



United Ways
of California



children's
defense fund
california

The California Community Schools Partnership Program

A Framework for Integrating Schools, Health Care, and
Social Services Across California

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Our Team



Janis Lambert Connallon
Senior Health Policy Associate
Children's Defense Fund - CA



Jose Vargas
Policy Manager
United Ways of CA





Overview



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The background is a light cream color. It features several stylized leaves: a large teal leaf in the top left with white dots, a branch of yellow leaves in the top center, a branch of teal leaves in the top right, a large orange leaf in the bottom left, and a yellow leaf with white dots in the bottom right. In the center is a large orange circle containing a white number '1'.

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**Healthy
Start**
History

Healthy Start 1.0: What was it?

- **Established in 1991:** Healthy Start Support Services for Children Act to improve student learning and support families through holistic means.
- The California Department of Education administered Healthy Start grants to LEAs to establish service collaboratives.
 - From 1992-2003, almost **1,500 grants** were awarded
 - Covered over **3,100 schools** and served over **2.2 million students**
- Statewide evaluations showed:
 - improvements in academics,
 - reducing unmet basic needs (food, clothing, transportation),
 - medical and dental needs,
 - decreasing family violence,
 - improving emotional well-being.



Healthy Start 1.0: What was it?

- **Outcomes and Successes**


- Parental involvement in their children's education increased
- Family transience decreased
- Teachers and principals reported that they were able to focus on teaching
- Students' social success
- The teacher-student-parent climate was more productive, positive, and trusting
- More adults: parents, volunteers, and service providers were present on campus
- There was greater safety or at least a sense of safety in the school area
- Teachers experienced that they AND their children were receiving support regarding issues that fundamentally affected their mutual interests and children's academic success
- Parents & family members were involved in skill-building efforts: parenting skills, ESL, "parents as teachers," that they reported contributed to their effectiveness in raising socially and academically successful children





Why would such a successful program end?



- **1999 dot-com collapse, the energy crisis of 2001, and an overall stalled economy = state budget deficit of \$24 billion**
 - Healthy Start on the chopping block along with many other programs
 - Primarily defunded in 2002-03, rollover money ended mostly by 2005
 - Prop 10 (1998) helped bridge gaps for 0-5, but couldn't fully replace
 - Programs have greatly diminished since
 - Some programs remain through a combination of outstanding leadership, grant support, and local-level funding. Some examples:
 - Pasadena Unified
 - Lindsay Unified - FRC
 - RYSE Youth Center in Richmond
 - Oakland Unified-Oakland International High School/Oakland Technical High School
- 



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The CA Community Schools Partnership Program

AB 130: Education Omnibus Bill

AB 130: Education Omnibus Bill

- (b) "Consortium" means two or more local educational agencies, or one or more local educational agencies and one or more cooperating agencies.
- (c) "Cooperating agency" means a federal, state, or local agency or public or private nonprofit entity that agrees to offer support services at a schoolsite, an adjacent location, or virtually through a program implemented under this chapter.
- (d) "Lead agency" means the department.
- (e) "Local educational agency" means a school district, charter school, or county office of education.
- (f) "Partner" means a private business, nonprofit, or foundation that provides financial assistance or otherwise assists a program operating under this chapter.
- (g) "Qualifying entity" means an entity that is any of the following:
 - (1) A local educational agency that meets any of the following:
 - (A) Fifty percent or more of the enrolled pupils at the local educational agency are unduplicated pupils.
 - (B) The local educational agency has higher than state average dropout rates.
 - (C) The local educational agency has higher than state average rates of suspension and expulsion.
 - (D) The local educational agency has higher than state average rates of child homelessness, foster youth, or justice-involved youth.
 - (2) A school that is not within a local educational agency that satisfies any of the criteria in paragraph (1), but the school demonstrates two or more of the criteria in paragraph (1), and the school demonstrates other factors that warrant the school's consideration, including, but not limited to, fulfilling an exceptional need or providing service to a particular target population.
- (3) A local educational agency or consortium, on behalf of one or more schools that are qualifying entities within the local educational agency or consortium.
- (4) A county behavioral health agency that will operate the program in partnership with at least one local educational agency that is a qualifying entity.
- (5) A federal Head Start or Early Head Start program or other government-funded early childhood program or agency that will operate the program in partnership with at least one local educational agency that is a qualifying entity.
- (6) A childcare program or agency within a public institution of higher education that will operate the program in partnership with at least one local educational agency that is a qualifying entity.

