

STOP THE TRAIN, I WANT TO GET ON!



**A workshop of the California Governor's Program
Safe and Drug-Free Schools and Communities Technical Assistance Project**

**Prepared by the Center for Applied Research Solutions
For the California Department of Alcohol and Drug Programs**

Facilitated by Jan Ryan

**Safe & Drug-Free
Schools & Communities
Technical Assistance Project**
California's Governor's Program



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A SDFSC Grantee's Guide to Partnering
with Schools



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Stop the Train, I Want to Get On!

A SDFSC Grantee's Guide to Partnering with Schools

The public school system sometimes operates like the futuristic bullet train that speeds along fueled by the remarkable and beautiful (at least in the eye of this beholder) democratic national vision of educating everyone. Yet because of the enormous scope of service this vision mandates, the train moves forward having difficulty taking the time to stop at the platforms full of people, programs, and systems ready and willing to help. This appears differently depending on your seat or non-seat.

Community-based organizations (CBO's) that are funded with Safe and Drug-Free Schools and Communities funding from the California Alcohol and Drug Programs are among those who can sometimes be left behind. They are not alone. Many other CBO's are there like counseling agencies, city task forces, law enforcement projects, and lots of well-known groups who have had years of success and frustration working with schools. There are also individuals on the platform who were a part of the school system and are having the same trouble getting on the train. Educators and others who assumed they would have a seat wait with others on the platform. These include new teachers, substitute teachers, returning teachers, and people who enter education as a second career.

Being passed by the train impacts not just those on the platform, but those in seats too. In a country proud of its values of equal access and knowledgeable about the correlation between education and opportunity, it is nearly impossible to ignore those children, neighbors, colleagues, and agencies left behind on the platform. The seat feels at least less comfortable, less "right" for them and maybe for anyone on the train. Maybe a few get used to it and it becomes normal to pass others up, leave programs and others behind. To complete the picture, I believe there are experienced, often passionate teachers, counselors, administrators, secretaries, parent volunteers, past board members and other leaders who all know what it was like to have a seat but either offered it up or jumped off to save their integrity.

The young people on the train watch all this and wonder what to think and do. I have met many young people whose sense of justice keep adults honest when it comes to the values of inclusion and equal access. I believe we are losing young people who have seats on the train because they can't believe in a vision of education that systematically leaves people out. The message sent by passing platforms is undermining "hope" that public education is the real vehicle to the future.

To those left behind, it may initially be confusing given that the expectation is that trains do stop at platforms, that is just what they do; it is how others board and join the trip. After multiple passes without a stop, confusion turns to frustration which can turn to cynicism and anger. I believe the public school system is made up of too few people with too much to do; I don't believe the system or the people intend this kind of exclusion to happen. This is especially true when describing the people and services focused on prevention of alcohol, tobacco, and other drug use (ATOD) and violence prevention. I have learned ways to "slow down and to go fast" and I look forward to learning more as I value the train and those patiently waiting to board.

This capacity-building workshop is designed to assist SDFSC program staff who are "on the train" already and those willing to do what it takes to partnership with fast moving school systems.

Workshop Goals

Create a learning community where participants collaboratively learn, dialogue, and problem solve together on ways to enhance their current and future partnerships with the public school system so that both the community-based organizations, local ADP offices and every partner contributes in a meaningful way to reducing the problems associated with alcohol and other drug use.

Process

- Direct instruction focused on content, tips and strategies
- Honest and open dialogue with each other, with the group
- Quick, relevant, and meaningful exercises to reinforce learning
- Responsive question/answer with trainer and each other
- Content focused on practical problem solving and solutions sharing
- Action plan for applying what you learn/relearn on Monday
- Fun – as a ground rule, process, outcome and method promoting sustainability

About the Trainer

Jan Ryan is a consultant coming from the field of education but not from the usual jobs within education. Every job description since 1981 has been original, never done before either within education or as a liaison between systems. The overall result is a career that has taught her the languages of many systems: schools, pre-schools, law enforcement, mental health, workforce development, construction, community-based agencies and county services. Because of this experience, she is often asked to “translate” the complexity of the public school culture to providers in many other systems and/or to explain those systems to people in schools. She has also had the career opportunity to listen carefully to the young people, parents, and families in every community who look for services that are easy to access and make sense. Jan’s training skills create learning that is fun, fast-paced, and results in trusted relationships so what is learned continues to stretch public education possibilities and build innovative collaborative projects. Like others in the Prevention field who have had to learn to live with unpredictable funding, Jan knows how to work with teams to maintain the infrastructure and sustain what is working. No matter what the challenge, where others see scarcity; Jan sees opportunity.

Jan’s Masters Degree is from Cal State University, San Bernardino where she graduated as the Most Outstanding Graduate of her Counseling Program. Her B.A. is in English and her Lifetime Teaching Credential is from Cal Poly University, Pomona. In order to fully participate in athletics during the pre-Title IX era, Jan attended an all girls’ high school in Orange California once called Marywood.

Although employed by one district for 28 years, Jan has been a consultant locally, regionally, state-wide, nationally, and internationally. For the past five years, her home district has contracted her services out to serve the districts and communities throughout Riverside County. As one of the most experienced Coordinators of Safe and Drug Free Schools funding, she worked with a collaborative of school partners cooperating closely with the Department of Mental Health Substance Abuse Prevention Services to create the Prevention Education Trust which has become known statewide as one of the most effective uses of the harm reduction funding legislated for primary prevention. This it funded her to co-write the largest funded project in the country in 2002 for the Safe Schools and Healthy Students Initiative that she named locally as Connect to Achieve. Connect to Achieve replicated the Desert Sands Student Assistance Program Model for over 100,000 students in seven other school districts for possible national dissemination. Currently Desert Sands has contracted a portion of Jan’s services to Riverside County Department of Mental Health Substance Abuse Prevention Services as a Prevention Consultant.

Jan lives in Palm Desert, California although she and her husband Tim escape to Carlsbad during the summers and many weekends. When in Carlsbad, she trains for distance runs with a group of women every Saturday and swims with the La Jolla Cove Swim Club year round. Their daughter, Carey, lives in Boston and is a full time student majoring in Psychology; their son, Blake, is finishing his business degree at Cal Poly University, San Luis Obispo.

