



New Funding for SBHCs & Schools to Address Attendance and Suspensions

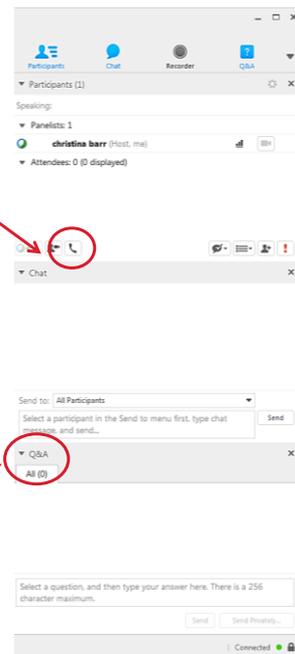
Thursday, February 23

We'll get started at 2:35 pm

Before we get started...

If you can't hear the audio, try changing your audio settings and call-in using your telephone:
1-415-655-0003
Access code: 660 455 981

To ask questions, please use the Q&A function. We will answer questions at the end.



Welcome & Introductions

- **Lisa Eisenberg**, Policy Director
- **Molly Baldrige**, Project Director
- **Stephanie Guinasso**, Project Director



***A big “thank you” to the California Department of Education for providing much of the content for this webinar.

Goals

- Learn about grant program and help you start planning and preparing with your school district.
- Highlight some existing practices in SBHCs to address attendance and suspensions.

Agenda

1. Overview of Prop 47 and grants for schools
2. Share some examples of SBHC projects that might be a good fit for grants
3. Next steps and guidelines for SBHCs
4. Questions

Question: What best describes your role?

- a) School district administrator and/or staff
- b) Community-based health or mental provider
- c) School-based health center staff
- d) Something else

Proposition 47 – Overview

Proposition 47, the Safe Neighborhoods and Schools Act, was approved by voters in November 2014.

The proposition:

Reduces some non-serious and non-violent offenses from felonies to misdemeanors

Requires savings to the state to be redirected to programs supporting:

- Recidivism reduction (Board of State and Community Corrections: 65 percent)
- Truancy and dropout prevention (California Department of Education [CDE] : 25 percent)
- Trauma Recovery Centers (Victim Compensation and Government Claims Board: 10 percent)

Funding

2016-17

Education portion totaled \$9.4 million

An additional \$18 million was allotted to education through the general budget process

2017-18

Gov's January Budget proposal again estimates a lower than expected savings: \$10.1 million



AB 1014
SB 527

Learning Communities
for School Success

Education Code 33440-33436

http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=2.&title=2.&part=20.&chapter=3.&article=10.&op_status=2016&op_chapter=397&op_section=2

States that the CDE is to administer grants and coordinate assistance to local educational agencies (LEA) to support them in “identifying and implementing evidence-based, nonpunitive programs and practices” to support goals to assist at-risk students identified in the LEA’s Local Control and Accountability Plans (LCAP).

Priority Local Educational Agencies (LEAs)

- High rate of chronic absenteeism, out-of-school suspension, or school dropout rates for local LCAP identified subgroups
- Located in a community with a high crime rate
- Has a significant “representation” of foster youth

- Ethnic subgroups
- Socioeconomically disadvantaged pupils
- English learners
- Pupils with disabilities
- Foster youth
- Homeless youth

Question: As a school-based health provider or partner, do you review student data with your school district?

- a) Yes, we look at attendance and/or chronic absenteeism
- b) Yes, we look at suspensions and/or expulsions
- c) Yes, we look at dropout rates
- d) No, we don't look at student data

Use of Grant Funds

- Three-year grants (amounts TBD)
- LEAs will be expected to measure outcomes from the activities proposed
- A local match is required of at least 20 percent; this can come from cash expenditures or in-kind contributions.
- Grant funds can **not** be used for law enforcement activities, including personnel or equipment.
- Grant-funded activities must complement or enhance the actions identified in the LEA's LCAP, including, but not limited to, the following:

Use of Grant Funds (cont.)

- Establishing a community school
- Improving attendance and reducing chronic absenteeism
- Implementing restorative practices, restorative justice models, or other programs to improve retention rates, reduce suspensions and removals from school, and reduce referral of pupils to law enforcement agencies
- Activities that advance social-emotional learning, positive behavior interventions and supports, culturally responsive practices, and trauma-informed strategies
- Partnerships with community-based organizations to support implementation of evidence-based, nonpunitive practices
- Increasing staff to address ongoing chronic attendance problems

Grant Applications

Anticipating an RFP released mid March

Applications will include, at a minimum:

- Information about pupil and school needs
- Activities the LEA will undertake with the grant funding
- How the activities will support the LEA's goals for pupils contained in its LCAP
- How the LEA will measure outcomes associated with these activities and the metrics reported in the LEA's LCAP

