

Oklahoma Youth Services Agencies

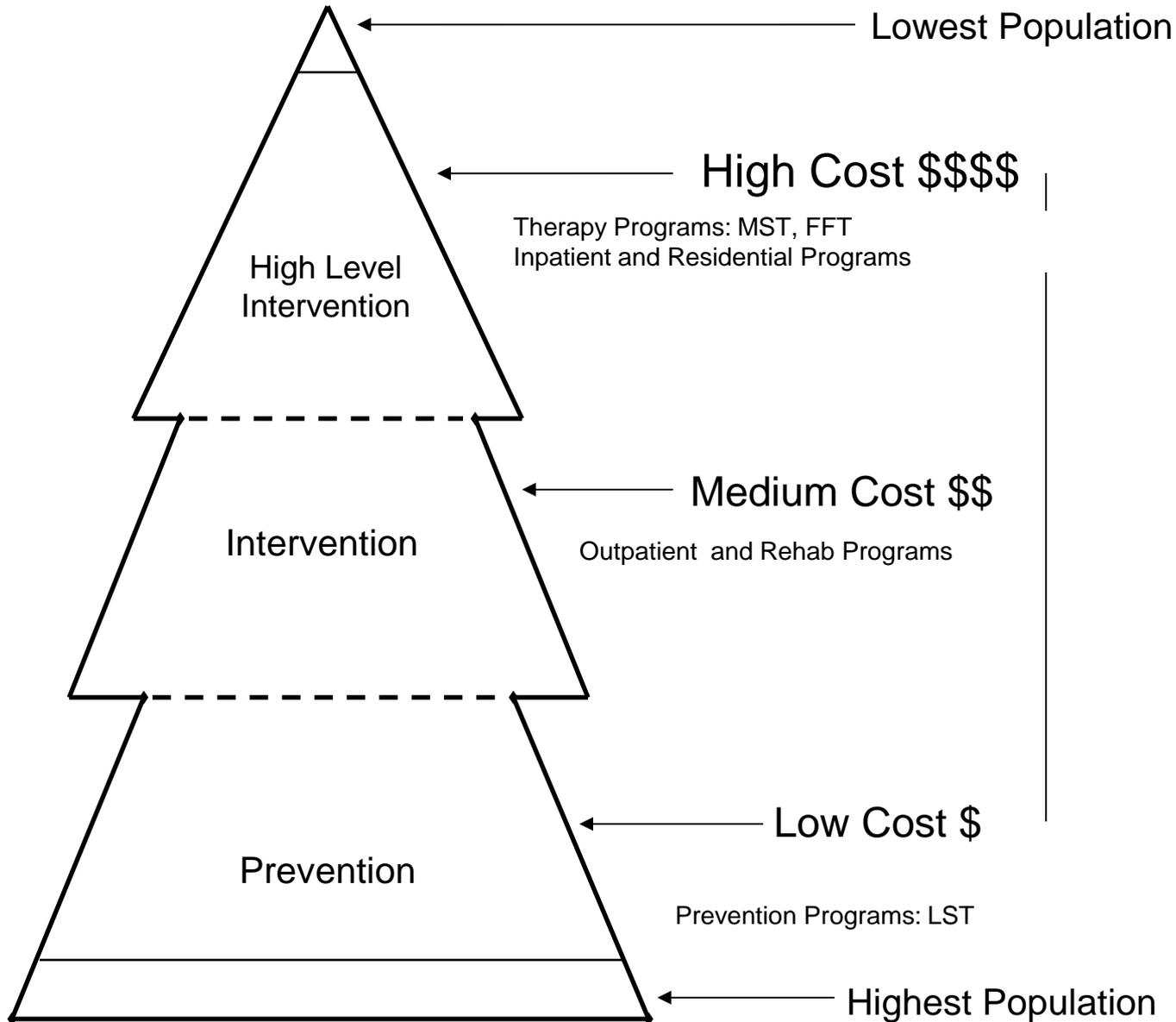
FY-15 Program Updates

FY-15 OAYS Request

School Based Prevention	\$2,500,000
School Suspension Program	\$1,400,000
Shelter Staffing	\$1,250,000
CICs	Replace FY-15 Cuts

School Based Prevention Services Update

Prevention Services can be the most Cost Effective Programming



Prevention and Intervention Program Philosophy

Prevention scientists are discovering that results often fall far short of expectations. For some programs, it's because they were not tested. For others, it's ineffective implementation. For still others, it's the lack of continued financial and community support for long-term sustainability, even when the program is producing positive results.

