



SANTA CLARA COUNTY MENTAL HEALTH DEPARTMENT

Santa Clara County School-Linked Services Strategic Planning 2011

Strategic Planning Advisory Committee Meeting #3

Thursday, May 26, 2011, 7:00-8:30pm
830 N. Capital Ave., San Jose, CA 95133

7:00 – 7:10 pm	Welcome back and Agenda Review
7:10 – 7:45 pm	Confirm Primary Concerns
7:45 – 8:20 pm	Refine Key Results and Indicators
8:20 – 8:30 pm	Next meeting and closure





Santa Clara County School-Linked Services Strategic Planning 2011

Strategic Planning Advisory Committee Meeting #2 Notes

Thursday, April 28, 2011, 5:30-7:30pm

Welcome Back and Agenda Review

Carolyn Verheyen briefly summarized the agenda for the evening and reviewed the Summary of the first Strategic Planning meeting on March 24, 2011.

Draft Planning Framework and Models

Nancy Peña presented the draft School-Linked Services Plan Framework to the group. Ms. Pena explained the three levels of intervention, target groups, and social ecologies.

Overview of MDT Model

Mario described the Safe School Campus Initiative, a model that is still in operation, although smaller due to fewer resources. The purpose of the program is to create and maintain safe schools for students, staff and the surrounding community. The primary goal of the Initiative is to prevent and help manage chronic incidents of youth violence and gang violence.

Next Steps: Mario will provide an inventory of resources to Carolyn and MHD.

Priority Issues/Concerns

Participants discussed key concerns related to kids, families, schools, community and the service system. Carolyn facilitated a 30-minute exercise to choose the key concerns and issues. The group was encouraged to add issues of concern. Participants agreed that they do not want to add too many and risk watering down the votes.

Kids - 73

- School readiness - 14
- School engagement - 16
- School achievement - 2
- Substance Use/Abuse - 6
- Behavioral and emotional problems - 17
- Juvenile justice involvement - 4
- Child welfare involvement
- Pregnancy - 1
- Health/Obesity/chronic diseases. - 3
- Learning disability
- Exposure to trauma - 10

Families - 49

- Child Abuse - 9
- Domestic Violence - 1
- Substance Abuse - 12
- Divorce
- Housing - 3
- Self sufficiency - 14
- Transiency - 6
- Immigration - 4

Schools - 49

- Attendance - 3
- Suspensions and expulsions - 12
- Violence on campus - 4
- Graduation rates - 3
- Parent involvement - 12
- **Teacher Competency - 15**

Community - 33

- School support - 11
- Violence and crime - 4
- Recreation - 5
- Child Safety – 8

- Food Security - 5

Service System - 31

- Accessibility - 8
- Fragmentation - 3
- Cultural Alignment - 7
- Family Involved - 6
- **Disproportionality - 7**

Overarching - 17

- **Low expectations/
resignation/hopelessness - 17**

Committee Participation

Prior to the dot exercise, Sal Alvarez expressed concern that the voting process may not represent the needs and concerns of all ethnic communities, especially the Latino community. He suggested that a focus group convene to bring additional opinions on school-linked services. Ms. Verheyen thanked Mr. Alvarez for offering to run a focus group and share the results with the team. Sal Alvarez believes that the Latino community and faith community need more representation in the Strategic Planning Advisory Committee.

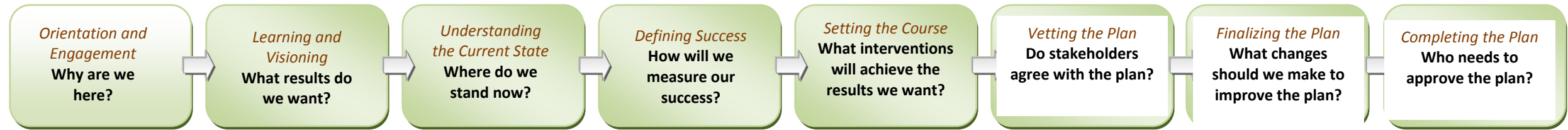
Next Steps and Meeting Closure

The Project Team will try to take the next steps and identify the desired results for School-Linked Services.

The next Strategic Planning Advisory Committee Meeting may be May 26, 2011. Once the date of the meeting is concerned, participants will be contacted with relevant information.

