California Department Of Education

Whole Child Community Schools Strategic Plan

2015-2017

Produced by:

California Department of Education,
with support from external organizations

Supported by:

Californians Dedicated to Education Foundation

Funded by:

The California Endowment

Updated/Revised
March 23, 2015

Not for Distribution

Table of Contents

1. Overview 3
2. Letter from the Superintendent of Public Instruction 4
3. Acknowledgements 5
4. CDE WCCS Multi-year Strategic Plan at a Glance 6
5. Introduction 6
6. Background 8
7. Purpose, Definition, and Framework 9
   7.1. CDE WCCS Purpose Statement 9
   7.2. CDE WCCS Working Draft Definition 9
   7.3. CDE WCCS Working Framework: Integrated Whole Child Community Schools 10
8. Three Strategic Priority Areas 11
   8.1. Strategic Priority Area 1: CDE Internal Capacity-Strengthening 11
   8.2. Strategic Priority Area 2: Sustained System of Statewide Support 13
   8.3. Strategic Priority Area 3: Advocacy/Policy Change 16

Appendix 1. Summary: CDE WCCS Information Collected to Date……18

1. Overview

The California Department of Education's (CDE) Whole Child Community Schools (WCCS) Strategic Plan was developed by the CDE's Whole Child Integrated Action Team (WCIAT), a cross-branch/cross-division working group. The Department's leadership charged the WCIAT with strategic planning for a Department-wide WCCS initiative, a priority of State Superintendent of Public Instruction (SSPI) Tom Torlakson.

This document represents the completion of the WCIAT's work in creating a multi-year WCCS strategic plan that includes overarching goals and objectives. The plan is a result of the first phase of a multi-phase process, and is intended to serve as the foundation for subsequent phases that will include specific action planning to prioritize objectives, designate responsible entities, and define timelines for implementation.

During this planning process, the WCIAT learned the degree to which the CDE and the field are already engaging in successful WCCS efforts. This WCCS initiative will leverage and build upon this ongoing work. By strengthening internal CDE capacity for a larger WCCS role, enhancing collaboration with school districts and external entities such as state agencies and nonprofit organizations, and strongly advocating for WCCS statewide, the CDE can provide leadership, coordination, and established networks to support ongoing WCCS work throughout California. The Department is well positioned to work with the Governor, the Legislature, and other state agencies.

Support for this planning effort was provided by the Californians Dedicated to Education Foundation (CDEF). Funding for this work was provided by The California Endowment (TCE) and potential funding is being explored to support next steps in the planning process as well as direct implementation efforts.

2. Letter from the State Superintendent of Public Instruction

Letter Forthcoming.

3. Acknowledgements

This document represents the time, dedication, hard work, and resources of many individuals. The CDE would like to acknowledge their contributions and express deep gratitude to everyone involved in the strategic planning process.

CDE Whole Child Integrated Action Team (WCIAT)

- Nancy Bodenhausen, WCIAT Leader, Improvement & Accountability Division, District School & Innovation Branch
- Karen Cadiero-Kaplan, English Learner Support Division, Instruction & Learning Support Branch
- William Ellerbee, Student Support & Special Services Branch
- Megan Ellis, Office of the Chief Deputy Superintendent, Executive Branch
- Debra McMannis, Early Education & Support Division, Instruction & Learning Support Branch
- Jeannie Oropeza, Administration, Finance, Technology, & Infrastructure Branch
- Stephanie Papas, Coordinated Student Support Division, Student Support & Special Services Branch
- Heather Reed, Nutrition Services Division, Student Support & Special Services Branch
- Whitney Staniford, Government Affairs Division, Executive Branch
- Heather Williams, After School Division, Student Support & Special Services Branch

CDE/CDEF Leadership and Support

- Tom Torlakson, State Superintendent of Public Instruction
- Richard Zeiger, Chief Deputy Superintendent, CDE
- The CDE Executive Team
- Michelle Zumot, Assistant to the Chief Deputy Superintendent, CDE
- Shelly Masur, Chief Executive Officer, CDEF