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BUILDING
COMMON GROUND



BUILDING COMMON GROUND

NOTES

Questions to think about:

1. **What is the common ground between California departments dedicated to reducing alcohol, tobacco and other drug use?**
 - What are the commonalities and differences in the vision and mission statements of California's Alcohol and Drug Programs and the Department of Education?
2. **What is the “uncommon ground”, that is, what is unique to education’s approach to prevention?**
 - What is the “Learning Support” part of CDE?
 - What are the key terms and documents that drive its prevention work?
3. **How do we find the value-driven common ground that inspires us?**
 - Paradigm Shift: Implications for Providers
 - A Contrast in Paradigms: Delivery of Services and Empowerment of Community

Handouts to consider:

- Alcohol and Drug Programs Vision statement
- ADP Safe and Drug-Free Schools and Communities – Governor’s Program
- Department of Education Vision statement
- Key terms and documents within CDE SDFSC Programs
 - Key Terms used with resiliency
 - Lexicon of Learning samples
 - SDFSC and TUPE Assurances
 - Local Educational Agency Plan
 - Coordinated Program Monitoring document
- ADP NEW terms and processes:
- **Continuum of Services Circle**
- **Institute of Medicine prevention populations (IOM)**
- **Strategic Planning (Prevention) Framework (SPF)**
- Case Study: Mental Health Services Act Principle #13
- Paradigm Shift: Implications for Providers
- A Contrast in Paradigms

Reflection to think about:

“The rules of the game: learn everything, read everything, inquire into everything...When two texts, or two assertions, or perhaps two ideas, are in contradiction, be ready to reconcile them rather than cancel one by the other: regard them as two different facets, or two successive stages of the same reality, a reality convincingly human just because it is complex.”

- Marguerite Yourcenar

NOTES

ADP's Vision Statement

Healthy individuals and communities free of alcohol and other drug problems.

ADP's Strategic Vision Statement

Californians understand that alcoholism and drug addiction are chronic conditions that can be successfully prevented and treated.

ADP's Mission Statement

To lead California's strategy to reduce alcohol and other drug problems by developing, administering, and supporting prevention and treatment programs.

CDE, home of SDFSC: Learning Support

Provides resources and instructional strategies that give students the physical, social, emotional, and intellectual support needed to learn.

T-Chart: ADP and Education on AOD: consider the vision, mission, and infrastructure of the two departments and note their similarities and differences.

Area	Alcohol and Drug Programs	Department of Education
Differences		
Similarities		

NOTES

Establish a Common Language

There is often a disconnect in the language that schools use versus that of prevention. This may lead to miscommunication as prevention providers attempt to implement program services in a school setting. Sometimes it is beneficial to take a step back and establish a common language with school partners before attempting to work collaboratively. Terms such as “at-risk students,” “intervention,” and “treatment,” may have differing definitions for prevention providers and school staff members.

If a successful, sustainable partnership is to be established between a school and a SDFSC grantee, all staff need to be in agreement as to what these terms mean.

SDFSC Language

- TUPE
- S&DATE
- POE
- CHKS
- UMIRS
- LEAP
- CPM
- SPSA
- Tobacco Use Prevention Education
- Safe and Drug Alcohol Tobacco Education
- Principles of Effectiveness
- California Healthy Kids Survey
- Uniform Management
- Local Educational Agency Plan
- Coordinated Program Monitoring
- Single Plan of Student Achievement

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ADP Language

- ADP
- IOM
- “U,S,I”
- SPF
- MHSA
- NOMS
- CalOLMS
- _____
- _____
- Alcohol and Drug Prog.
- Institute of Medicine
- Universal, Selected, and Indicated Prevention populations and strategies
- Strategic Prevention Framework
- Mental Health Services Act
- National Outcome Measures
- California Outcome Measurement System

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How Does Education Fit It Together?

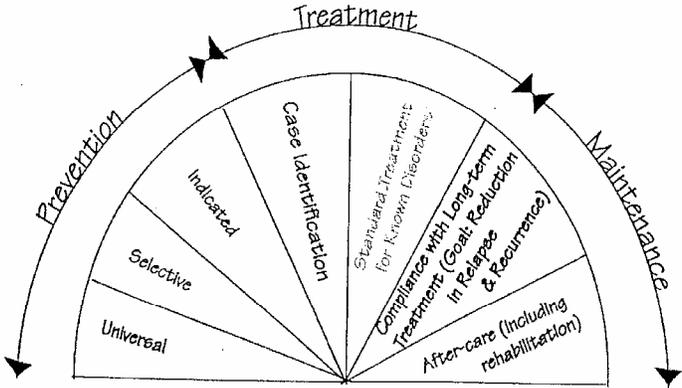
- Dart board: Title IV, SDFSC SPF: IOM (Universal, Selected and Indicated)
- Board sections: mandates and compliance areas
- Darts: best practices Evidence based and effective programs and strategies
- Score: CHKS, UMIRS, Graduation rates, drop out rates

How Does ADP Fit It Together?

- Dart board: Strategic Prevention Framework (SPF)
- Board sections: Continuum of Care Prevention with IOM (Universal, Selected and Indicated)
- Darts: best practices Evidence based and effective programs and strategies
- Score: Cal OLMS