School Linked Services Strategic Planning Process Overview - Revised 5/26/11

Logic Model to Define New SLS Target Population, Desired Results and Service Delivery Model



Meeting Objectives							
<p>#1 April 11, 2011</p> <ul style="list-style-type: none"> Sponsors outline purpose and desired result - done Members understand task and process for completion and commit to participate and undertake the steps identified for the next 7 meetings: done 	<p>#2 April 28, 2011</p> <ol style="list-style-type: none"> Identify and prioritize target population and key results desired from the plan to be completed; done Draft vision and values that will drive the plan. done 	<p>#3 May 26, 2010</p> <ol style="list-style-type: none"> Prioritize target pop and needs to be addressed in new SLS plan; Identify child, family and school, community and service measures and indicators to track outcomes. 	<p>#4 June 9, 2011</p> <ol style="list-style-type: none"> Review current SLS models and results being achieved nationwide; Review current available data on how kids are doing in school and in other critical domains (health, family, community safety). Determine criteria for how new delivery model and specific services should be decided. 	<p>#5 August 25, 2011</p> <ol style="list-style-type: none"> Review resource inventory of current services provided; and Identify gaps, duplication, and other issues related to current service delivery system. Select service model most likely to address needs and achieve desired results; Agree on plan to seek stakeholder input on draft plan. 	<p>#6 September 20, 2011</p> <ol style="list-style-type: none"> Hold focus groups and town hall sessions to seek input on the draft plan; Summarize feedback and proposed changes. Finalize draft plan, budget and implementation approach. 	<p>#7 October 26, 2011</p> <ol style="list-style-type: none"> Review changes and agree on final plan budget and recommended implementation; Agree on final plan format; 	<p>#8 November (TBD)</p> <ol style="list-style-type: none"> Review final plan; Finalize plan distribution and communication plan; Celebrate!
Draft Meeting Agendas							
<ol style="list-style-type: none"> Welcome and Purpose Group Introductions Review of SLS History and Tenets Review Planning Process Review Process and Participation Guidelines Next steps and closing 	<ol style="list-style-type: none"> Welcome/Agenda Review Quick Review/Ramp Up Presentation on San Jose School program; Reflections on SCC Desired Results Review Vision & Values Interim Work Next Meeting Agenda 	<ol style="list-style-type: none"> Welcome/Agenda Review Quick Review/Ramp Up Finalize priority populations and Needs Consider measures and indicators Interim Work Next Meeting Agenda 	<ol style="list-style-type: none"> Welcome/Agenda Review Quick Review/Ramp Up Review SLS models Discuss SLS Model Selection Criteria Interim Work Next Meeting Agenda 	<ol style="list-style-type: none"> Welcome/Agenda Review Quick Review/Ramp Up Review resources, gaps and system needs Agree on priority SLS models Discuss and Recommend Stakeholder Input Plan Next Meeting Agenda 	<ol style="list-style-type: none"> Welcome/ Agenda Quick Review/Ramp Up Review Draft Summary of Plan to Date Review Stakeholder Input Summary and Agree on Changes Interim Work Next Meeting Agenda 	<ol style="list-style-type: none"> Welcome/Agenda Quick Review/Ramp Up Finalize Draft Plan Interim Work Next Meeting Agenda 	<ol style="list-style-type: none"> Welcome/Agenda Review Final Plan Review Outline next Steps Thanks and Congratulations
Meeting Materials							
<ul style="list-style-type: none"> Agenda Power point handout Invite letter List of members Planning Overview SLS Transmittal to CSFC 	<ul style="list-style-type: none"> Agenda Power point handout Summary of last meeting: SLS planning purpose and background Presentation handout 	<ul style="list-style-type: none"> Agenda Power point handout Summary of last meeting: vision, values, desired outcomes, key elements of new SLS 	<ul style="list-style-type: none"> Agenda Power point handout Summary of last meeting: Model handouts 	<ul style="list-style-type: none"> Agenda Power point handout Summary of last meeting: priority needs, success measures, intervention criteria 	<ul style="list-style-type: none"> Agenda Power point handout Summary of plan to date Summary of stakeholder input 	<ul style="list-style-type: none"> Agenda Power point handout Draft Final Plan 	<ul style="list-style-type: none"> Agenda Final Plan



School Linked Services Strategic Plan – Framework

Draft – May 20, 2011

<p>Charter: To convene a time-limited School Linked Services Advisory Committee (SLSAC) to develop a plan to improve health, behavioral health, and social services provided to school-aged children in Santa Clara County</p>	<p>Vision: School-aged children will thrive at home, in school, and in their communities through the care and nurturance of families who love them; and through responsive, effective, and coordinated support available from the schools, system services, and community resources that surround them.</p>
<p>Aim: To improve the accessibility, efficiency and outcomes of multi-agency services provided to children in Santa Clara County schools through improved coordination, design and implementation of services provided by schools, public agencies and community-based organizations.</p>	<p>Values:</p> <ul style="list-style-type: none"> • All adults are responsible for nurturing children; • Relationships with children, and among adults who care for them, are key to healthy development and school success; • Family and child health promotion must be championed universally; • Services must be designed to offer a continuum of support and interventions; • Resources must be contributed and shared by all; • Parents and community members are essential partners and must be welcomed and empowered to participate in school communities.
<p>SCC Children’s Agenda Outcomes:</p> <ul style="list-style-type: none"> A. Every Child Safe B. Every Child Healthy C. Every Child Successful in Learning D. Every Child Successful in Life 	
<p>Tenets:</p> <ol style="list-style-type: none"> 1) SLS should emerge from/represent the mission of the County Programs; 2) SLS should be a natural consequence of the school’s self identified Goals; 3) Best and promising culturally relevant practices should be identified and used; 4) Programs should be outcomes driven and these outcomes must be jointly designed, measured and reported; 5) Programming should be wellness oriented and focused on prevention; 6) Program staffing models should support teaming and effective collaborative processes; 7) Financing and Sustainability should be planned from the beginning of the program. 	