CDE Leadership Team

- Division Directors in attendance at the Leadership Team meetings on February 18 and August 19, 2014
- Divisions providing additional feedback after the August, 2014 Leadership Team meeting, with special thanks to:
  - Division Directors, Student Support and Special Services Branch
  - Gordon Jackson, Director, Coordinated Student Support Division

Funding, Facilitation and Logistical Support

- The California Endowment (funding)
- Glen Price Group (Christopher Szecsey and Glen Price, facilitation and logistics)

External Organizations

- Theresa Lewallen, Association for Supervision and Curriculum Development (ASCD)
- Deanna Niebuhr, Partnership for Children and Youth (PCY)
- Lisa Villareal, The San Francisco Foundation (TSFF)

4. CDE WCCS Multi-year Strategic Plan at a Glance

CDE WCCS Purpose Statement

Promote Whole Child Community Schools by influencing and advocating for whole-child-focused public policies and fostering a system of capacity building, statewide and within the CDE.

CDE WCCS Working Draft Definition

We believe in the importance of addressing the needs of the whole student – the multi-dimensional aspects of each child's growth and development including cognitive, physical, social, emotional, and community influences. Students learn best when they are healthy, safe, engaged, supported, and challenged. The "whole child" approach to education encompasses methods, strategies, and services that enable schools to support this comprehensive approach to learning and development.

To effectively address the needs of the whole child, schools should collaborate with families, caretakers, and community agencies to deliver integrated services that promote improved access to health and learning supports, high expectations, and a positive school climate – all of which are necessary for students to thrive in the twenty-first century.

CDE WCCS Working Draft Framework

WCCS efforts aim to build capacity for sustainable models to support the whole child at school, including the need for each child to be:

- healthy;
- safe;
- engaged;
- supported; and
- challenged.

(See Section 7.3 for more detail.)

CDE WCCS Strategic Priority Areas:

1. ***Strategic Priority Area 1:*** **Internal Capacity Building.** Strengthen WCCS understanding and support capabilities within the Department as a prerequisite to providing external support to the field.
2. ***Strategic Priority Area 2:*** **Sustained System of Statewide Support.** Provide proactive assistance and service to statewide efforts to implement the WCCS approach.
3. ***Strategic Priority Area 3:*** **Advocacy/Policy Change.** Support statewide WCCS efforts through advocacy, legislative action, and policy influence.

(See Section 8 for goals and objectives in each strategic priority area.)

5. Introduction

State Superintendent of Public Instruction Tom Torlakson's Transition Advisory Team included "*providing comprehensive support for the development of the whole child*" in the concepts of several key recommendations in the *Blueprint for Great Schools*. The *Blueprint* also linked the whole child approach and community schools, noting that "*Full-service community schools are one tested approach to addressing the achievement gap.*" In 2013, The California Endowment provided funding to support the CDE to create a Whole Child Integrated Action Team (WCIAT) and plan for the integration of whole child and community schools approaches as part of the CDE's service and support to the state's education system.

Since all phases of this initiative are intended to be integrated Department-wide, the Department leadership recognized the importance of cross-branch/cross-division input into the strategic plan. The WCIAT was comprised of Branch Deputies, Division Directors, and staff from across the Department. During the planning process, the team sought feedback on the plan from the Department's Executive Team and the Leadership Team, representing 20 divisions throughout the CDE.

The WCCS initiative described in this strategic plan will prioritize building upon and integrating existing work. As a critical initial step, the WCIAT researched and reviewed a sampling of WCCS work already being carried out by the CDE, and used the results of this work to directly inform the strategic planning process. To facilitate this research, the team developed an information-gathering form to be completed by a select number of divisions. Though this process, some of the existing WCCS-related projects and initiatives at the CDE were identified, as well as existing linkages across branches/divisions in carrying out the work. In the initial round of information gathering, six of the CDE's 20 divisions submitted 19 WCCS projects and activities (see Appendix 1 for a summary of the information collected to date.) Further information about WCCS-related work across the CDE will be collected as the WCCS initiative progresses with further planning and implementation.