It's A Fact

If families have problems

Then children have problems

Then schools have problems

Because schools are a microcosm of their community.

OAYS School Based Prevention Goals

- Use Curriculum Based Education **NOT** Therapy
- Use Evidence Based
 - Research validating the effectiveness of the curriculum
 - Curriculum is updated over time
 - Curriculum is developmental in scope
- Adaptable to Meet Local School Needs
- Implement Standard Procedures
 - Essential elements in forms
 - Local agreements
- Implement Uniform Presenter Training
 - Curriculum Material
 - Student surveys

School Based Services Barriers

- **School's Academic Obligations**
 - Mandatory classroom curriculum
 - Testing
- **Confidentiality**
 - Student information for research and tracking
 - Parental consent
- **Stigma**
- **School's Relationships with Other Community Providers**

School Based Services Opportunities

- **Limited School Funding**
 - Many schools lack social service related services and welcome services that can help all students
 - School counselors role has changed
- **Current Issues Schools Face**
 - Increased awareness of bullying
 - Social media and its impact on students

Other Benefits of YSA School Based Prevention Services

- YSA provide schools with additional community based resources available for their students.
- Students can self refer (thru their parents) for additional services (such as case management or counseling).
- Students make other students aware of YSA community resources to help them with their problems.

Botvin Life Skills Program

Learning Objectives

Personal Self-Management Skills

Students develop skills that help them enhance self-esteem, develop problem-solving abilities, reduce stress and anxiety, and manage anger.

General Social Skills

Students gain skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence.

Drug Resistance Skills

Students build effective defenses against pressures to use tobacco, alcohol, and other drugs.

YSA Botvin Life Skills Program

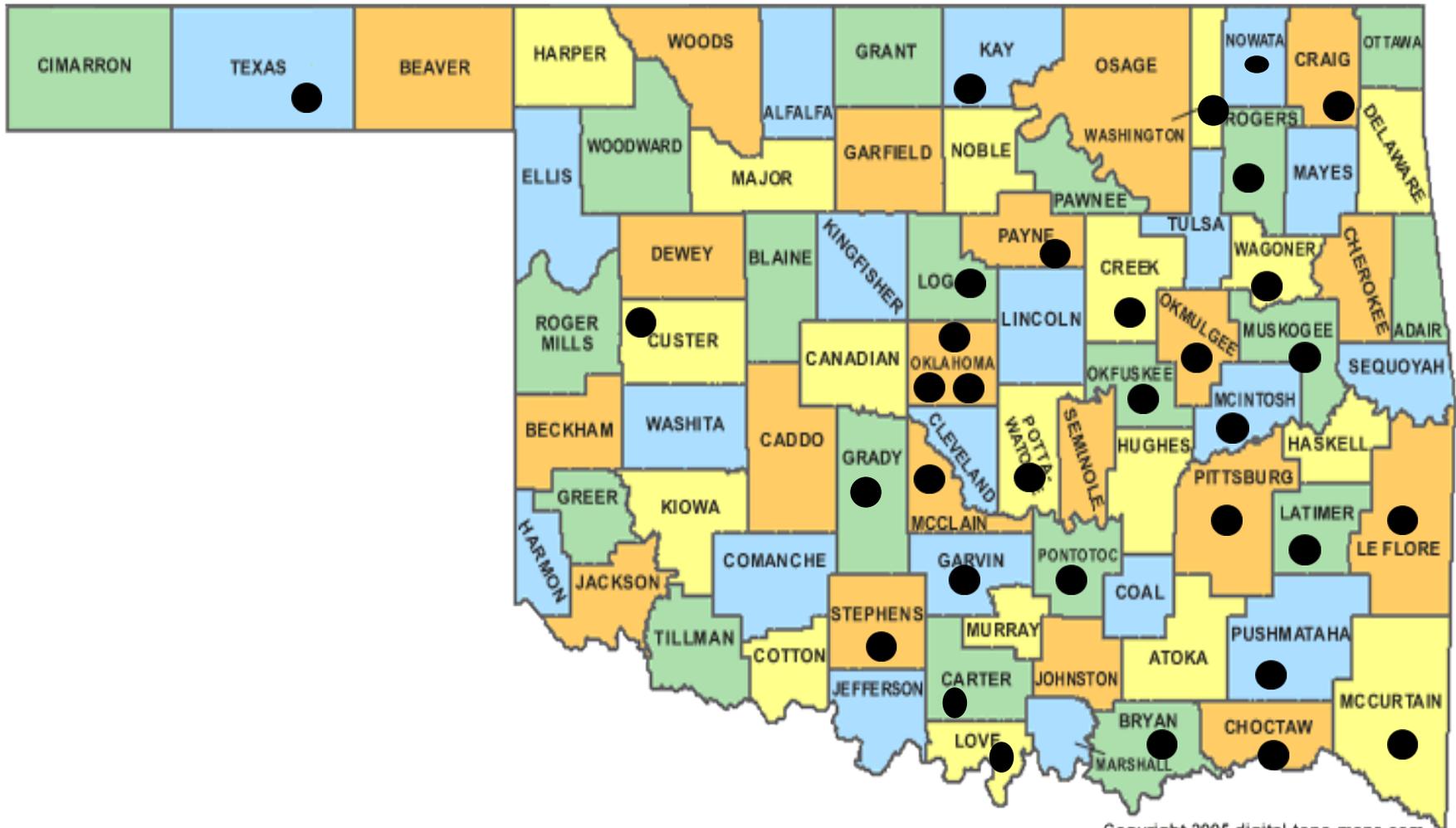
Target Populations: Elementary, Middle School, High School

