



Santa Clara County School-Linked Services Strategic Planning 2011

Strategic Planning Advisory Committee Meeting #6

Tuesday September 20, 2011, 5:30 - 8:30pm
4000 Moorpark Ave. San Jose, CA 95117

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| 5:30 – 5:40 pm | Welcome back and agenda review – Dan/Carolyn |
| 5:40 – 6:00 pm | Update on Project 2 alignment – Nancy |
| 6:00 – 6:20 pm | Summary of input to model – Orientation to Q&A –
Nancy |
| 6:20 – 7:20 pm | Breakout discussion – Carolyn <ol style="list-style-type: none">1. Education and County Policy Lens2. Campus Level Services Lens3. Family, Child and Advocacy Lens |
| 7:20 – 8:20 pm | Report back and discussion – Carolyn |
| 8:20 – 8:25 pm | Next steps – Carolyn/Dave |
| 8:25 – 8:30 pm | Next meeting and closure – Carolyn |



Santa Clara County School-Linked Services Strategic Planning 2011

Strategic Planning Advisory Committee Meeting #5 Notes

Thursday, August 25, 2011, 6:30-8:30pm

Welcome Back and Agenda Review

Nancy welcomed the group, then Carolyn reviewed the agenda and referred the group to the summaries of the previously reviewed initiatives and models posted on the wall.

Redwood City Community Schools

Sandra Portasio, Director of School-Community Partnerships, presented on Redwood City Community schools (see handouts)

Focus group/Parent Input

- Nancy reviewed feedback from focus group held on July 15th with representatives from schools (see handout).
 - There are many difficulties in the school environment because of budget cuts – staff is overloaded with work and personnel cuts.
 - Conditions during the last SLS wave were different.
- Enrique reviewed feedback from a Latino Parent focus group conducted at the Board of Supervisor's office (see handout).
 - What would work for SLS is a long term sustained commitment, onsite services coordination and having the whole campus as the subject for services.

Proposed SLS model

- Dave shared his thoughts and reasoning for the model (see handout).
 - How can we tap into what already exists in terms of resources and match it up to unmet needs and how we can “un-silo” efforts.
 - Any school group that wants to submit an application should be able to decide what to do in their own way and the count will help.
- Nancy gave an overview of key elements drawn from past meetings and a proposed SLS structured approach (see handout).
 - We need to acknowledge the schools' needs for infrastructure support.

“Initial read” and breakout discussion

- An informal vote demonstrated 2/3 of the room supported the proposed model and the remainder had questions to work through in the small group sessions.
- Participants then broke out into 5 small groups organized by topic: 1) Engagement of students, parents and community, 2) Essential service elements, 3) Campus level structure, 4) Governance and oversight, and 5) Technical assistance and supports (see separate handout for detailed results.)

Next steps

MHD will send out in advance a response to the comments and questions from this meeting, with suggested refinements or options for consideration by the group at the next meeting. Given the amount of material to be covered, the group agreed to meet for 3 hours on Tuesday, September 20th from 5:30-8:30pm.

**School Linked Services Emerging Plan
September 20, 2011**

Plan Section	Feature	Questions posed by breakout groups	Proposed Response
Mission	▪ Population	<i>No questions</i>	A. Youth 0-Grade 12, their families, and systems
	▪ Need	<i>No questions</i>	B. Risk across full spectrum of child/family health and social service needs
	▪ Site	<i>No questions</i>	C. Schools explicitly; home and community implicitly
Sponsorship	▪ Key Players	<i>No questions</i>	D. Board of Supervisors and local Education leaders, other government entities
	▪ Convening and facilitation	<i>No questions</i>	E. County Board of Supervisors approved planning and facilitation resources for SLS Plan; Key Players would approve be recruited to sponsor SLS Plan implementation.
Governance/ Leadership	▪ Policy	<ul style="list-style-type: none"> ▪ <i>What is the definition and role for each level of governance?</i> ▪ <i>Who will fill the policy level role?</i> ▪ <i>Which leaders will fill which roles?</i> 	<p>F. At executive level is an Operations agreement signed by Superintendent and Board of Supervisors delegated authority agreeing to SLS and parameters outlined; and to mutual agreement to provide leadership to the SLS initiative;</p> <p>G. At campus level is an agreement of Principal and County SLS services administration to provide oversight and leadership support to school-related services and will oversee quality and contracted service performance;</p> <p>H. At service level, the person in the role of service coordinator will manage referrals, consultations with school referring parties, parents, along with the process of insuring that youth are referred to services and services are well coordinated.</p>