In addition to collecting information about some of the existing efforts within CDE, the WCIAT researched WCCS work being done by other organizations in California and across the country. WCIAT members attended the national conference of the Coalition for Community Schools, the Bay Area Community Schools Summit, and a task force meeting to begin planning a California Community Schools Network. Team members visited an established community school in the San Francisco Bay Area and a community-based program working in close partnership with a Bay Area high school. In addition, representatives of organizations supporting community schools efforts, including ASCD, PCY, and TSFF, gave short informational presentations at team meetings, at the invitation of the WCIAT.

The WCIAT learned through its internal information gathering that important work is already underway at the CDE in support of WCCS, even if it is not currently framed as such. This work supports internal cross-branch/cross-division collaboration, which will be essential for scaling WCCS work within the CDE and in support of the field. Significant

work is also underway in the field; knowledge of this work will enable CDE to better support ongoing and future WCCS efforts.

6. WCCS Background

As the *Blueprint for Great Schools* noted, full-service community schools are a "*tested approach*" to addressing the achievement gap and the WCIAT recognizes the long and robust history of the community schools movement. Established associations, networks, and coalition efforts exist on both the national and state levels. These efforts connect existing community schools and provide resources to emerging community schools and their partners. In California, existing regional organizations bring together local leaders and supporters of community schools efforts to share best practices and provide mutual support, and plans are in progress for a statewide community schools network.

One notable example of WCCS work is greater alignment between education and health services. In the mid-1980's, the coordinated school health model was created, illustrating that addressing the needs of the whole child and whole community is not new; however, it is a concept that is changing as the needs of our schools and communities change.

State-level investment in community schools dates back to 1991 when California established the Healthy Start Support Services for Children Act. The Act created planning and operational grants administered by the CDE and awarded to local educational agency (LEA) partners to establish, coordinate and sustain comprehensive, community school integrated services for children and families. Grants of up to $450,000 were awarded to LEA partnerships over a seven-year period. From 1991 to 2007, Healthy Start provided 850 grants, benefiting more than two million children and their families.

The Healthy Start legacy continues today, as many LEAs were able to achieve the initiative's goals of building capacity and sustaining long-term community schools efforts. These LEAs have maintained and built upon their original programs by garnering LEA resources or other public or private resources, and by leveraging community partnerships.

On the federal level, the Obama Administration created the federal Promise Neighborhoods Initiative in 2010, administered by the U.S. Department of Education, to provide planning and implementation grants for established community partners to create a "cradle to career" continuum of comprehensive services and supports for children, youth, their families, and the larger community.

Community schools are not a "one-size-fits-all" methodology, but rather depend on an individual community's assets, needs and approaches to creating and sustaining partnerships. Some community school models view the school as the center of a community – a hub where students, their families and the larger community can receive comprehensive services and supports. In other models, schools play a crucial

role in the community, but as one entity within a larger established governance structure of community partners.

All approaches recognize that the foundation of any community school model is strong collaboration between committed community partners, and that the systems of support must leverage public and private resources. All approaches seek to achieve the same larger goal – to recognize and meet the needs of the whole child from "cradle to career," including providing access to direct services for children, youth, their families, and the larger community through an interconnected system of supports. The CDE, in its statewide role, can be inclusive and supportive of all models and approaches, as defined at the local level.

The CDE honors the decades-long history of the WCCS movement, and seeks to continue to support its development by more effectively aligning with the changing needs of the field and collaborating with key stakeholders and partners to address all aspects of a child's development through a community-centered approach.

7. Purpose, Definition, and Framework

7.1. CDE WCCS Purpose Statement

Promote Whole Child Community Schools by influencing and advocating for whole-child-focused public policies and fostering a system of capacity building, statewide and within the CDE.