26 Youth Services Agencies have implemented Life Skills Training Curriculum (with Pre and Post test) in their local schools.

The services are provided to two different types of subgroups:

- Individual students identified by the school and placed in a group.
- Grades of students (i.e. all seventh graders) identified by the school.

26 YSA Implementing Botvin Life Skills in local schools



Student Pre and Post Testing

- Pre and post test surveys are conducted to measure improvements in student knowledge and attitudes about alcohol, tobacco, and drug use.
- The pre and post test surveys measure changes in overall knowledge about tobacco and drugs with sub categories for anti-drug knowledge and life coping skills knowledge. The surveys also measure changes in anti-smoking attitudes and anti drinking attitudes and drug refusal skills.

Section 2: Please read each statement below and indicate whether you think each is True or False by filling in the appropriate circle.

- | | | | | |
|---|----------------------------------|------|----------------------------------|-------|
| 29. A nice way of ending a conversation is to tell the person you enjoyed talking with him/her. | <input checked="" type="radio"/> | True | <input type="radio"/> | False |
| 30. Sense of humor is an example of a non-physical attribute. | <input type="radio"/> | | <input checked="" type="radio"/> | |
| 31. It's better to be polite and lead someone on, even if you don't want to go out with them. | <input checked="" type="radio"/> | | <input type="radio"/> | |
| 32. Almost all people who are assertive are either rude or hostile | <input type="radio"/> | | <input checked="" type="radio"/> | |

Section 3: Please fill in the circle to show how much you agree or disagree with each statement.

- | | | | | | |
|--|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree |
| 1. Kids who drink alcohol are more grown up. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Smoking marijuana makes you look cool. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Smoking cigarettes makes you look cool. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Kids who smoke marijuana are more grown up. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Kids who drink alcohol have more friends. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Kids who smoke have more friends. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Smoking marijuana lets you have more fun. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Drinking alcohol makes you look cool. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Kids who use cocaine or other drugs have more friends. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Kids who use cocaine or other drugs are more grown up. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Smoking cigarettes lets you have more fun. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Kids who smoke cigarettes are more grown-up. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Using cocaine or other drugs lets you have more fun. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Using cocaine or other drugs makes you look cool. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Drinking alcohol lets you have more fun. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Kids who use marijuana have more friends. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section 4: Please fill in the circle to show how likely would you be to:

- | | | | | | |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Definitely Would | Probably Would | Not Sure | Probably Would Not | Definitely Would Not |
| 17. Say "no" when someone tries to get you to smoke a cigarette. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Say "no" when someone tries to get you to drink beer, wine, or liquor. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Say "no" when someone tries to get you to smoke marijuana or hashish. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Say "no" when someone tries to get you to use cocaine or other drugs. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Say "no" when someone tries to get you to sniff glue, paint, gas, or other things you inhale to get high. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section 5: Please fill in the circle to show if someone asked you to smoke, drink, use marijuana or other drugs, you would:

- | | | | | | |
|--|-----------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|
| | Definitely Would | Probably Would | Not Sure | Probably Would Not | Definitely Would Not |
| 22. Tell them "no" or "no thanks". | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Tell them "not now" | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Change the subject | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Tell them you don't want to do it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Make up an excuse and leave | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Oklahoma Association of Youth Services

Section 1: Please this survey is the pre test or post test. Pre Test Post Test

Please print the name of your school:

~~Redacted Name~~

Please indicate what class period you are in:

1st period 2nd period 3rd period
 4th period 5th period 6th period
 7th period

Please indicate what grade are you in: 6th grade 7th grade 8th grade

Section 2: Please read each statement below and indicate whether you think each is True or False by filling in the appropriate circle.

	True	False
1. Most adults smoke cigarettes.	<input checked="" type="radio"/>	<input type="radio"/>
2. Smoking a cigarette causes your heart to beat slower.	<input checked="" type="radio"/>	<input type="radio"/>
3. Few adults drink wine, beer, or liquor everyday.	<input type="radio"/>	<input checked="" type="radio"/>
4. Most people my age smoke marijuana.	<input checked="" type="radio"/>	<input type="radio"/>
5. Smoking marijuana causes your heart to beat faster.	<input checked="" type="radio"/>	<input type="radio"/>
6. Most adults use cocaine or other hard drugs.	<input type="radio"/>	<input checked="" type="radio"/>
7. Cocaine and other hard drugs always make you feel good.	<input checked="" type="radio"/>	<input type="radio"/>
8. What we believe about ourselves affects the way we act or behave.	<input checked="" type="radio"/>	<input type="radio"/>
9. It's almost impossible to develop a more positive self-image.	<input type="radio"/>	<input checked="" type="radio"/>
10. It's important to measure how far you have come toward reaching your goal.	<input checked="" type="radio"/>	<input type="radio"/>
11. It's a good idea to make a decision and then think about the consequences later.	<input type="radio"/>	<input checked="" type="radio"/>
12. Smoking can affect the steadiness of your hands.	<input checked="" type="radio"/>	<input type="radio"/>
13. A stimulant is a chemical that calms down the body.	<input type="radio"/>	<input checked="" type="radio"/>
14. Smoking reduces a person's endurance for physical activity.	<input checked="" type="radio"/>	<input type="radio"/>
15. A serving of beer or wine contains less alcohol than a serving of "hard liquor" such as whiskey.	<input checked="" type="radio"/>	<input type="radio"/>
16. Alcohol is a depressant.	<input checked="" type="radio"/>	<input type="radio"/>
17. Marijuana smoking can improve your eyesight.	<input type="radio"/>	<input checked="" type="radio"/>
18. Some advertisers are deliberately deceptive.	<input checked="" type="radio"/>	<input type="radio"/>
19. Companies advertise only because they want you to have all the facts about their product.	<input checked="" type="radio"/>	<input type="radio"/>
20. It's a good idea to get all information about a product from it's ad.	<input checked="" type="radio"/>	<input type="radio"/>
21. Most people do not experience anxiety.	<input checked="" type="radio"/>	<input type="radio"/>
22. There is very little you can do when you feel anxious.	<input type="radio"/>	<input checked="" type="radio"/>
23. Deep breathing is one way to lessen anxiety.	<input checked="" type="radio"/>	<input type="radio"/>
24. Mental rehearsal is a poor relaxation technique.	<input type="radio"/>	<input checked="" type="radio"/>
25. You can avoid misunderstandings by assuming the other person knows what you mean.	<input type="radio"/>	<input checked="" type="radio"/>
26. Effective communication is when both sender and receiver interpret a message in the same way.	<input checked="" type="radio"/>	<input type="radio"/>
27. Relaxation techniques are to use when meeting people.	<input type="radio"/>	<input checked="" type="radio"/>
28. A compliment is more effective when it is said sincerely.	<input checked="" type="radio"/>	<input type="radio"/>

Please turn over, survey is continued on next page

FY-14 and FY15 Tests

- FY-14 OAYS received 3,824 completed pre and post test survey responses for 6th, 7th and 8th grade students who were provided with the Botvin Life Skills classes facilitated by youth services agencies.
- FY-15 (11/2014) OAYS received 1,583 pre and post test survey responses for 6th, 7th and 8th grade students who were provided with the Botvin Life Skills classes by ten agencies referencing fifteen schools.