AB 1117: Healthy Start 2.0

- (c) "Consortium" means two or more local educational agencies, or one or more local educational agencies and one or more cooperating agencies.
- (d) "Cooperating agency" means a federal, state, or local agency or public or private nonprofit entity that agrees to offer support services at a schoolsite, an agreed-upon community center, or virtually through a program implemented under this chapter.
- (e) "Healthy Start: Toxic Stress and Trauma Resiliency for Children Program" or "program" means the program established by this chapter.
- (f) "Lead agency" means the department.
- (g) "Local educational agency" means a school district or county office of education.
- (h) "Private partner" means a private business, nonprofit, or foundation that provides financial assistance or otherwise assists a support services program operating under this chapter.
- (i) "Qualifying entity" means an entity that is any of the following:
 - (1) A local educational agency in which 50 percent or more of the enrolled pupils are unduplicated pupils.
 - (2) A local educational agency that has higher than average dropout rates.
 - (3) A local educational agency that has higher than average rates of reported suicides, suicide ideation, self-inflicted harm, or bullying.
 - (4) A local educational agency that has higher than average rates of suspension and expulsion.
 - (5) A local educational agency that has higher than average rates of child homelessness, foster youth, or justice-involved youth.
 - (6) A school that is not within a local educational agency that satisfies the criteria in paragraph (1), (2), (3), (4), or (5) and that demonstrates other factors that warrant the school's consideration, including, but not limited to, fulfilling an exceptional need or providing service to a particular target population.
- (7) A local educational agency or consortium on behalf of one or more schools that are qualifying entities within the local educational agency or consortium.
- (8) A community-based organization that satisfies all of the following:
 - (A) Specializes in providing pediatric primary care or in addressing mental health, trauma, or toxic stress.
 - (B) Has a demonstrated history of success in serving underserved communities and populations.
 - (C) Has had longstanding relationships with the county or with a local educational agency.

What is a Community School?

- A community school is a “whole-child” school improvement strategy where the district and school work closely with teachers, students, and families. Community schools’ partner with community agencies and local government to align community resources to improve student outcomes.
 - Community schools include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:
 - Integrated support services
 - Family and community engagement
 - Collaborative leadership and practices for educators and administrators
 - Extended learning time and opportunities.



What's different this time around?

- **FUNDING...\$2.8 BILLION**
 - Allocated until 2027-28
- **New qualifying entities**
 - Early Child Care and Education focus
 - Non-Profits
- **Flexibility**
- **Trauma-Informed Care**
 - Focusing on toxic stress and trauma
- **Technical Assistance**
 - 5 Regional Technical Assistance Centers will be established
 - Strategies for long-term sustainability



Who can qualify?

- **Local educational agencies (LEAs) AKA schools, school districts, county offices of education**
 - Includes charter schools and alternative schools so long as they meet the basic requirements (next slide)
- **County Behavioral Health Agency**
- **A federal Head Start or Early Head Start program or other government-funded early childhood program or agency**
 - A childcare program or agency within a public institution of higher education



What are the qualifying requirements?