Tentative Schedule

DATE	ACTIVITY
Mid-Late March	Request for Applications (RFA) released and posted on the CDE Web site.
March 7, 2017	Webinar for prospective applicants.
March 15, 2017	Intent to Submit an Application (Attachment A) is due to the Coordinated School Health and Safety Office (CSHSO). Failure to submit this form will result in disqualification of the application from the reading and scoring process.
March 21, 2017	Final deadline to submit questions.
April 7, 2017	Applications due to the CSHSO by 4 p.m. (The application package must include the original application with the signature of the Superintendent or Designee in blue ink and four copies.) No faxed or e-mailed copies will be accepted.
April 17–20, 2017	Application review and scoring.
May 8, 2017	Notice of Intent to Award Funds posted in the lobby of the CDE, 1430 N Street, Sacramento, CA 95814-5901. The list also will be posted on the CDE Learning Communities for School Success Funding Results Web page at http://www.cde.ca.gov/lr/ss/se/schoolsuccess.asp .
May 8–11, 2017	Appeal period for the proposed grant awards. Appeals must be in writing and received by 4 p.m., on the tenth calendar day following the posting of the Notice of Intent to Award Funds.
June 1, 2017	Grant period begins.
Note: All dates after the application deadline are approximate and may be adjusted as program conditions indicate without an addendum to this RFA.	

Questions?



Rea Campus, HOPE Clinic Newport Mesa Unified School District

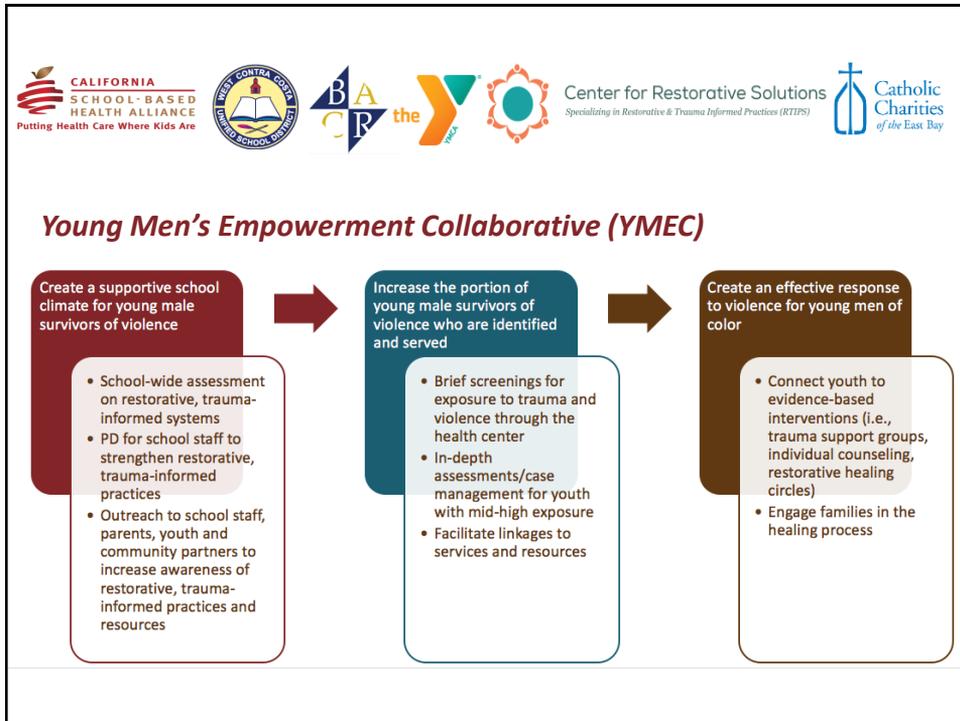
SBHC Demographics:

- District Owned & Operated School Based Health Center, staffed by School Nurses & Nationally Certified Nurse Practitioners
- Elementary School grounds adjacent to the School Based Health Center
- 489 students, grades PK to 6th Grade
- 97.6% Latino (SARC 14/15)
- 100% on free or reduced lunch. (SARC 14/15)

Social Emotional Learning- Second Step Program:

- Implemented at Rea Kinder Level in 1 Classroom
- Chosen for multiple reasons
 - Known to district & already in use
 - Currently being used by the Social Work intern in a counseling setting with a select few kinder students at the school





What next?

- Application release targeted for mid-March
 - Check CDE website: <http://www.cde.ca.gov/lr/ss/se/schoolsuccess.asp>
- Contact Brian Uslan if you have questions: buslan@cde.ca.gov
- Start talking to your principle and/or district superintendent
- Look up relevant student data (suspensions, chronic absence, etc.)
- Look up your school district's LCAP
 - What are the goals around chronic absenteeism or suspensions?
 - How does the district address these priorities?
- Think about what strategies you can enhance or expand to meet student needs

Contact us!

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