FY-15 Pre and Post Test Goals

- Increase test completion rate to 80% for all programs. Some programs completion rate is 70%.
- Increase students post test mean score for overall knowledge, anti drug knowledge, and life skills knowledge by 10%.

Other Efforts

- Introduced a student delimited ID number for all surveys.
- Use of technology (listserv) for all facilitators to ask program questions.
- The OAYS School Based Program Committee is designing a program to assess program delivery fidelity based on materials from the Botvin Life Skills Training company.
- Increase post test mean score for drug refusal skills, assertiveness skills, relaxation skills, and self control skills by 10%.

First Time Offender Program Update

First Time Offender

The program was initiated through Senate Joint Resolution No. 13 (1975) and 10 O.S. Section 7302 3.3-3.6 (1995).

The target population includes juveniles (ages 10 to 18): (1) arrested for the first time for misdemeanors and lesser felonies; or (2) “at risk” youth. Youth are referred by businesses, courts, county juvenile bureau, law enforcement, OJA, parents, or schools.

Program Details

At least one parent is required to attend all sessions of the program with their youth.

The First Time Offender Program consists of 7 sessions and totals 14 hours of direct service time working with both the parents and youth together. The group sessions are typically held once a week for a total of 7 weeks. These groups are divided by age and limited to 10-15 families per group. The program consists of seven major topic areas: *Consequences of further OJA involvement, Communication, Anger Management, Problem Solving, Values Awareness, and Decision Making*. The last session is a review of all-previous sessions and instructors work to solidify the elements of those topics for the participating families.

Program Details cont'd

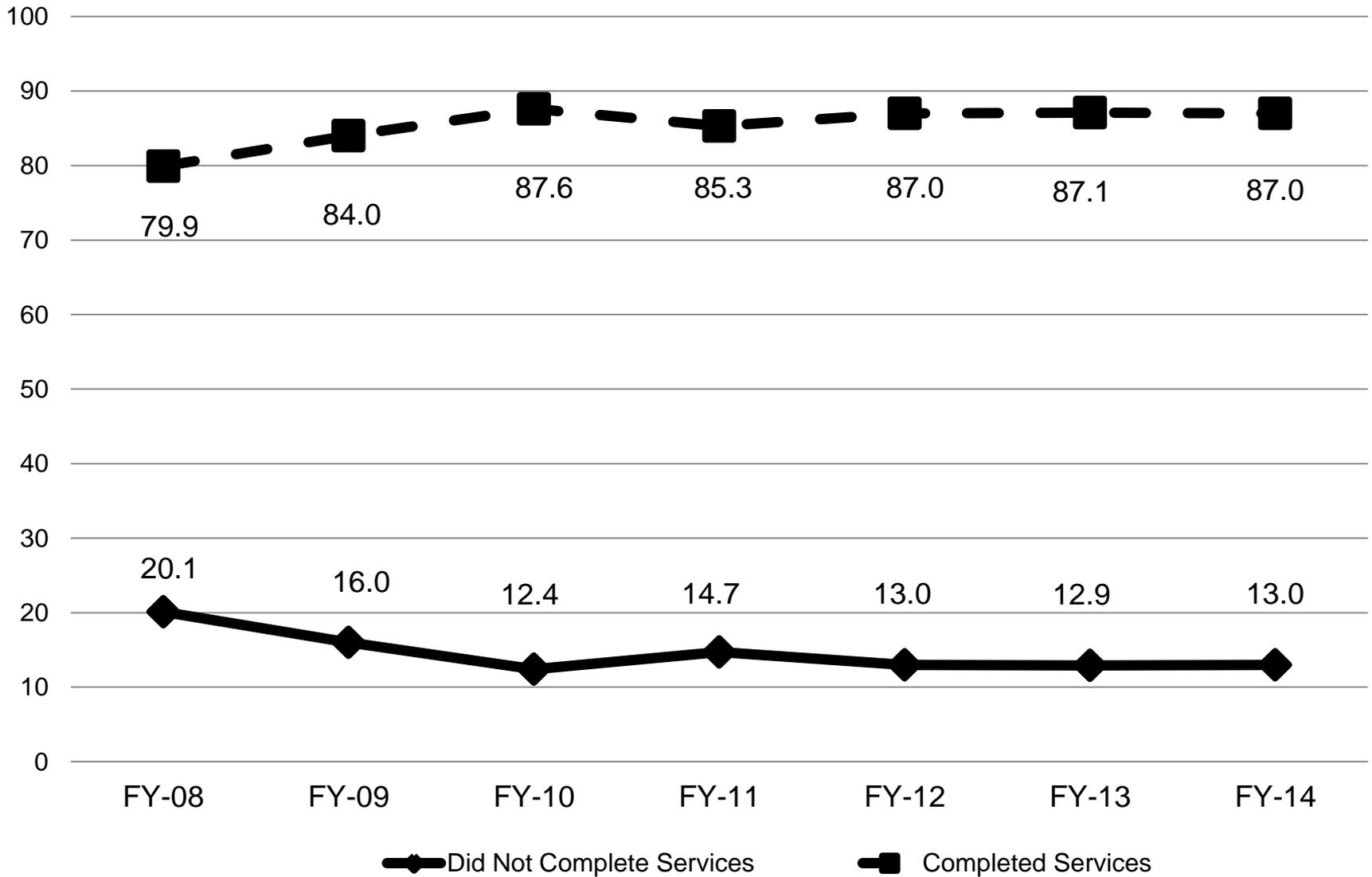
Written assignments are given at the end of each session, and are checked and discussed at the beginning of the next scheduled class session.

