



EDUCATION: HELPING OPEN PATHWAYS TO EDUCATION (HOPE -AC)

Program Summary

- Purpose: Supporting youth and families to address barriers to academic achievement, preparing classrooms and schools to be welcoming and responsive environments that engage all students in learning, and helping students be successful in their neighborhood schools.
- Provides intensive services that are culturally responsive, trauma-informed, and relationship-based to approximately 234 elementary and secondary school youth in 13 schools in the Oakland Unified School District (OUSD) annually, and provides targeted short-term interventions to thousands more.
 1. Schools include: Allendale Elementary, Esperanza/Korematsu Elementary, Fruitvale Elementary, Grass Valley Elementary, Howard Elementary, LaEscuelita Elementary, Laurel Elementary, MetWest High, New Highland/RISE Elementary, Oakland High, Oakland Technical High, Sankofa Academy, and Skyline High.
- Provides integrated behavioral supports for students, families, and schools through:
 1. Student Counseling and Family Engagement – Providing intensive trauma-informed therapeutic services to students whose emotional and behavioral needs are creating obstacles to their success at school, and supports to bridge families with teachers and administrators;
 2. Teacher Consultation and Student Supports – Providing educators general support, classroom observation, and trauma-informed strategies and tools to maximize student achievement and reduce behavior issues, and providing students with short-term targeted individual and group interventions;
 3. Whole School Supports – Working with administrators in the integration of school wide culture initiatives and climate improvement strategies.

Budget: \$3,687,187; Funders: Government Contracts – Alameda County Behavioral Health Care Services, OUSD, State of California - ACEs Aware (PAINT Art Therapy program).

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HOPE Webpage

<http://lincolnfamilies.org/programs-services/education/hope>

For more information please call
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The Need/Gaps We're Addressing

The need for HOPE services is critical for students who have experienced high levels of trauma caused by community-based and domestic violence. Due to the impacts of trauma, many students display difficult behavioral issues and learning disabilities in the classroom, and most school professionals haven't been trained to use trauma-informed strategies. Without support or consultation services, many educators find it challenging to productively respond to students' reactions, which is often aggressive, non-responsive, and/or inattentive. HOPE staff also work directly with youth helping them get back on track so that they can be successful members of the student population and set meaningful goals for college and/or career.

Outcomes/Impact

- 95% of teachers reported increased positive coping skills as tracked by reductions in disciplinary interventions for students supported in their classroom by HOPE staff;
- 93% of students improved school functioning including attendance, attention, and school discipline;
- 90% of students improved behavioral and emotional functioning, including depression, anxiety, and adjustment to trauma.

Call to Action

- A \$500 gift provides therapy tools for school-aged children and youth coping with trauma.
- A \$1,500 gift sends 1 youth to HOPE summer camp, providing academic, enrichment, fitness and nature opportunities, and combating summer learning loss so often experienced by low income youth of color who don't have the same kind of access to camp as their more affluent peers.
- \$100,000 in funding would support a therapist being available to students who are uninsured or not Medi-Cal eligible.

Brianna's Story:

Brianna was 12 when she was referred to Lincoln's HOPE program by the academic counselor and teachers at her middle school. Brianna's attendance was poor, and when she did come to school she struggled to control her emotions. She cried daily, wore a sweater with a hood over her head constantly and went to the front office multiple times a day for support. Creating friends was extremely difficult for her.

Working closely with Lincoln's HOPE staff over the course of just one school year has made all the difference for Brianna. In need of more comprehensive supports, Lincoln's HOPE team developed an individualized plan for Brianna that was driven by her unique needs and input from her family and school staff. Through working with her HOPE team, Brianna learned to use coping techniques to effectively manage her anxiety as well as new social skills to begin building relationships at school. Today, Brianna has increased her attendance and confidence, is making friends and has built strong supports for the future.