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		<ul style="list-style-type: none"> ▪ <i>Where is the accountability?</i> ▪ <i>County agencies and school districts are two very regulated systems. How do we ensure that regulations do not get in the way of establishing infrastructure and providing effective services?</i> 	<ul style="list-style-type: none"> I. Accountability will be addressed at all 3 levels of leadership within the SLS model through two contractual agreements, an Operational Agreement between Education and County; and a contract between the County and selected providers of services. J. The SLS collaborative structure will emphasize the importance of communication and teamwork at all 3 levels of leadership; these 3 levels will ensure that regulations are met while removing barriers that may impede program process or effective service delivery. During negotiations of formal Operations Agreements between school districts and the County, the parties will need to identify their important issues such as confidentiality and sharing of information, etc.
	<ul style="list-style-type: none"> ▪ Administration 	<p><i>No questions</i></p>	<ul style="list-style-type: none"> K. The Administrative team is composed of Education and County campus based leaders; County provides administrative support to service delivery component; Education supports academic functions.
	<ul style="list-style-type: none"> ▪ School 	<ul style="list-style-type: none"> ▪ <i>What type of background does the coordinator have?</i> 	<ul style="list-style-type: none"> L. The SLS model requires a clearly defined coordinator function on each campus. The Coordinator should have oversight of service delivery and related processes; and ideally would have clinical experience sufficient to provide consultation and management of mental health or other crisis situations that occur on campus. This position would also convene stakeholders (service providers, community groups, parents, etc.), and would collaboratively design a streamlined process to provide coordinated and effective services, facilitate process implementation, and be accountable to agreed

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		<ul style="list-style-type: none"> ▪ <i>Is the coordinator a broker of services, a community builder, a service provider, a social worker, someone else?</i> ▪ <i>Who will employ the coordinator? (e.g., the school, County MHD, CBO, a SLS coordinating group?)</i> ▪ <i>Who will the coordinator report to? How do they fit in?</i> ▪ <i>Does every school/collaborative get a coordinator?</i> ▪ <i>How do we provide this high level of infrastructure support to all schools that want or need it?</i> ▪ <i>Will school leadership give full partnership status to a SLS coordinator?</i> 	<p>outcomes.</p> <p>M. This is a Program Coordinator of function as described above, tasked with the responsibilities outlined above.</p> <p>N. Each district and County administration staff will determine whether the SLS Coordinator is a school, County or CBO employee.</p> <p>O. The Coordinator would report to the entity that will assume responsibility for the position pursuant to the agreement of district and county and incorporated in the Operational Agreement.</p> <p>P. Not necessarily. The function will be agreed to in Operational Agreements and may be developed over time, based on available resources.</p> <p>Q. The coordination function will be required with all SLS Services funded by the County that are provided on specific campuses and will be subject to available funds from Education and the County or other funder; the importance will be that school based services must be funded with the assumption that the coordination function be defined and implemented.</p> <p>R. Yes, that will be an explicit requirement incorporated in the Operational Agreement that outlines functions and responsibilities of both parties, including any contracted</p>

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		<ul style="list-style-type: none"> ▪ <i>Some schools have up to 20 programs, how do we get schools and district buy-in to shed programs that are overlapping, uncoordinated, and/or fragmented?</i> ▪ <i>Are schools willing to give up the “perks” they currently get from having so many different organizations and people on campus “helping” them? Different constituencies at the school may value different partners at different levels.</i> 	<p>functions.</p> <p>S. It is proposed that the County and other governmental entities that fund school based programs adopt policies that all schools that receive funding for direct services on campus must agree to the three levels of leadership outlined in the final SLS Plan; and agree to the roles and responsibilities and funding agreement negotiated in a SLS Operational Agreement between districts and the government entity (e.g., County, cities, schools, etc.).</p> <p>T. Ultimately it is the funders who have authority to define the conditions of funding services. In this case, the Board of Supervisors and County Superintendents would have to agree on the proposed SLS model.</p> <p>U. Our hope is that Superintendents, SLS management, and CEO's of Community Based Organizations agree that partnerships and coordination is top priority, thus making it a contractual condition that CBO's work together and be evaluated on the strength and effectiveness of those collaborations.</p> <p>V. It is recommended that a consolidated evaluation system be established to measure results based on the SLS "key elements" and to insure that SLS models are measuring agreed to objectives.</p>
	<ul style="list-style-type: none"> ▪ Service oversight and 	<ul style="list-style-type: none"> ▪ <i>This is a complex structure, with many layers, requiring a lot of</i> 	<p>W. Possibly. The structure is not considered complex, given that both education and service funding entities have policy,</p>