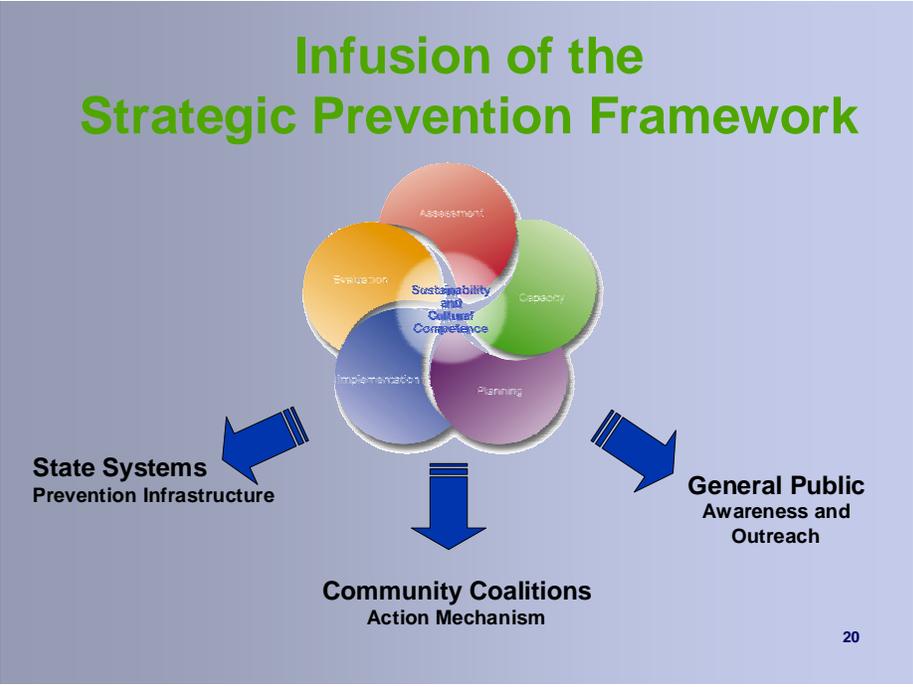


Continuum of Care



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Strategic Prevention Framework



Case Study: the Mental Health Services Act (MHSA) Proposition 63

13th Principle of the “Guiding Principles” of the Mental Health Services Act: “...beyond business as usual...”

Community Partnerships

“Significant increases in the number of agencies, employers, community-based organizations and schools, that recognize and participate in the creation of opportunities for education, jobs, housing, social relationships, and meaningful contributions to community life for all, including persons with mental illness. Care must be collaborative and integrative, not fragmented.”

Definitions: “building in” common ground means focusing on the future!

Vision

an image of the desired future -- a Vision is a picture of the future, described in the present tense, as if it were happening now.

Mission

the purpose of the collaboration. The Mission represents the fundamental reason for the collaboration's existence.

Values and Principles

the beliefs individuals and the group hold. Values and Principles are the guides for creating working relationships and describe how the group intends to operate on a day-by-day basis.

TIPS:

- Common purpose requires time and commitment: challenge for the “small picture” approach and fun for the “big picture” approach.
- “Never-ending process” despite how final the documents; the dynamics of beliefs is created in every moment, every conversation, and every written word. It is the difference between the theory and belief that the vision is real.
- Universal, Selected and Indicated cross the systems because they are real people.

Strategies:

- What people find in common connects them; it usually answers the question, “Why?”. Yet the best way to ask it is to frame a “what” question: what makes this important to you, to us? What results do you hope for?
- If you are impatient, it will show. Sometimes this hurts the process; other times it will help the process. Early patience pays off; later impatience can pay off.
- Think the way people receive the services, not the way the money comes in and the vision of service will inspire us and our projects.
- Caucusing helps groups to find common ground separately when it is hard to find it together. Introduce “caucus” as part of the way you do business and it won’t seem unusual when someone calls for a caucus to help move people to consensus.

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UNDERSTANDING INFRASTRUCTURE
AND SHARING DATA



INFRASTRUCTURE, PEOPLE, AND PLACES

NOTES

Questions to think about:

1. **How does the SDFSC money flow?**
 - How it works in ADP
 - How it works in Education

2. **How does SDFSC look when it is coordinated and implemented?**
 - How it is implemented in ADP
 - How it is implemented in Education?

3. **What are the roles and responsibilities within each system ?**
 - Roles at the county and community-based agency levels.
 - Roles and responsibilities for implementation and what happens when the Principal or other key player leaves.

Handouts to consider:

- ADP Safe and Drug Free Schools – Governor’s Program
- Title IV: SDFSC in Schools Cover Letter
- List of County Coordinators of SDFSC Education funds
- Roles and Responsibilities of each system

Reflection to think about:

“The goal of community collaboration is to bring individuals and members of communities, agencies and organizations together in an atmosphere of support to systematically solve existing and emerging problems that could not be solved by one group alone. While this is easily “said,” experience shows that it is not easily “done.” It has been likened to “teaching dinosaurs to do ballet.”

- (Schlechty in DeBevoise, 1986, p. 12).

Infrastructure, Places and People: one look at two systems

NOTES

Area	Alcohol and Drug Programs	Department of Education
State Office	<ul style="list-style-type: none"> California Alcohol and Drugs (ADP) 	<ul style="list-style-type: none"> California Department of Education
State Implementation level	<ul style="list-style-type: none"> Prevention Services 	<ul style="list-style-type: none"> Learning Support
County level	<ul style="list-style-type: none"> County Coordinator (0 – 1 FTE) 	<ul style="list-style-type: none"> County Office of Education Coordinator (0 – 1 FTE)
Funding process	<ul style="list-style-type: none"> SDFSC Competitive Grants funded to county office, subcontracted to community-based agencies, schools, or other prevention delivery system. 	<ul style="list-style-type: none"> SDFSC Entitlements directly to districts with small amount to county offices for oversight and reporting.
Implementation level	<ul style="list-style-type: none"> SDFSC Grantee as contracted, fiscal reporting by County ADP office 	<ul style="list-style-type: none"> District office receiving SDFSC funds may coordinate, offer direct services; responsible for fiscal and program reporting.
Data gathering responsibilities	<ul style="list-style-type: none"> SDFSC Grantee to County ADP office, then on to the state. 	<ul style="list-style-type: none"> District completes SDFSC Annual Report including Performance Indicators based on biennial California Healthy Kids Survey

Roles, not jobs, we play in collaboratives:

(Source: National Extension Education Network)

- Leader: promotes vision and direction
- Facilitator: guides the process
- Coach/mentor: encourages excellence; supports relationship
- Trainer: skill developer
- Modeler: demonstrate behaviors
- Linker/networker: access resources; new partners; build bridges
- Mediator: facilitates conflict management
- Evaluator: appraises processes and results
- Cheerleader: spread spirit; celebrates
- Champion: advocates of collaborative, collaborative approach and issue.

TIPS:

- The roles we play are not limited to our own system; look for opportunities to help each partner to succeed even in projects outside the collaborative.
- The infrastructure depends on size of system; don't stop at the first entry or rejection.
- Don't forget that the flexibility of a CBO will always be an asset to the bureaucracy of county and state government.
- Keep talking about the new terms so you accurately apply them and show you are invested in joining your partner in communicating them.

