

April 3, 2014

So good afternoon everyone, it's deadly to follow such an entertaining presentation but I will do my best. For those of you who don't know me, my name is Estelle M. Raboni, I am the program director of Changing the Odds which is a Positive Youth Development Initiative of Morris Heights Health Center, we are in the Bronx, we are a federally qualified health center with six health center sites but in addition to that we have 13 school based health centers and public schools throughout the Bronx. I show this picture because it's one of my happiest days, every year we host a youth forum where we bring together all the students, all the participants in the program and you know keep in mind that it's 12 different schools, it's the first time that all those 12 schools had actually see each other in one room and then they present a community service projects, they get judge, they are winners and then at the end of the forum we actually congregate outside, this is actually the music building of Lehman College which is a public university in the Bronx and this year that particular year which is last year we had over 300 students show up to this particular event and they brought their parents, they brought their siblings, teacher showed up, principal showed up it was really wonderful, wonderful events and you can see that there is a lot of exuberance in that group and I am the gray haired woman in the orange T-shirt, so that's what happens to you working with me, so just some entertaining you know events they are but in any case so CTO we called CTO Changing the Odds as I say we are implementing TOP the Teen Outreach Program in 12 middle and high schools, two middle schools and the rest are high schools. Originally we are actually in 13 schools one of our middle schools actually dropped out, so when we are talking about sustainability we have to talk about, is it worth sustaining, you know have you been fighting with the principal for so long that's really not worth fighting anymore and if I say fighting really in quotes because if there is not you know real fighting but you know you have been doing everything you can, you have been accommodating, you have been doing everything possible and finally they just make it so impossible for you to do the program with fidelity that you have to sort of say it's not working, lets move on elsewhere you know, we have 500 plus unique students in the program and we don't just do the program for one year with these students, so we recruit 6<sup>th</sup> graders and 9<sup>th</sup> graders and then we invite those 6<sup>th</sup> and 9<sup>th</sup> graders to continue in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade and right now we have our first graduating class of 12<sup>th</sup> graders who have been in the program since we started the pilot in 2011, so just to give you an idea you know we do ran randomize control trial in 6<sup>th</sup> and 9<sup>th</sup> grade for those students who are not randomize in the treatment group in 9<sup>th</sup> grade or 6<sup>th</sup> grade, then we say that they have a definite reserved space in their 7<sup>th</sup> or their 10<sup>th</sup> grade. I wanted to say something else about that a little come back to me. We are both in the school day and after school, so people say how do you do a randomized control trial if during the school day. Most of those schools were randomizing in that are sufficiently large enough where we can randomize in, we actually have after school clubs in those schools and then the big piece and really it's what makes us a

little bit unique in that respect is that we are integrated with Morris High School based health center, so every school based health center has a provider and that provider is either a pediatrician, a physician's assistant or a nurse practitioner. School health assistant who sort of manages the clinic flow in that school clinic, a social worker, we have a lot of mental health issues in schools and then we also have a health educator and the health educator really is also very important in terms of providing programs, in terms of providing education on a variety of activities not just sexual health. We have huge issues in terms of asthma, diabetes, all the chronic illnesses that affect you know very poor communities and the Bronx is really significant, so the Bronx has the poorest congressional district in the country, 39% of our youth live in poverty and just I don't know how many people know about New York City and our various boroughs but 39% of youth in the Bronx is the population of Staten Island. So that's really, really significant and that is translated into a whole host of other issues which is school dropout rates, the Bronx has doubled the school dropout rate in the US average. Alarming high rates of STI's, Chlamydia, Gonorrhea, HIV and all of those things really impact schools. Through our Morris School based health centers we are able to provide comprehensive care and the New York State you know young person could be as young as 10 and receive sexual and reproductive health services without parental consent and that's really significance, so they get birth control in their school based health center, the only thing that they can't get in a school based health center is an IUD and that they have to be referred to outside but they can get basically everything else. So primary care mental health services and health education and of course we have the law which is really supporting our efforts. So as I mentioned before we are replicating TOP and for those who even know TOP they are the there major components right the Educational Peer Group Meetings, so those are the either in school clubs or the after school clubs that we do, the community service learning, every participant is supposed to do at least 20 hours of community service and then the positive adults guidance and supports, so that's the caring facilitator for every club and then that extra piece is the school based health center, so one of the things that we actually did is adapt lesson 8 from reducing the risk you know for those of you who do reducing the risk we thought there have to be a much more concrete way to introduce our participants to their school based health center because a lot of the time especially for our incoming students or 6<sup>th</sup> graders or 9<sup>th</sup> graders they have no concept what was in their school, they weren't oriented about the fact that they had a comprehensive health center in their school, they didn't have to go outside, so lesson 8 was we submitted that to OAH, we got approval and not really was instrumental and that is a session basically, we take our participants, we take into the school based health center, they interview all the staff there they ask what are the services, what are the hours, what about confidentiality, all that kind of thing and in addition we do it again right before summer break because a lot of our schools are actually closed during the summer, so in addition to the fact that some students are a little bit shy about going to their school based health center for birth control services because they think it's going to make it throughout the entire school, everyone is going to know about it, so before the summer break we actually do a field trip to a