(Adopted by the WCIAT at its January 16, 2014 meeting)

7.2. CDE WCCS Working Draft Definition

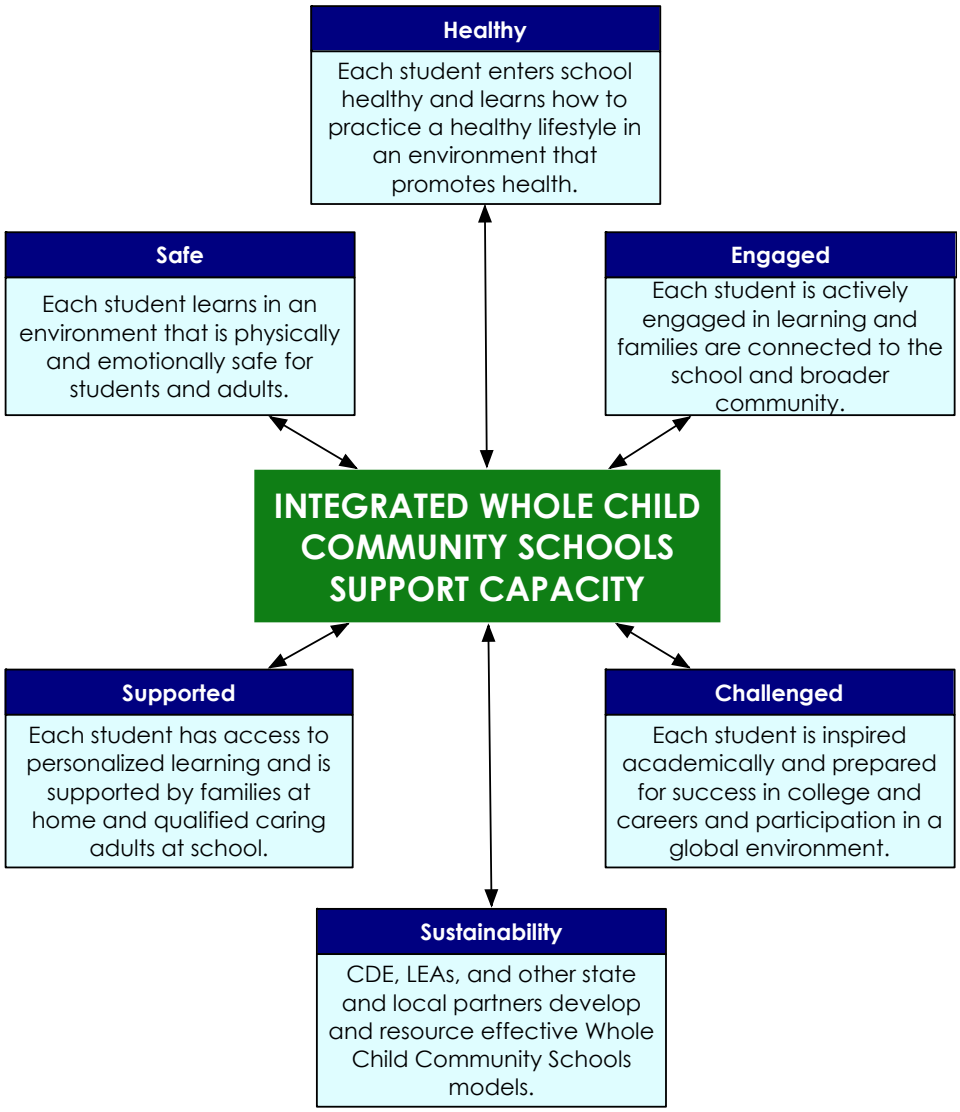
To initiate and provide context for its scope of work, the team began by clarifying what is meant by "whole child community schools." The following working definition was adopted by the WCIAT at its December 19, 2013 meeting:

> *We believe in the importance of addressing the needs of the "whole student" – the multi-dimensional aspects of each child's growth and development including cognitive, physical, social, emotional, and community influences. Students learn best when they are healthy, safe, engaged, supported, and challenged. The "whole child" approach to education encompasses methods, strategies, and services that enable schools to support this comprehensive approach to learning and development.*
>
> *To effectively address the needs of the whole child, schools should collaborate with families, caretakers, and community agencies to deliver integrated services that promote improved access to health and learning supports, high expectations, and a positive school climate – all of which are necessary for students to thrive in the twenty-first century.*

7.3. CDE WCCS Working Framework: Integrated Whole Child Community Schools

To provide context for WCCS planning, the team adapted and built upon an existing community schools framework developed by CDE and ASCD.[1] The following illustration summarizes the revised working framework and tenets adopted by the WCIAT at its February 3, 2014 meeting.

CDE WCCS Working Framework:
Integrated Whole Child Community Schools *
Working Draft 2/3/14



* Adapted from the California Department of Education Coordinated School Health and Safety Office "Whole Child Connections" graphic and the ASCD Whole Child Tenets (http://www.ascd.org/whole-child.aspx).

[1] For more information on ASCD (formerly the Association for Supervision and Curriculum Development), see: http://www.ascd.org/about-ascd.aspx.

8. Three Strategic Priority Areas

This plan focuses on three Strategic Priority Areas (SPAs), which are "buckets" for clustering and focusing the proposed work. The following tables describe each of these Strategic Priority Areas and their respective goals, objectives, and indicators of success.

8.1. Strategic Priority Area 1: CDE Internal Capacity-Building

Strengthen WCCS understanding and support capabilities within the Department as a prerequisite to providing external support to the field.

Goal 1.1	
Strengthen the understanding and application of the WCCS approach through enhanced internal CDE cross-division communication and collaboration.	
Objective	Indicator(s)
1.1.1. Finalize CDE adaptations of WCCS definitions and tenets, and secure any necessary permissions/credits.	Necessary approvals secured internally for official CDE definition of WCCS, adapted tenets from ASCD, and others as needed. Approval secured from ASCD for adapted tenets.
1.1.2 Establish and manage a cross-branch/cross-division implementation mechanism for encouraging and coordinating WCCS initiatives, especially in collaboration with other major CDE activities/projects such as Common Core State Standards implementation support, development of school accountability measures, assistance related to Local Control Accountability Plans (LCAP), and the Quality Schooling Framework (QSF).	WCCS cross-branch/division implementation mechanism established and operationalized.
	Increased number of cross-branch/cross-division collaborative WCCS efforts undertaken and recognized.
1.1.3 Expand and disseminate the WCIAT's information-gathering tool to assist divisions in understanding how the work they are already doing aligns with the WCCS approach.	Effective reporting to CDE staff on WCCS efforts already underway.
	New opportunities for cross-branch/cross-division collaboration identified, organized, and pursued.

Goal 1.1	
Strengthen the understanding and application of the WCCS approach through enhanced internal CDE cross-division communication and collaboration.	
Objective	Indicator(s)
1.1.4 Support an integrated WCCS approach for CDE divisions/branches by identifying and communicating specific CDE projects that have successfully incorporated this approach and serve as good examples of existing WCCS efforts.	Branch, division, or unit work plans include an objective or component which builds upon existing work to further integrate the WCCS approach.
1.1.5 Develop and implement a communication strategy, including the design and delivery of a WCCS orientation and training for divisions to increase understanding of the WCCS approach within CDE and in the field.	Two or three WCCS "point people" in each branch actively provide WCCS communications, deliver trainings, and organize field trips to learn from the field.
	The CDE Executive Team and Division Directors are continually engaged in WCCS support, with regular WCCS training provided and WCCS included as an agenda topic at each meeting.
1.1.6 Strengthen internal capacity to more effectively collaborate/partner with other organizations and networks to achieve common goals.	Strengthened internal understanding, skills, and experience related to effective collaboration. Key CDE staff are identified, leading partnering initiatives and participating in networks, etc.
	Partnership agreements between CDE and external organization are developed and followed.
	Indicators are developed and monitored for tracking successful partnering.
1.1.7 Establish a WCCS Cabinet of state departments/agencies and leverage Cabinet member organization structures and resources to coordinate state level support to local county government agencies.	WCCS Cabinet operationalized and implementing WCCS initiatives in with field outreach and input.