Strategies:

- To avoid personality-focused planning and implementation, use the core documents to describe your services whether or not you are connected to the district office.
- Collaboration is mandated; this is not the best kind of leverage, but it is leverage if you need it.
- Roles change in collaboration; talking about the changes is one sign that the system is functional. Yet many do not want to talk about the roles. Still, try to keep clarity of roles part of your speech when you describe your limits or your interest in something new. (i.e. "As an organization based in the community, I look at the situation this way...")
- No matter your positional power; consider your personal power your greatest strength or work on it being your greatest strength.

NOTES

SHARING DATA

NOTES

Questions to think about:

1. **What is the common ground between California departments dedicated to reducing alcohol, tobacco and other drug use?**
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Handouts to consider:

- Sample SDFSC Annual Report: Desert Sands Unified Question 3, Part II, Performance Indicators
- California Healthy Kids Survey Summary: Resiliency and Youth Development Module
- Sample Expulsion Report: Riverside County 2004-05

Reflections to think about:

“Unfortunately, the pervasive requirement for partnership has not yet been matched with corresponding understanding of how to translate the rhetoric into practice.”

- (National Extension Family Life Specialists Conference, April 27, 2005: Halliday et al, 2004)

“I think I can...I think I can...I think I can...”

- Little Engine Who Could

Data views at different levels:

NOTES

Area	Alcohol and Drug Programs	Department of Education
State level data	ADP site has state level data.	WestEd Reports on CDE website. Community Prevention Institute ppts. New ppt. using new data from WestEd on High Risk Users (HRU) and Binge drinkers. California Safe Schools (CSS) Attorney General's report.
County level	County AOD Risk Indicators profile: county level archival data. Available on CARS and ADP websites. Past Prevention Activity reports (PADS) and in July, new online reporting using new software and using the SPF process for planning.	Multiple county level data sources: <u>Now:</u> Basic demographics Expulsions <u>Soon:</u> Suspensions using new Uniform Management system (UMIRS); should be by district.
School District	NA, unless they are collecting for an ADP SDFSC Grantee	SDFSC Annual Report: Healthy Kids Center site
School	NA, unless they are collecting for an ADP SDFSC Grantee	Site-level CHKS data is available if district paid extra fees for school-level data.
Grade level	NA, unless county adds items to district's CHKS survey; there is a fee for this.	5,7,9, 11 th grade included in CHKS data. Anonymous data collection. Passive permission slip process has increased participation as of 2004-05. Not all districts use it; some still require "active permission".
Individual	NA, unless a study or grant such as the SDFSC are in place to allow for this.	WestEd and other research organizations have designed ways to follow individuals; however the data remains "confidential" and used for research reasons only.

Data Opportunities

Data collection is common to both schools and SDFSC grantees. For many SDFSC grantees, this grant is the first time they have been required to have an evaluation component integrated into their programs. The learning curve in terms of data collection and evaluation has been steep for many grantees! Sharing data between grantees and schools is among the most challenging tasks of collaboration, but can be immensely beneficial towards sustainability of a program.

Many grantees have met with significant challenges in terms of accessing California Healthy Kids Survey (CHKS) data at the school level. Offering to pay the cost of school-level CHKS data is one way to ensure you will receive a copy. The cost was once only \$50 and worth it if there are enough students surveyed. You might also consider going in and assisting the schools during implementation of the CHKS. This will reinforce your vested interest in the data and schools might be more willing to share the data with you once the results come back. The following are some additional tips to consider when trying to access school level data:

Tips

- ✓ Safe School Plans often overlook CHKS data as a source; if a prevention program is active in the group that designs this plan, it is a good way to be part of the data gathered.
- ✓ California Safe Schools (CSS) data is often overlooked as a second, more accessible source of data to CHKS. Since it is a random sample, it is a valid indicator of youth risks and it is publicly available.
- ✓ Countywide reports are also possible if districts agree; this data can help every district but it is very political if it is disaggregated and comparisons are made.
- ✓ Bottom line is that this data is public data; if you need it, ask for it in writing and send copies to your county SDFSC Coordinator, maybe even to the state. Sometimes you have to ask yourself or your collaborative the question, “If parents are asked their permission for their children to take the survey, then whose data is this and how can parents and community benefit from open data sharing?”

Build Linkages between Prevention and Academic Outcomes

A growing body of research supports what many educators have always understood intuitively: academic performance is strongly linked to whether students' basic developmental needs are met — needs such as health, security, respect, and love (WestEd). These basic developmental needs are embodied in the prevention outcomes, such as greater school bonding or higher self-esteem that prevention providers strive to meet with their programs. Yet many schools remain transfixed on their academic outcomes due to the mounting pressures of statewide academic testing with *No Child Left Behind (NCLB)*. Linkages need to be built between the prevention outcomes of the SDFSC grantees and the academic outcomes of the schools. This is not a straightforward and transparent undertaking.

Yet even after controlling for socioeconomic conditions, WestEd researchers found a significant relationship between the annual standardized achievement test scores of secondary schools and a variety of non-academic factors, including students' physical exercise, nutrition, substance use, and safety at school. Moreover, longitudinal analyses revealed that health risks and low levels of resilience assets impede the progress of schools in raising test scores.

Overall, the data suggest that schools have higher levels of academic achievement when students have fewer health-risk factors (e.g., drug use) and more protective factors (e.g., caring relationships with teachers). The following are some tips and strategies to build these linkages between prevention outcomes and academic outcomes:

Tips

- ✓ Use a strength-based approach, make the connection between building resiliency and protective factors and the ability to reduce suspensions, behavioral difficulties, and improve school bonding—which will eventually result in improved academic performance.
- ✓ Work with counselors or others to focus on outreaching to the students that are struggling the most academically—don't be afraid to work with students on the "D and F List" which exists in every school.
- ✓ Work with school counselors or others to identify the youth who are having family or personal crisis and who as a result are beginning to act-out or struggle academically. Reach out to students in the most need and assist them in proving they can make it despite all odds.

"Youth development and learning are complementary processes. If our goal is turning around low-performing schools, part of the solution must be addressing young people's well-being and reducing health risks that are barriers to learning."