Teen Friendly Health Center, very often it's a (inaudible) New York City but in the Bronx or in Manhattan but very often it's another community based organization that provides health services to teens and that's usually a great way for us to feel at least they know where to go to get health services if they don't actually go to their school based health center. So the piece of doing RTR the lesson 8 and we do that one lesson but we also do continuous referrals to the school based health center, so when you know when you we are doing the sexual health lessons through our TOP we are saying and you can get the services or this birth control method or this or that at your school based health center right downstairs. Just recently a group of my 10<sup>th</sup> grade students did a condom wrapper project where they actually created custom condom wrappers and then they advertised their school based health center on the label on the outside of the condom wrapper and then they distributed the condom wrappers to their friends throughout the cafeteria on Valentines Day, so it's just one of the things that that they do to really raise awareness, so in the beginning I can't say like my colleagues that we really were thinking about sustainability from the get go, I think I am probably like a lot of you which is like, oh ma'am this is like a new concept the new anxiety, so originally we were not very I should say robust in our definition of sustainability, our feeling was like man, if we can sustain this yeah, that was the extent of our definition, if we can you know you know sustain this in some shape or form hurray for us and then we said no, let's really do this right and we worked this hard you know how can we really sustain this and we said if we can sustain at least one club, okay keep in mind that we have as many as four or five clubs in a school. If we can sustain at least one club for the 25 week which are required by Lehman and during the nine month academic year and ensure that the students can get 20 hours of community service then that is our definition of sustainability. So (inaudible) in terms of our sustainability plans, we really very, very early in this planning process, so I say meeting with all principals but we meet with our principals all the time, all the time we meet with them in beginning of the year when we are trying to figure out logistics and student recruitment and you know what freshman classes can we talk to and when and that kind of thing to when we are doing community service field trips they see where we are going and then we meet with them again at the end of the year to show them the number of community service hours, the attendance rate of all the participants in the program but this meeting is very different, this meeting is remember I said you know we have a five year grant when they were coming up to our last year and they were trying to think of ways that we can sustain this program and so for us it was a great opportunity to again assess the perception was of the program, had it they like the program because of course as you guys know you start off with a principal but then you are delegated to their right hand person or to an assistant principal or guidance counselor or something like that, so you don't really get to talk directly with the principal all that often all the time, so really assess their program perception, what did they think it you know, what did they think about it you know determine what the costs are and show them this is how much that actually cost to do this program at your school and then developing next step, so with a lot of our principals we went in there not really expecting anything assuming that they were going to say

well train one of my teachers and you know they will continue to sustain the program in our school and I was really pleasantly surprised, so there were two situations so we have 12 principals, two of my principals actually said no not only do I want to sustain it but I want to expand it, so we actually translated the entire changing scenes curriculum into Spanish, so its available in Spanish. We also aligned the curriculum to the common core standards and this particular principal who is a principal of a very high ELL English Language Learner of population she wants not just you know one TOP club you know for every grades, she wants two TOP clubs for every grade, one in English, one in Spanish, one during the school day and one after school because in her school even though what were measuring in terms of you know school suspensions and teen pregnancy and that kind of thing what she sees is persistence, so in her school whether a lot of English language learners and recent immigrants, she sees persistent, she sees anecdotally that you know this Valentino who was in, in his CTO she is really persisting in her literacy classes, she is continuing to you know try even though it was extremely difficult whereas she sees that students who have never been in the program have already dropped out of school, so it's really significant for the schools that were working with to demonstrate that, so I know that you know data is very important and we collect data like nobody's business but you know ready to present that data but very often it's the anecdotal stories that really impact the principals because they see changes in their students that we don't often see, what we see are the numbers and may be we see some changes when they are in our program but they see them all the time and so that really speaks volumes, so I only have one minute, so our plan really is for next year, I have to stop. Let me just quickly wrap that up. Our plan is that for next year we pilot what year 6 would look like while we are still there and hopefully we can transition to something that is sustainable for the long term.