8.2. Strategic Priority Area 2: Sustained System of Statewide Support

Provide proactive assistance and service to statewide efforts to implement the WCCS approach.

Goal 2.1	
Support and partner with the field in the development, implementation, ongoing evaluation, and regular updating of a California-specific WCCS implementation guide with aligned resources and technical assistance.	
Objective	Indicator(s)
2.1.1 Collaborate with the emerging California Community Schools Network, stakeholders and/or other partners, to develop a California-specific implementation guide for WCCS, focusing on child outcomes, and including promising practices, research learnings, and other resources.	CDE staff designated and available to work on the development of a California-specific implementation guide for WCCS.
	California-specific implementation guide for WCCS and related resources is available through the CDE website, and is accessed by the field.
2.1.2 Collaborate with existing networks and organizations to document the successes of California schools using the WCCS approach. Document student outcomes and school challenges and needs, using reliable and appropriate tools and indicators.	Information about the successes, needs, and challenges of California WCCS is integrated into resources and technical assistance, and communicated to the field and general public by CDE.
2.1.3 Collaborate/partner with existing networks and organizations, such as the emerging California Community Schools Network, ASCD, and others, to develop and present issue-specific in-person and online meetings, seminars, conferences, and other technical assistance aligned with identified stakeholder needs and requests and with the California WCCS implementation guide.	Meetings, seminars, and conferences are held each year on WCCS issues related to stakeholder needs and requests, with CDE as a collaborator and/or host.
	Technical assistance tools related to WCCS are accessible through the CDE website and used by the field.
	CDE staff members are knowledgeable about WCCS and the California WCCS implementation guide, and are available to provide technical assistance to the field.

Goal 2.2	
Foster peer sharing, learning, and adaptation of successful WCCS strategies developed at the national, state, regional, and local levels.	
Objective	Indicator(s)
2.2.1 Collaborate with existing networks and organizations to identify California schools, including former Healthy Start Schools, implementing the WCCS approach. Collect, organize, and circulate links to information on those schools as a resource for other schools interested in implementing the WCCS approach.	Information about California schools, including former Healthy Start Schools, using the WCCS approach, is accessible through the CDE website and used by the field
2.2.2 Collaborate with existing networks and organizations to identify and encourage the use of regionally- and locally-organized networks, partnerships, CDE systems (for example, regional lead systems), and schools (including former Healthy Start Schools with established community schools programs) as resources for ongoing WCCS communication, networking, training, and peer learning.	Current information on regionally- and locally-organized WCCS support systems is accessible through the CDE website and used by the field
	Stakeholders report gaining knowledge and receiving ongoing support through existing regionally- and locally-organized peer support structures.
2.2.3 Provide and/or support opportunities for school district leadership to learn about and implement the WCCS approach.	In collaboration with ASCD and/or other partners, CDE convenes district superintendents for an introduction to the WCCS implementation guide and discussion of how WCCS work aligns with work districts are already doing, such as implementation of the Common Core State Standards and development of district and school policies (including LCAP, School Wellness Policies, School Safety Plans, and others).
	School districts stakeholder events result in WCCS approach planning (as measured by allocation of time and resources) and implementation.

Goal 2.2	
Foster peer sharing, learning, and adaptation of successful WCCS strategies developed at the national, state, regional, and local levels.	
Objective	Indicator(s)
2.2.4 Communicate regularly with other states supporting WCCS work, to cross-learn and share tools, resources, best practices, and other information.	CDE staff participates in and/or facilitates regular community of practice conversations with staff from other state educational agencies (SEAs) involved in implementing the WCCS approach.