- Greg Austin, WestEd

Case Study: Safe Schools Healthy Students Initiatives in California

WestEd study of individuals was an effort to track individuals who participated in specific programs. Individual tracking requires special permissions and extraordinary funding. These results may be available next year, but don't wait for results from SSHS projects which are integrated well. Look for them on the web; each is unique to its area but share the same components. It is a community-based initiative designed to achieve sustainability.

TIPS:

- Sharing data is among the most challenging tasks of collaboration; building it into Memorandum's of Understanding is one way to ensure it happens.
-
- District Coordinators have to be involved in data sharing or it won't be consistent.

Strategies:

- Offering to pay the cost of school-level CHKS data is one way to ensure you will receive a copy; was once only \$50 and worth it if there are enough students surveyed.
- Safe School Plans often overlook CHKS data as a source; if a CBO is active on the group that designs this plan, it is a good way to be part of the data gathered.
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STAGES OF AND SKILLS
FOR COLLABORATION



ESTABLISHING A RELATIONSHIP

NOTES

Questions and issues to think about:

1. **What are the five stages of collaboration?**
 - Introducing the five stages of collaboration
 - What is the purpose, structure, and process of collaboration?
2. **What is the purpose of competition and networking?**
 - What are some of the first steps?
3. **What is the value of “social capital?”**
 - If the relationship is difficult to form; this is an alternative way to begin.
4. **Timing issue: when does a CBO show up and when do you keep away?**
 - Timing your work is a critical skill and specific to each district, but here is a general map of a school year that is not year round.

Handouts to consider:

- What does Collaboration Among Organizations Mean?
- Community Linkages: choices and Decisions.
- Building Relationships between Schools and Social Services
- How is a Community Built Through Social Capital
- Source: UCLA Center for Mental Health in Schools: School Community Collaboration Guide (available at their website)

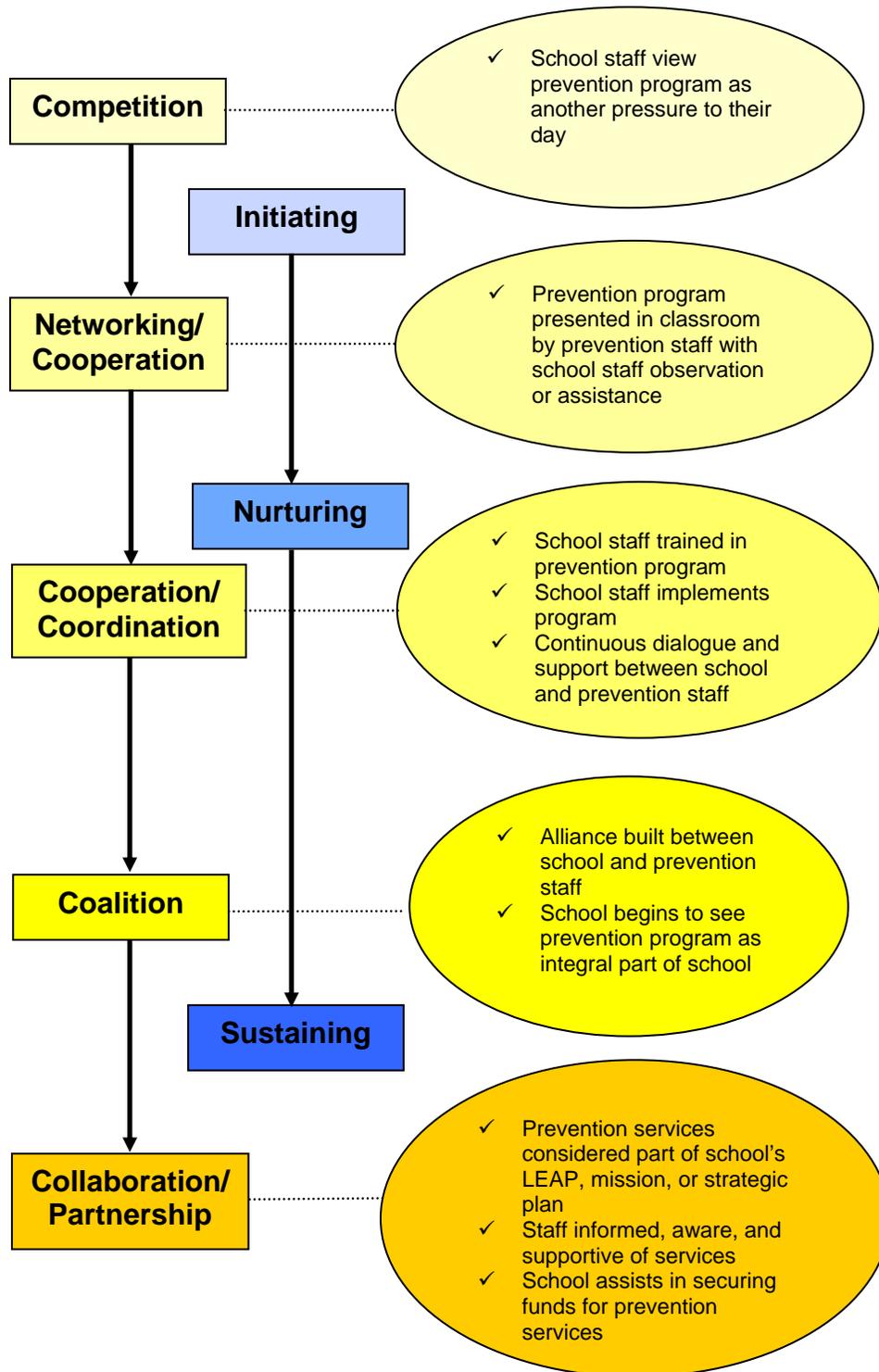
Reflections to think about:

Commitment:

“Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative (and creation), there is one elementary truth the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favour all manner of unforeseen incidents and meetings and material assistance, which no man could have dreamed would have come his way.”