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	coordination	<p><i>resources. Would it be possible for schools to be grouped according to feeder patterns or within school districts?</i></p>	<p>campus administration, and teaching/service delivery layers of management that would have specific roles and responsibilities for any services provided on campuses with or without SLS .</p> <p>X. Therefore, this structure should not require resources other than what may be needed to put in place an adequate coordination function at the service level. Effective collaborative models of decision making around needs, services and processes require agreements regarding the articulation of clear service and process management role by an identified coordinator.</p> <p>Y. It is recommended that districts and county leadership determine how the three levels of leadership (policy, campus, and service delivery) will be implemented on a district by district basis.</p>
Services		<ul style="list-style-type: none"> ▪ <i>Will services be limited to evidence-based models?</i> ▪ <i>What are/could be different service elements and do schools have flexibility to utilize them?</i> 	<p>Z. No, services don't have to scientific criteria for Evidenced Based recognition; however it is important that services demonstrate either performance outcome data or a design for measuring how the effectiveness of service will be demonstrated. The key is that services should be funded based on the demonstrated ability to achieve the desired results.</p> <p>AA. The SLS Plan should outline the range of services and interventions from prevention to intensive that should be included in the SLS Plan, and are targeted to the needs identified by the collaborative team on each campus.</p>

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		<ul style="list-style-type: none"> <li data-bbox="590 906 1079 976">▪ <i>How will existing services be utilized and leveraged?</i> <li data-bbox="590 1179 1104 1287">▪ <i>Will training pertaining to implementation be offered in order to maintain fidelity to the model?</i> <li data-bbox="590 1409 1094 1442">▪ <i>Will services focus on a continuum of</i> 	<p data-bbox="1134 363 1976 581">BB. It is currently envisioned that schools could opt to use one of the four SLS models, a hybrid of models, or some form of these models, as long as the requirement of “essential elements” is met. Required service elements will be determined by the Steering Committee. Essential elements could be:</p> <ol data-bbox="1182 634 1919 857" style="list-style-type: none"> <li data-bbox="1182 634 1919 704">1. Collaborative (partnership between school, parents, service providers, community, etc) <li data-bbox="1182 711 1755 743">2. Continuum of services (refer to pyramid) <li data-bbox="1182 750 1860 782">3. Infrastructure (add learning support component) <li data-bbox="1182 789 1919 857">4. Accountability (data driven, outcome measurements, continual improvements to meet identified needs) <p data-bbox="1134 906 1990 1127">CC. For services funded by the County, it is recommended that the County Departments identify those services currently funded that would fall under the administrative umbrella of the SLS Plan; and any new services that would fall under the SLS Plan. It is hoped that other government or funding jurisdictions would agree to the same.</p> <p data-bbox="1134 1179 1990 1365">DD. Yes, it is envisioned that the SLS administrative function will include training or access to training for both the SLS organizational model (planning, collaborative development, parent involvement, service coordination, outcomes management); and specific intervention models and practices,</p> <p data-bbox="1134 1409 1948 1442">EE. Yes, it is envisioned that the SLS Plan will have the intent of</p>

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		<p><i>care beginning at birth through school age? *Definition of schools needs to be 0-12th grade (needs to be inclusive of children ages 0-5). How will the services being offered through the FIRST 5 Family Resource Centers and the KidConnections Provider network be integrated?</i></p> <ul style="list-style-type: none"> ▪ <i>How will data be used to assess and prioritize the service needs of schools?</i> ▪ <i>How will you prioritize which schools get what services?</i> 	<p>covering the scope of birth to grade 12; and that key funding partners will be invited and encouraged to “integrate” their lines of service into the SLP Plan. This will be accomplished through agreements memorialized in policy and Operational Agreements.</p> <p>FF. Our students deserve top quality effective services, thus agreements amongst traditional partners must insure clarity of service expectations, specific service requirements, roles, and performance outcome measures.</p> <p>GG. It is envisioned that key data from both education and the health and human service domains will be an important aspect of the SLS Plan. Therefore, policy agreements between those entities that have data should be included in the SLS Plan. One of the key elements of SLS is that data will be used to inform effective policy and practice. Schools or districts interested in participating in SLS will be required to utilize data in order to determine and prioritize the service needs of their schools.</p> <p>HH. While our vision is for all children in the County to have access to the education and support services that will help them succeed, It is envisioned that the SLS Plan will prioritize those schools with data indicators that demonstrate need for public funded health and human services, some examples of which</p>

