatre, sports, etc.) that allow for a feeling of inclusion and achievement.”

***“Community,** I have never met someone in PAUSD who doesn’t drop everything to listen when someone reaches out. In my class, I felt as if we were a family, ultimately not all super close knit or necessarily perfect at getting along with everyone, but everyone cared about each other regardless. When we were struck with tragedy we stuck together and helped each other. The students in PAUSD are compassionate.”*

“It’s quite or extremely important to me to:

- Help other people – 90%
- Reduce hunger & poverty in the world – 71%
- Make sure all people are treated fairly – 88%
- Speak up for equality – all should have the same rights & opportunities – 85%
- Get to know people of a different race or ethnic group than mine – 71%
- Stand up for what I believe, even when it’s unpopular to do so – 85%
- Accept responsibility for my actions, even when I make a mistake or get in trouble – 85%
- Tell the truth, even when it’s not easy ... - 71%”

“Hope creates new realities.” Mary Pipher



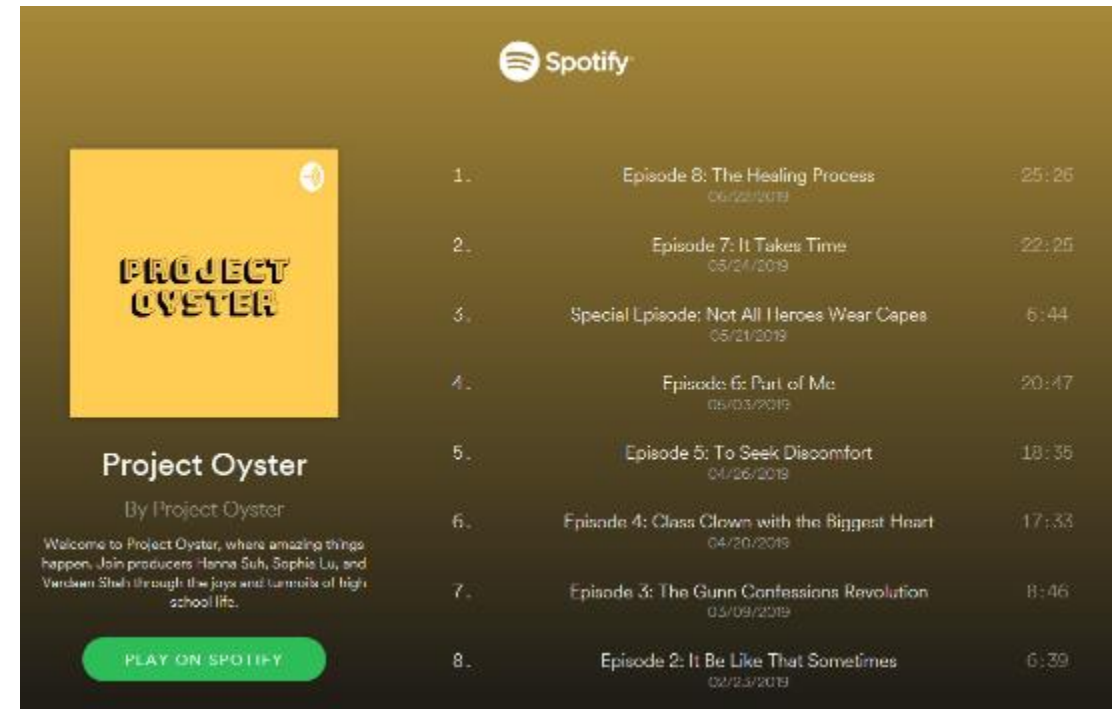
bring change to mind
let's talk mental health



Hope. Health. Strength.



“Healthy conversations move through despair into something bigger & brighter.” Mary Pipher



Listen.



“The first responsibility of love is to *listen*.”

Paul Tillich

NEXT MONTH:

COALITION IN ACTION – EMERGING PARTNERSHIPS

MARY GLONER, PSN EXECUTIVE DIRECTOR

Preview: 11-20 Coalition in Action – Emerging Partnerships Meeting

- ▶ **1-week earlier on November 20th due to Thanksgiving Break**
- ▶ **Partner-In-Action Showcase**
 - Palo Alto Museum Teen Council
 - Alum Rock Counseling Center
- ▶ **Community Sharing**



CLOSING & THANK YOU

- ▶ Next PSN Community Meeting:
- ▶ 3:30-5:30 PM
- ▶ Cubberley Community Center – H1
 - **November 20, 2019:** Coalition in Action – Emerging Partnerships