- (William H. Murray, The Scottish Expedition)

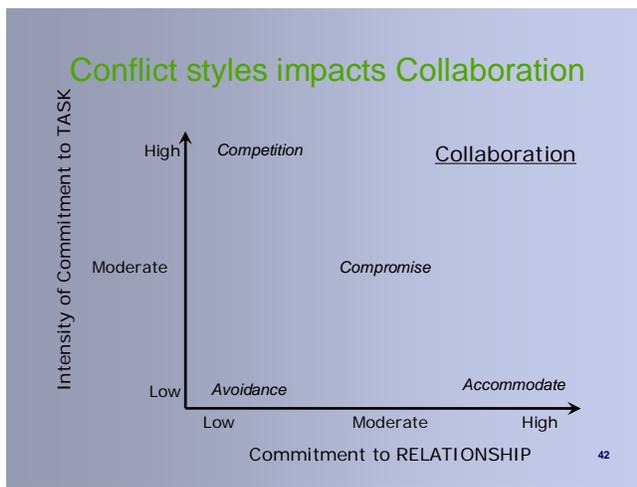
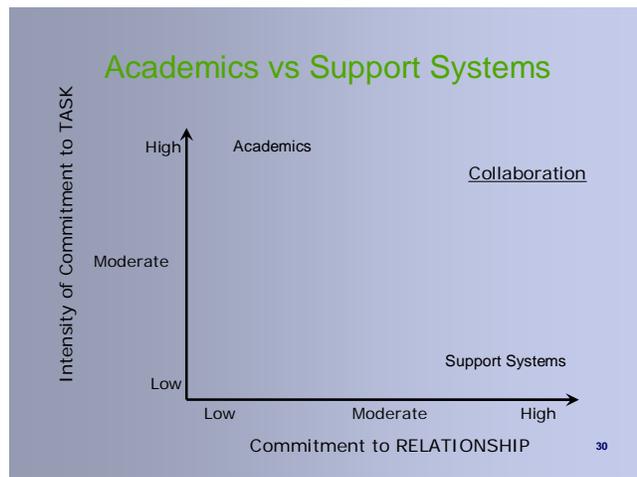
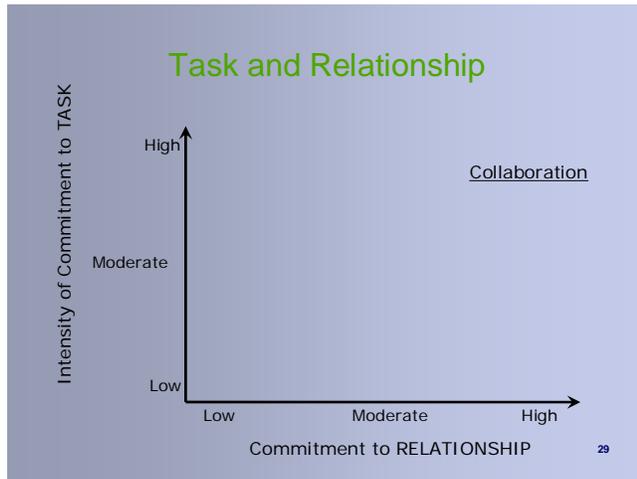
Stages of Collaboration



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Level of Commitment and Levels of Collaboration

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Case Study: the Substance Abuse Network meeting at Elmers in Indio, California

This small group started and stayed a “network” no matter how trusted the relationships. No one wanted more “homework”. Every effort to turn it from a relationship-based group to a task-focused group failed. Yet this network fostered relationships that brought in millions of dollars, connected youth and adult programs, and has lasted 23 years.

Timing in Schools

What's going on	Show up on the school site	Show up at the district office
September, start of school	No	Yes, they are still setting up.
October, November	Yes, Better, even expected due to Red Ribbon Week, Good time to do peer training if not already done in August	Ok,
December, January	No, schedule is getting crowded by holidays and January is the end of semester testing and grades.	Yes, another time for planning, often the last slow period of the year.
February, March	Yes, if a focused effort is going on; don't be planning now; only implement what was planned.	Ok, but it is the start of grant writing season so bring data and descriptions in as needed and be ready with an MOU.
APRIL	TESTING WINDOW	Ok, sometimes since testing takes precedent over support systems.
May	Not really; up to May 15, then the award programs start and the sprint to graduation.	No, still grant writing.
June	No way, graduation.	Too tired to collaborate after grant writing.
July	Administrators are relaxed and still available at site level but summer school can require timing of meetings for afternoons.	District staff may be available or not; SDFSC Consolidated application budgets are not available until November, but numbers are projected by May; keep this in mind.
August	Start of Administrative retreats; being part of those is an indicator of success if your message is concrete and connected to performance.	Same as site level, but planning for events has begun.

NOTES

TIPS:

- Benefits are hard to measure when their personal; easier to measure when you share success at bringing in funding.
- Joining means meeting people where they are not where you want to be.
- Timing in schools is critical: don't show up when it is a bad time; do show up when it is a good time. If you are not sure, find an "angel" in the system, get the calendar, mark it carefully, negotiate times at the beginning of the year and then be available for unexpected needs that arise.

Strategies:

- The competition and networking stages can be less time consuming and let each CBO or agency focus on building their own internal capacity before expanding into the next stages..
- If you are either competitive when it comes to joining; being patient can quickly turn to avoidance. Instead dig in deeper with people you are attracted to and learn from them.
- Joining carefully, that is selecting which groups to join, is a task better done with help from another in the field to guide you, yet not bias you. Joining and then leaving can cost you. So, go and visit more than once if necessary and use the excuse your agency is trying to figure out how best to use your time, to give you more time to select carefully.

NOTES

NURTURING A RELATIONSHIP

NOTES

Questions and issues to think about:

1. **How do I change the approach when the role is changed?**
 - Talking to the leaders:
 - Talking to implementation staff or teams
 - Talking to “bystanders”
2. **What conflict resolution skills are useful so I keep my integrity and don’t lose the relationship?**
 - Conflict as opportunity?
 - Reframing the statement or question to facilitate understanding.
3. **What are the best rationales for prevention in the academic world?**
 - The arguments are already made; use them.
 - How individual cases can impact policy and procedure.

Handouts to consider:

- What if there are conflicts or resistance?
- **Getting and Getting Unstuck: what to say instead (copy needed)**
- Conflict, Collaboration and Negotiation.
- Talking to...(what to say and not say depending on who it is)
- Learning Support and Academic Achievement.
- Learning through Meaningful Student Involvement.