PRIMARY Concerns	Key Measurable Results	Best Delivery Models	Current Available Resources	Resource Gaps and Obstacles	SLS Plan Components
<p>Kids</p> <ol style="list-style-type: none"> 1. School readiness 2. School engagement 3. Behavioral and emotional problems 4. Juvenile justice involvement 5. Exposure to trauma <p>Families</p> <ol style="list-style-type: none"> 5. Child abuse 5. Substance abuse 5. Self sufficiency 	<ol style="list-style-type: none"> 1. Children are ready to enter school (C) <ul style="list-style-type: none"> • Immunization rates • Number of children ages 3 through 5 who regularly attend preschool by the time of Kindergarten entry • Percentage of children who enter Kindergarten ready in the areas of cognitive, social, emotional, language, approaches learning and health/physical development • Percentage of parents who report they are connected to support networks and services 2. Students are actively involved in learning (C) <ul style="list-style-type: none"> • Percentage/number of students attending school • Percentage/number of students that are truant • Percentage/number of students who are suspended from school • Homework completion rates • Percentage/number of students reporting feeling connected to school (Increased rating for Developmental Assets #22, 24) 3. Students have self-regulation and social expression skills (B) <ul style="list-style-type: none"> • Percentage of children who received a comprehensive developmental and social emotional screening in the last 12 months • Percentage of children who are identified with special needs or as high risk who receive developmental and behavioral services by Kindergarten entry 				

PRIMARY Concerns	Key Measurable Results	Best Delivery Models	Current Available Resources	Resource Gaps and Obstacles	SLS Plan Components
<p>Schools</p> <p>6. Suspensions and expulsions</p> <p>7. Parent involvement</p> <p>8. Teacher competency in mental health</p> <p>Community</p> <p>9. Community support for schools</p> <p>Service System</p> <p>10. Disproportionality</p> <p>Overarching Concern</p> <p>11. Low expectations/resignation/hopelessness</p>	<p>4. Children are not involved with the juvenile justice system (A)</p> <ul style="list-style-type: none"> Juvenile arrest rates <p>5. Children are living in safe, supportive and stable families (A)</p> <ul style="list-style-type: none"> Rates of substantiated child abuse cases Rates of removal of children from their families due to child abuse and/or neglect Rates of hospital visits due to child injuries and accidents Substance abuse rates % families with basic needs met Families 200% below poverty level % free or reduced price lunch <p>6. Children stay in school (C)</p> <ul style="list-style-type: none"> Percentage/number of students who are suspended from school Suspension for drugs or violence Percentage/number of students who are expelled from school <p>7. Parents are involved in their children's education (C, D)</p> <ul style="list-style-type: none"> % of families participating in parent-teacher conferences % of parents reporting positive interactions with their child's teacher and school % of teachers reporting positive interaction with families % of parents who perceive they have social support <p>8. Teachers can identify student social and emotional problems and make the appropriate</p>				

PRIMARY Concerns	Key Measurable Results	Best Delivery Models	Current Available Resources	Resource Gaps and Obstacles	SLS Plan Components
	<p>referral (B, C)</p> <ul style="list-style-type: none"> • % of teachers aware of resources to address social/emotional concerns • % of teachers with knowledge of how to make referral for services to address their student's social/emotional concerns • % of teachers with knowledge of mental health resources <p>9. The community is involved with their local school (C)</p> <ul style="list-style-type: none"> • Schools are knowledgeable of community service capacity to serve children and families in schools • Percentage of teachers and parents reporting a sense of belonging in the community <p>10. Services are provided equitably to students in need (D)</p> <ul style="list-style-type: none"> • Ethnicity and income data for clients involved in service system <p>11. Children feel optimistic about their future (D)</p> <ul style="list-style-type: none"> • Increased rating for Developmental Asset #40 <p>11. Families and teachers have high expectations for children/youth (D)</p> <ul style="list-style-type: none"> • Increased rating for Developmental Asset #16 				



Primary Indicators

Overarching Concern

Low expectations, resignation and hopelessness

Community

Disproportionality

Community support for schools

School

School readiness

Suspensions and expulsions

Teacher competencies in MH

Family

Substance abuse

Exposure to trauma

Family self sufficiency

Child's school engagement

Juvenile justice Involvement

Behavioral and emotional problems