- **An LEA will qualify if they meet **ANY** the following criteria:**
 - 50% or more of the enrolled pupils at the LEA are unduplicated pupils.
 - The LEA has higher than state average dropout rates.
 - The LEA has higher than state average rates of suspension and expulsion.
 - The LEA has higher than state average rates of child homelessness, foster youth, or justice-involved youth.
- **An LEA or consortium (CBOs, foundations, etc), on behalf of one or more schools that are qualifying entities within the local educational agency or consortium.**
- **A county behavioral health agency and/or ECE program/agency must operate the program in partnership with at least one local educational agency that is a qualifying entity.**

Grant application logistics & requirements

- **Logistics**
 - **Planning Grant**
 - \$200k for up to a 2-year planning period
 - Awarded in 2021-22 and 2022-23
 - 1/3 match

The planning grant may be used for any of the following purposes:

- Staffing costs for a community school coordinator.
- Conducting a comprehensive school and community needs and asset assessment, including, but not limited to, pupil and community demographics, school climate, integrated support services, expanded learning time, family and community engagement, new or existing partnerships with governmental entities or community-based organizations, and available funding sources.
- Grant application support, service billing development, and other administrative costs necessary to launch a community school model at scale.
- Partnership development and coordination support between the grantee and cooperating agencies.
- Providing training and support to local educational agency and cooperating agency personnel to develop best practices for integrating pupil supports.
- Preparing a community school implementation plan for submission to the governing board or body of the local educational agency and to the department.

Grant application logistics & requirements

- **Logistics**

- **Implementation Grant**

- Up to \$500k annually for new community schools or for the expansion or continuation of existing community schools.
 - Awarded through 2027-28
 - 1/3 match

The implementation grant may be used for any of the following purposes:

- Staffing, including, but not limited to, a community school coordinator, and contractor capacity.
- Coordinating and providing support services to pupils and families at or near community schools, including through childcare, expanded learning time before and after school, and during school intersessions.
- Providing training and support to LEA personnel, and partner agency personnel on integrating school-based pupil supports, social-emotional well-being, trauma-informed practices, and establishing sustainable community school funding sources.
- Designing and executing community stakeholder engagement strategies.
- Ongoing data collection and program evaluations.

Grant application logistics & requirements

- **Logistics**

- **Coordination Grant**

- Up to \$100k annually for new community schools or for the expansion or continuation of existing community schools.
 - Awarded in 2024-25 through 2028
 - \$1:1 match

The coordination grant may be used for any of the following purposes:

- ongoing coordination of services,
- management of the community school, and
- ongoing data collection and program evaluations.



Grant application logistics & requirements

Application requirements

Each grant application submitted shall include all of the following:

- A description and documentation of how the participating community and cooperating agencies have been and will be engaged in the community school model.
- A description of all of the programs and services to be provided at the schoolsite, at a site near or adjacent to the school, or virtually.
- A description of all direct and indirect resources to be used for the community school program, and the agencies responsible for the implementation of the program.
- Provisions for data collection and recordkeeping, including records of the population served, the components of the service, the outcomes of the service, and costs, including all of the following: Direct costs, Indirect costs, Costs to other agencies, Cost savings.



Grant application logistics & requirements

- **Application priorities**

- Serve pupils in schools or a partner school or schools in which at least 80% of the pupil population are unduplicated pupils.
- Demonstrate a need for expanded access to integrated services, including those disproportionately impacted by the COVID-19 pandemic.
- Involve pupils, parents, certificated and classified school staff, and cooperating agency personnel in the process of identifying the needs of pupils and families, and in the planning of support services to be offered.
- Commit to providing trauma-informed health, mental health, and social services for pupils within a multi-tiered system of support at or near the school-site, and partner with other schools, school districts, county agencies, or nongovernmental organizations.
- Commit to providing ECE services for children from birth to five years of age, inclusive, through one or more local educational agencies or community-based organizations.
- Identify a cooperating agency collaboration process, including co-signatories, a mechanism for sharing governance, and for integrating or redirecting existing resources and other school support services.
- Identify a plan to sustain community school services after grant expiration, including by maximizing reimbursement for services from available sources, including, but not limited to, the Local Educational Agency Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program