Reflection to think about:

“I am super-sized, long-lasting, high-definition, fast-acting, oven-ready, and built-to last.”

- (George Carlin)

Case Study: Healthy Communities in San Jacinto Valley, California

The local hospital brought together agencies with the same interest in serving youth and families and promoting a healthy community. The name itself inspired many and schools joined without leading it. The complexity of the decision making began to make it more difficult and when some of the grants were not funded and the hospital became more busy the coalition floundered. Perhaps the operational capacity kept it from growing or single agency leadership became dependent on too few to do too much.

NOTES

Talking to...(what to say and not say depending on who it is)

Talking to...	Do	Don't
Principals	<ul style="list-style-type: none"> ▪ Go the first time for just a get to know you; later you can come to get something done. ▪ Find out their needs, what worries them, who worries them. ▪ Find out their deadlines and help them meet them. ▪ Know their school data before arriving, if possible by reading the School Accountability Report Card. ▪ Have fun with them; they work too hard at the hardest job in education. 	<ul style="list-style-type: none"> ▪ Come in and ask for anything the first time. ▪ Expect them to follow through; ask them who else you can work with to get it done or find them yourself. ▪ Give too much emphasis to support systems; about 70/30 in favor of academics. ▪ Don't be too serious, "heart felt"
SFDSC Coordinator	<ul style="list-style-type: none"> ▪ Find out how the money works: centralized or site-based budgeting, then work with the Coordinator and still "follow the money." ▪ Understand first, then tell them about your CBO. ▪ Know your terms, assurances, use them a little to show you know and that you don't know a lot and need to learn. ▪ Keep your rates low. 	<ul style="list-style-type: none"> ▪ Worry as much about academics, but still know which schools are underperforming. ▪ Help them keep a balance between universal, selected and indicated; often they don't know how to provide indicated prevention. ▪ Help them write grants; ask them to help you.
Implementation Team: Counselor, Teacher, Volunteer, or ...	<ul style="list-style-type: none"> ▪ Do nearly every preparatory thing possible to make it easy to get something done. ▪ Plan on having to show them in person. ▪ Plan on them not doing it right or you having to do it. 	<ul style="list-style-type: none"> ▪ Promise to show up and not show, especially when youth are involved. ▪ Forget to ask for a school schedule and ask ahead about assemblies etc. ▪ Expect much but still hold them accountable; the

	<ul style="list-style-type: none"> Take very good care of them in ways they appreciate. Honor them in every public way possible. Respond quickly and reliably. 	<p>biggest paradox of working with schools.</p> <ul style="list-style-type: none"> Counselors ratio are terrible; what you help them with will make or break your relationship with them; ask them to prioritize.
Superintendent	<ul style="list-style-type: none"> Unless you have a personal relationship or are the head of your organization, you may be in the wrong office. Same as for principals; find out their agenda, see how you fit in. Bring data to talk about. 	<ul style="list-style-type: none"> Don't refuse an invitation to participate if you can help it; doesn't matter what it is. Talk about much but academics; 80/20 split, but connecting how evidence shows you will reach who they cannot reach.
School Board	<ul style="list-style-type: none"> Short, only what they need to know. Better if others do this. 	<ul style="list-style-type: none"> Don't offer to do this; it is a dangerous forum and opens you up to political problems.

NOTES

TIPS:

- Nurturing the cooperation between agencies means learning more about each other and not just assume you understand what they do and how they do it by their brief introductions.
- Not listening is what we do when we want to save time; slow down to go faster.

Strategies:

- Never underestimate the fear caused by the language "duplication of services" which sends a message that what you do can be eliminated, but what I do will be preserved at your expense. There is an abundance of people to be supported and ways to do this; think in terms of strengths rather than competition.
- Role definition is difficult at this stage and people seem to resist it at all; start with being clear with yourself about your role, then communicate it often especially to the people who seem to expect more or less of you.
- Join other's advisory groups; they need you to be at their table more than you may think you need to be there; consider it a way to "bank" good will and ask for specific assistance in the future.

MANAGING A RELATIONSHIP

NOTES

Questions and issues to think about:

1. **Investing in collaboration means learning and relearning about collaboration.**
2. **Keeping your balance, integrity and ethics.**
3. **Continue to focus on academics and make the case for the missing piece:**
 - *School Reform + Safety + Support = Achievement for every student in every school.* (Jan Ryan original)
 - *Zero tolerance for behavior; 100% support of youth and families.* (Jan Ryan)
 - *Resistance is an unmet need.* (Ken Cloke and every mediator)

Handouts to consider:

- Collaboration Rubric
- Three Quick Tests for Ethical Congruence
- A Look (back again) at Collaboration: purpose, phases, benefits and more
- Maintaining the Momentum

Reflections to think about:

“Public health occur in education environments.”

“A system is ...a group of key individuals or organizations that interact to produce a benefit...in this case it is healthy, educated, productive members of a democratic society.”

- Quotes from the field cited in a presentation entitled “No Time for Turf”

Case Study: Single Plan for Student Achievement and Asset Development, Alvord, California

Linda Fujiu is a school administrator who entered the world of SDFSC and was daunted at what she had to learn but she dug in and learned from a monthly meeting of SDFSC district coordinators who had met for over 15 years. The networking resulted in her bringing her strengths to other districts. One of her biggest accomplishments was to describe the “landscape” or approach of Search Institute’s Asset Development in the site-based plan called the “Single Plan of Student Achievement.” This core document describes what every child has equal access to in terms of academics but she turned it into a reflection of the support systems funded by SDFSC and competitive grants. She used the attraction of principals to Asset Development as an opportunity to create a template description that saved them time writing their plan. In the end this moved the concepts of support towards a more institutionalized status.

TIPS:

- Managing does not mean solving problems; it means managing dilemmas.
- The emphasis on school and individual student performance is an opportunity for CBO and schools to provide “indicated prevention” like Student Assistance Programs.
- Don’t get stuck in the academics vs. prevention argument; move beyond the positions and find out “why” to find the common ground of “interest-based” conflict resolution.
- We can “caucus” our own conflicts; but we cannot mediate them. Third-party assistance right at the beginning of a conflict helps even more than at the end; but it helps every time better than handling a conflict alone.