The exercises assist the family in practicing and incorporating the skills presented during the sessions into their daily lives.

Program Goals

- FY 14
 - Completion Rate 85% of youth and one parent will complete the program.
 - Recidivism Rate less than 10% of juveniles will reoffend within one year of completion of the program.
- FY 15
 - Increase number of youth served. Due to the decrease in OJA caseloads and referrals, other service areas are being served. HB 2541

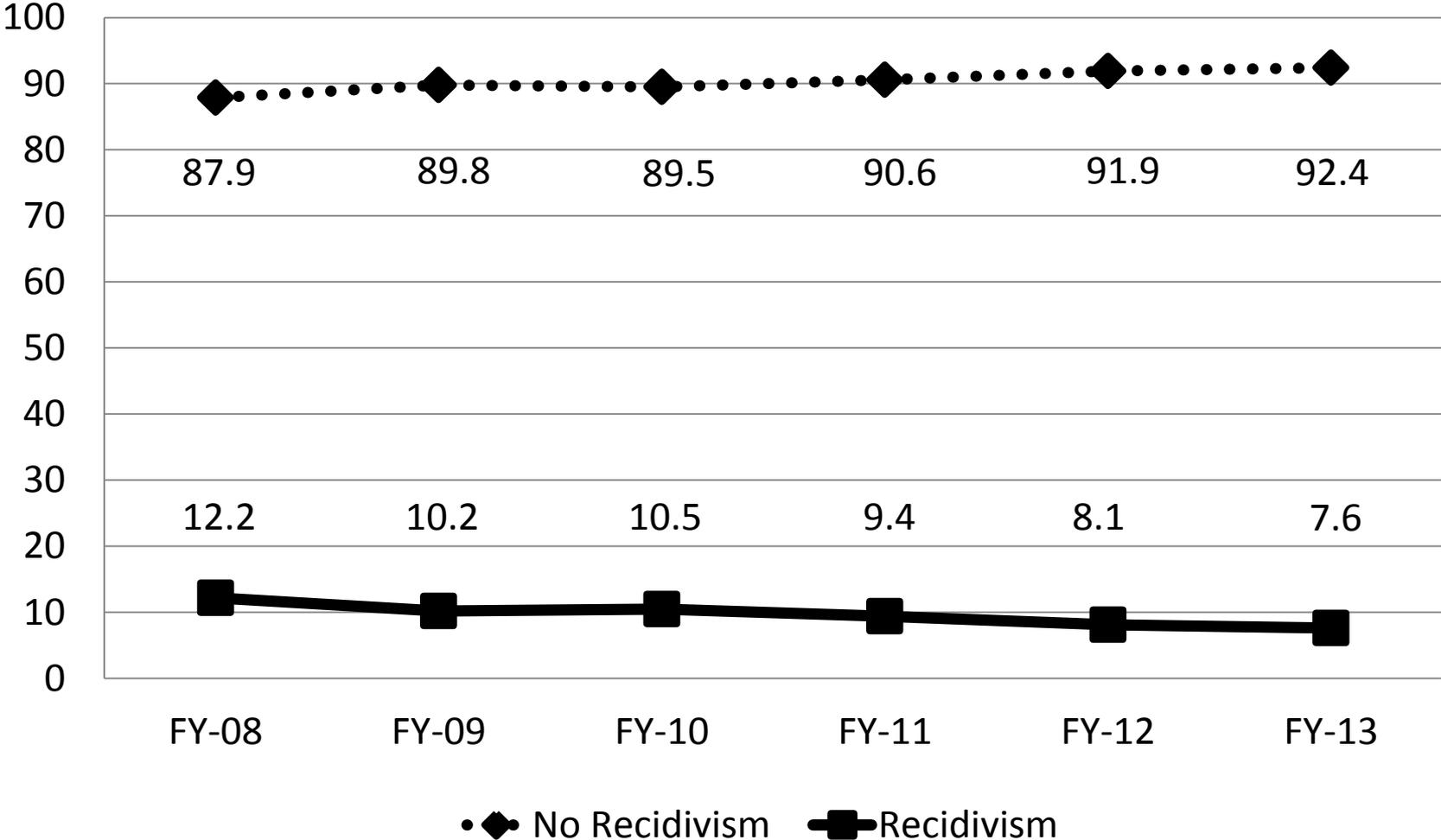
Completion Rate %



Recidivism

Recidivism is defined as the occurrence of a new referral or arrest for a criminal offense within a year of completion of services followed by admission of guilt and revocation of parole or placement on informal probation; or by adjudication as a Delinquent or Youthful Offender or by conviction as an adult.