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			<p>are: underperforming test scores, poverty level of surrounding neighborhoods, dropout rates, crimes citations, expulsions, suspensions and truancy rates; and health needs.</p>
<p>Funding</p>	<ul style="list-style-type: none"> ▪ Source 	<ul style="list-style-type: none"> ▪ <i>What resources will be made available to schools to make it work?</i> ▪ <i>Will resources be made available for conducting engagement?</i> ▪ <i>Will school districts be required to invest fiscal resources in order to encourage fidelity and buy-in?</i> ▪ <i>What is the total funding amount for school-linked services and how will it be prioritized?</i> 	<p>II. Funding comes from multiple sources (County General Fund, grants, MHSA, Medi-Cal, cities, private sector)</p> <p>JJ. County agency heads will meet and discuss resources and funding that can be directed to SLS. This will form the initial funding pool for SLS.</p> <p>KK. Schools and districts would be asked to match funding or in-kind to the extent possible. We propose 3 tiers of funding/investment:</p> <ol style="list-style-type: none"> 1. Planning grant (to discuss and plan for “essential elements”) 2. Technical assistance (to start up implementation, includes funding for infrastructure) 3. Support for services <p>LL. Yes, to the extent possible. This is one of the Tenets of SLS.</p> <p>MM. Currently only PEI Project 2 funding is available to commit to SLS. The funding plans already completed through local MHSA process and is ready for implementation. Next step would be for County Departments to identify any programs/funding which fit with SLS Plan.</p>

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		<ul style="list-style-type: none"> ▪ <i>What is the sustainability plan?</i> ▪ <i>This is a very ambitious plan, where are the resources to implement it?</i> ▪ <i>Will technical assistance be provided to schools to help them develop a plan, form a collaborative and apply for this “school of excellence” model?</i> 	<p>NN. To be determined</p> <p>OO. Within current resources of the districts and public funding agencies.</p> <p>PP. Yes, to the extent resources are available. This needs to be discussed among County Departments and determined.</p>
	<ul style="list-style-type: none"> ▪ Restrictions 	<p><i>No questions</i></p>	<p>QQ. Variable by funding source</p>
	<ul style="list-style-type: none"> ▪ Procurement 	<ul style="list-style-type: none"> ▪ <i>Single point of procurement has the potential for transforming how we help children and families – not only at the schools, but throughout the County. How would the single point of procurement work?</i> 	<p>RR. Once agency heads (MHD, SSA, Probation, DADS, Public Health, VMC, First Five, etc) agree to those services that are a fit for the SLS Plan, they would need to agree upon the consolidated administrative structure for SLS. We proposed that this occur before the next meeting and incorporated into the draft SLS Plan.</p>
Planning	<ul style="list-style-type: none"> ▪ Model 	<p><i>No questions</i></p>	<p>SS. The SLS model was developed by County-wide collaborative planning team chaired by County and Education leadership with invited membership from schools, districts, law enforcement, CBOs, consumers, etc., to detail SLS framework</p>
Roles	<ul style="list-style-type: none"> ▪ Education 	<p><i>No questions</i></p>	<p>TT. Specific invited Education leaders were involved on strategic planning committee</p>
	<ul style="list-style-type: none"> ▪ School 	<ul style="list-style-type: none"> ▪ <i>How do we get schools to apply? What’s the “hook” to help administrators buy in and take the opportunity?</i> 	<p>UU. Primarily through opportunity for on campus services, improved academic outcomes, technical assistance, collaborative development, and inclusion in grant funding.</p>

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	<ul style="list-style-type: none"> ▪ CBO & County provider 	<p><i>No questions</i></p>	<p>VV. Key provider stakeholders involved in strategic and local collaborative planning; Contracted or committed County departments provide direct services with oversight by County</p>
	<ul style="list-style-type: none"> ▪ Family & Community 	<ul style="list-style-type: none"> ▪ <i>How will parents, students, community be involved in driving the effort and advocate for change?</i> ▪ <i>How will parents be included in the process?</i> ▪ <i>How do we engage the business community?</i> 	<p>WW. The community will be involved at each level (policy, administration, coordination) and each phase of implementation. This will be an explicit responsibility for each level of leadership.</p> <p>XX. From breakout session discussion</p> <ul style="list-style-type: none"> ○ Back to school nights could be utilized to connect with parents. ○ Home visits are successful ○ Use community center for meetings ○ Include Parent engagement as part of all Principals' formal evaluation ○ Community outreach coordinator or liaison often needed and successful ○ Include volunteers and interns effectively <p>YY. The Steering committee will engage the business community at the County level. Each collaborative determines how to involve the business community at the local level.</p>