Strategies:

- Student Assistance like Employee Assistance can remain focused on ATOD, but since schools are the workplace and academic performance the key measure, which is referred can move beyond suspensions and reach into the risks associated with academic failure.
- Find the “D and F List” which exists in every school; find out what counselors or others are doing with it and work with them to focus on some of those children to show the impact of your prevention efforts.
- High profile athletes and others who have so much potential and so many problems are people who have a combination of skills and strengths that are often invisible to them personally or to the family while in crisis. Reach out to students and assist them in proving they can make it despite all odds.

NOTES

SKILLS FOR COLLABORATION

NOTES

Questions and issues to think about:

1. **What are the important skills for collaboration?**
 - Introducing the “bedrock skills” for collaboration.
 - Definitions of collaborative and collaboration.
2. **How does “reframing” change the way listening happens?**
 - A long list of ways to listen more effectively; because it is important to listen.
3. **Becoming an Effective Change Agent List; my favorite Ken Cloke document.**
 - Managing Complex Change: a short form for diagnosing the problem and suggesting a solution. (from but not by Meredith Rolfe, a graceful leader and friend)

Handouts to consider:

- Working Together in Schools.
- Reframing list of listening skills. (Cloke copy)
- Managing Complex Change.
- Becoming Effective Change Agents.

Reflection to think about:

“I want to write about the great and powerful thing that listening is. And how we forget it. And how we don’t listen to our children or those we love. And least of all – which is so important too – to those we do not love. But we should. Because listening is a magnetic and strange thing, a creative force. You can see that when you think of how the friends who really listen to us are the ones we move towards, and we want to sit in their radius as though it did us good, like ultraviolet rays.”

- Brenda Ueland

Case Study: Underage Drinking Workgroup

This is a group that is meeting as part of the Governor's Prevention Advisory Committee that is how California is focusing on underage drinking in an interagency way. It meets almost monthly and is supported by the passion and personal vision of Dr. Joel Phillips who volunteers his expertise to make the case for "indicated prevention." The strength of this group is its potential to bring multiple systems to discuss and strategize about the problem and solutions. The challenge of this group is to keep hope alive despite funding cuts, changes in players, and in the face of hard data that there is a need and some real solutions. Being at the table is a privilege. Patience matters.

TIPS:

- Benefits are hard to measure when they're personal; easier to measure when you share success at bringing in funding.
- Joining means meeting people where they are not where you want to be.
- Don't fall in love with potential; keep grounded in reality.
- Paradox is everywhere; look for it to maintain your equilibrium.

Strategies:

- Finding five people who you learn from and are willing to spend time with you will keep you learning through every challenge.
- Each conflict has "gold" in it; we learn what we are blind to most of the time.
- We repeat what doesn't work; i.e. send an email and it doesn't make it or get read, and we often send another one. The first step to changing is to stop what doesn't work; this opens up space to observe. Don't solve it immediately so the solution has a chance to come to you.

NOTES

Stop the Train, I Want to Get On!

*A SDFSC Grantee's Guide to Partnering
with Schools*

SUSTAINING YOUR
PARTNERSHIP



SUSTAINABILITY AS OUTCOME

NOTES

Questions and issues to think about:

1. **Sustainability results from empowering the community, group, or individual.**
 - Indicators list is a guide not a “to do” list.
2. **Building and taking care of the relationship results in sustainability?**
 - Even working without a map requires directions.
3. **Self-care is attractive and irresistible; how are you doing?**

Handouts to consider:

- How do we sustain our relationship?
- Indicators of sustainability.
- Key principles for working without a map
- Poem: “The Dash”

Reflections to think about:

Synergy: “The power to combine the perspectives, resources and skills of a group of people and organizations to create something new and valuable.”

- Laskar, 2001

...when your cup is full, may it been again...

- Grateful Dead

...you can't always get what you want, but sometimes, you get what you need.”

- Rolling Stones

Sustainability: A Long and Rewarding Journey

How are successful school partnerships created? First off, prevention providers should understand partnerships are not built overnight. It takes time, a long time for many, before schools and community-based organizations form the bonds that sustain their partnerships indefinitely.

When grantees first enter the school landscape, overworked school administrators and staff may see a grantee's program as another pressure placed onto their already overloaded day. This can lead to a sense of competitiveness between school and prevention staff if teachers try to fulfill their teaching duties while inviting prevention staff into their classrooms or if teachers are expected to teach the grantee's curriculum in addition to their other subject areas. This can also occur if school staff allow prevention staff to remove youth from their classes to attend prevention service activities.

At the cooperation or coordination level, a nurturing supportive relationship is established between grantees and school staff. Rather than prevention staff just presenting their program in the classroom, the school staff is trained in the prevention program and then implements it themselves. During the entire process, there is continuous dialogue and support between the school and grantee. The competitiveness is gone because the school staff realizes the importance of the prevention program in helping the youth; they work collaboratively to see that this is accomplished.

As the relationship between school and grantee is sustained, the school begins to view the prevention program as an integral part of the school. As a true partnership is formed, the grantee's program is considered part of the school's mission, the school staff is supportive of the services, and the school assists the grantee in securing funds for sustainable services.

Characteristics of Sustainability

- ✓ Prevention services considered part of school's LEAP, mission, or strategic plan
- ✓ Staff informed, aware, and supportive of services
- ✓ School assists in securing funds for prevention services
- ✓ Prevention services have are intrinsically valued and service infrastructures are in place

NOTES

Case Study: Self-care as the first priority.

My story and our stories of how personal self care resulted in our own sustainability.

TIPS:

- Sustainability results from giving away power, empowering others, and yourself. It is a circle.
- When you die, your “in box” will be full.
- Slow down to go fast actually gets more done, but only if you really slow down.
- Find someone who can tell you both of these above and ask regularly if you are taking care of yourself.

Strategies:

- Keep “service” your first priority. (Elgie Bellizio)
- Always serve whatever has eyes first. (Jim Rothblatt)
- If you think someone is asking you to be someone other than you are, then you misunderstood the question. (Jim Rothblatt)
- Money is scarce; remember what is abundant and look for it since many others overlook it.

Taking It Home: Countdown to Action!

3. _____

2. _____

1. _____

NOTES

Stop the Train, I Want to Get On!

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RESOURCES