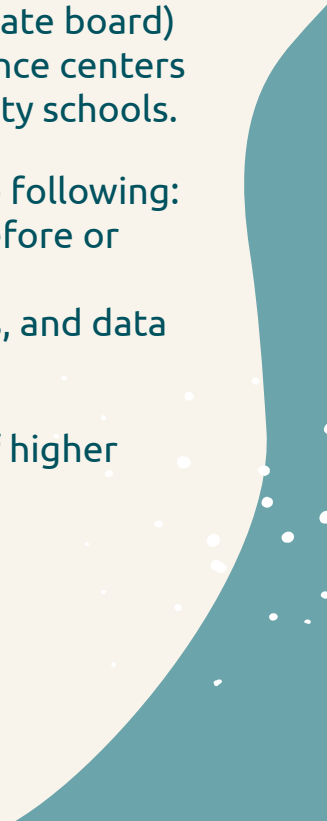


Technical assistance for grantees

Regional Assistance Centers

\$141,833,000 for the Superintendent to contract (subject to the approval of the state board) on a competitive basis with at least five LEAs to serve as regional technical assistance centers to provide technical assistance to grant recipients to establish or expand community schools.

- Regional technical assistance center responsibilities shall include both of the following:
 - Outreach and technical assistance to potential applicants as needed before or after awarding a grant under the program.
 - Development of community school resources, sharing of best practices, and data collection.
- Preference shall be given to LEAs that commit to partner with institutions of higher education or nonprofit community-based organizations.





Implementation

Carrying out the Community Schools
Vision

Where is CDE now?

- **RFAs will be released this month**
- **Advisory Council**
 - Long term plans
 - Community listening sessions
 - Role of other state departments
 - Bringing in more advocates
 - The advisory group has not yet been chosen. They will be significantly delaying the process.
 - Not likely to be chosen / seated until after grants are announced in May.
 - Apply, Apply, Apply!!
 - Major announcement will be made soon



Head Start's Role

- **Head Start is explicitly mentioned in policy framework**
 - *"A federal Head Start or Early Head Start program or other government-funded early childhood program or agency"*
 - **Historical precedent**
 - Healthy Start
 - **Whole Child, whole family models**
 - Not just programs and services but principles & philosophies
 - Community Schools have historically been heavily concentrated in high schools (Elementary and middle schools exists as well but to a lesser extent)
 - Needed to ensure a continuum of care for students and families
 - **Advocacy**
 - ECE partners are being left out of important conversations
 - Advisory Council



Framework for the Community Schools

Presented to the CA State Board of Ed, Developed by the CA Department of Ed (January 2022)

Some of the elements of the framework for grantees: Assets driven, racially just and restorative school climates, shared decision making, culturally powerful and proficient; community school coordinator; site based advisory councils;

Planning grant RFA: Feb 2022 (first round)

Implementation grant RFA: Feb 2022 (first round)



Under Development Right Now:

Outreach and info sharing prior to RFA release

RFA development process

Grant allocations and timeline

Accountability plan and strategy

Statewide Community School Advisory Board

Formalizing the Youth Component

TA system content, infrastructure and function

Some Areas of Alignment

Statewide system of support

Multi-tiered System of Supports (MTSS)

Student Mental Health

Universal transitional kindergarten

Expanded learning time and opportunities

Special Education

College and Career Readiness

Multilingual support

School Climate



United Ways of CA and CDF-CA: Our role

Ongoing monitoring of implementation-is it making a difference in communities? Does it align to what we know worked in Healthy Start (*Current concern is around Early Childhood Education*)

Supporting Communities to develop programs, presenting models that work

Aligning with our local programs work with United Ways and Freedom Schools

Ensuring that high quality trauma informed mental health remains a central component for CDE as well as LEA's, grantees partners

Partnering with legislators for further needs to support the program



Next Steps

- **Implementation and RFAs**

- a. Talk to your local schools immediately!
- b. Review the old RFA for Community Schools
- c. Review The Most Recent Administrative Plan for Community Schools
- d. Keep a Lookout For Updated Information from CDE

- **Administrative Advocacy**

- a. Apply for Advisory Council
- b. Educate your local schools & COEs





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Questions?

Contact us!

Janis Connallon, Senior Health Policy Associate,
Children's Defense Fund-California
jconnallon@childrensdefense.org

Jose Vargas, Policy Manager,
United Ways of CA
jvargas@unitedwaysca.org