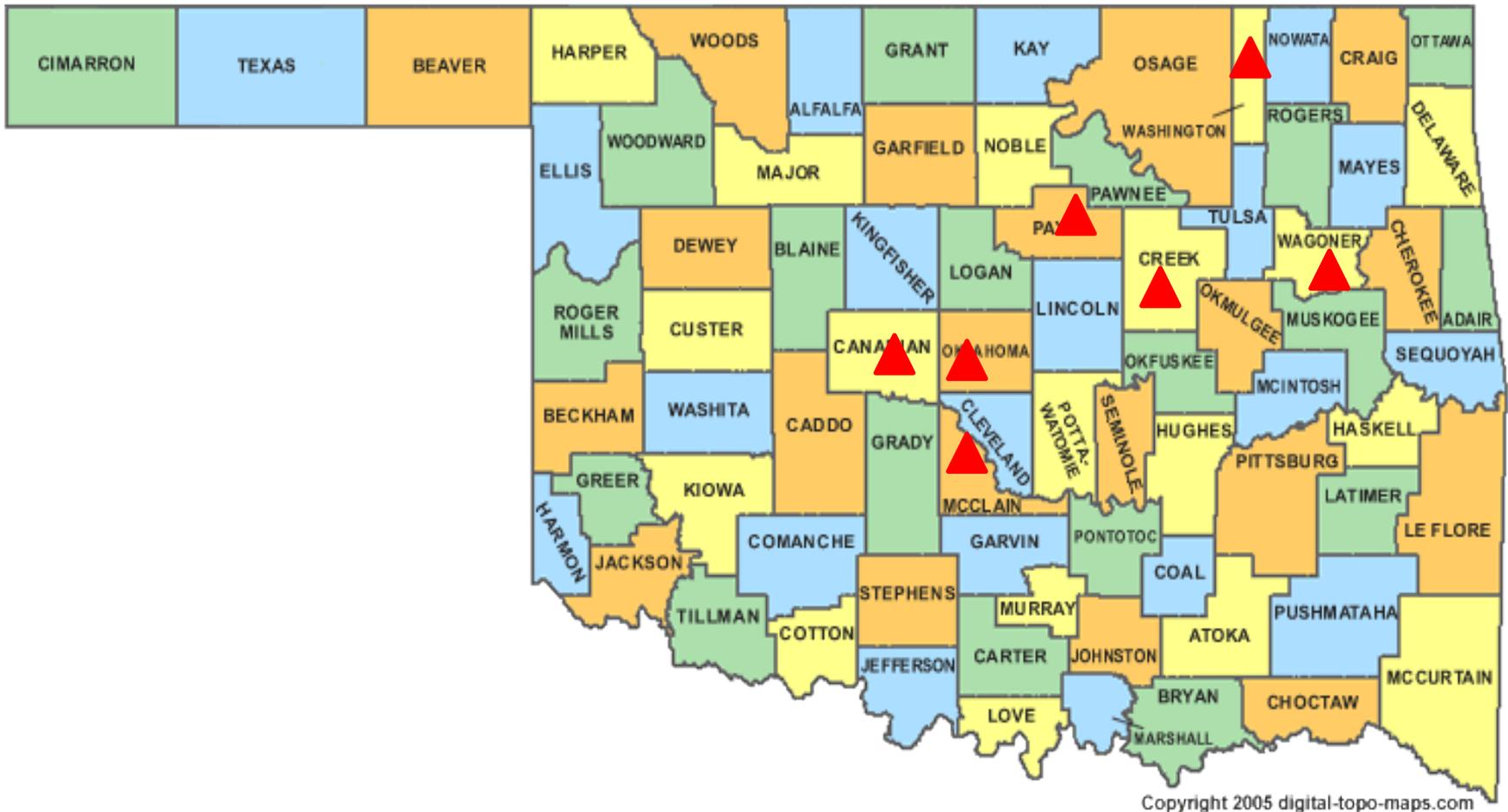
Recidivism Rates



FTOP Referral Sources

- Court
- Law Enforcement
- County Juvenile Bureau
- OJA
- School
- Family
- Youth Services Agency
- Other State Agency

YSA with increased school referrals since HB 2541 implementation (November 2014)



Emergency Shelter Program Update

Emergency Shelters

- **The program was initiated through Senate Joint Resolution No. 13 (1975).**
- **A statewide network of 32 Youth Services agencies provide licensed short term emergency shelter services including fully staffed facilities and host homes for children and youth in need of temporary housing.**
- **The target population includes pre-adolescent children and adolescent youth referred by families, OJA and DHS.**

Emergency Shelter Services

- FY-15 Program Impact
 - Client Mix Changes less younger youth more older youth
 - Increased Length of Stays
 - Increased Acuity Levels including Medical and Mental Health related issues
- FY-15 Other Issues
 - Shelter Hotline
 - Finger Printing and Background Checks delays
 - OCA Changes
 - Low pay for shelter workers

YSA Shelter Referrals by Source

	FY-14 Thru 1/31/14	FY-15 Thru 1/31/14
DHS	75%	73%
Police	9%	12%
OJA	3%	4%
Family	7%	7%
Other	5%	4%

Age of Youth at Admission

	FY-14 Thru 1/31/14	FY-15 Thru 1/31/14
under 6	7%	6%
6-10	19%	13%
11-13	23%	22%
14-18+	51%	59%

YSA Shelter Referrals Awaiting Placement

	FY-14	FY-15
	Thru 1/31/14	Thru 1/31/15
Awaiting Placement	1,083	973
Foster Care Placement Disrupted by Child	66	77
Shelter Placement Disrupted by Child	37	67
Foster Placement Disrupted by Foster Parent	31	43
Shelter Placement Disrupted by Shelter	28	18

FY15 OAYS Revised

Funding Request \$2,000,000

OAYS requests \$2 million in flexible funding to ensure continuation of community based programs. This self directed funding will allow designated Youth Services Agencies to meet the specific needs of their communities. Community program funding may be distributed by the following service areas:

Emergency Shelter Services

Community Based Services

School Based Prevention and Counseling Services

Counseling Services for Juvenile Offenders

Community Intervention Centers