Goal 2.3	
Share information with schools about public and private resources available to support WCCS work.	
Objective	Indicator(s)
2.3.1 Identify organizations, such as the emerging California Community Schools Network, the Partnership for Children and Youth, the national Community Schools Coalition, ASCD, and others, with information, resources and training available to support WCCS work, and share information about these resources.	Information about WCCS resources accessible through the CDE website and used by the field.
2.3.2 In collaboration with partner organizations, identify and convene funders interested in supporting WCCS to discuss California WCCS needs and successes.	Meetings with potential funders of California WCCS work are held at least annually with CDE participation; funders are aware of California's WCCS needs and successes.
2.3.3 In collaboration with existing networks and organizations, provide information to LEAs about best practices for leveraging public and private WCCS resources.	Information on promising practices for leveraging current and new resources to support WCCS work, including potential new funding for California WCCS efforts, is accessible through the CDE website and used by the field.

8.3. Strategic Priority Area 3: Advocacy/Policy Change

Support statewide WCCS efforts through advocacy, legislative action, and policy influence.

Goal 3.1	
Promote statewide the SSPI/CDE's integrated WCCS priorities and approach through statewide and local communication and action.	
Objective	Indicator(s)
3.1.1 Include the CDE's WCCS work in communications on an ongoing basis.	WCCS talking points/messages are developed and utilized to inform CDE communications on a regular basis
3.1.2 Communicate WCCS best practices through different communication mechanisms, such as websites, listservs, etc.	WCCS best practices are identified and shared through CDE communication mechanisms.
3.1.3 Recruit and deploy spokespersons to communicate WCCS messages and to raise awareness. Capitalize on the SSPI's legislative partners who champion WCCS to raise awareness.	Press conferences and other WCCS events are held with organizations that promote WCCS.
3.1.4 Identify and integrate overlapping CDE WCCS projects and communications to ensure a unified message to the field.	Opportunities are identified and activities/projects integrated for collaborative initiatives such as the Quality Schooling Framework.
	Specific regional events are organized each year, such as press conferences and tours, to get press attention and to raise awareness with legislators of integrated WCCS efforts.
	Local roundtables held each year to bring educators and community partners together for integrated efforts.
3.1.5 Identify state and national partners engaged in WCCS communications. Cultivate relationships with these organizations and coordinate advocacy and policy action.	Stakeholder collaboratives and partnerships established and cooperative action taken on national, statewide and local efforts.

Goal 3.2	
Pursue SSPI legislative priorities and collaborate with key stakeholders to foster statewide WCCS policy promotion, input, and change.	
Objective	Indicator(s)
3.2.1 Work closely with the Government Affairs Division to examine current policy/legislative initiatives that intersect with WCCS goals, and to pursue policy change and funding.	Priority WCCS legislative/policy changes identified and pursued in collaboration with partners.
	WCCS legislative/policy trainings and briefings are provided to WCCS partners each year.
	Additional public funding is successfully generated through legislation in support of WCCS implementation.
3.2.2 Explore and advocate for the inclusion of effective WCCS practices in school accountability measures and school recognition programs.	Effective WCCS practices are adopted, adapted, and included in school accountability measures and school recognition/awards programs.
3.2.3 Create a CDE and stakeholder WCCS feedback system to provide data for continuous improvement of WCCS advocacy/policy efforts.	CDE listservs and stakeholder surveys provide needed feedback for WCCS improvement on: 1) knowledge, understanding, and use of WCCS tenets; and 2) what the CDE could improve upon to better support stakeholders/partners in WCCS work.

Appendix 1. Summary: CDE WCCS Information Collected to Date

Whole Child Community School Supports - August 2014										
Branch	**Division**	**Project/Activity**	**Relates to which Whole Child Community School Tenet(s)?** *Enter Y if applicable (may select more than one)*					**Collaboration with other divisions (please specify divisions)**	**Further Information (Links, documents, etc.)**	**Key Contact (Name)**
			Healthy	Safe	Supported	Engaged	Challenged			
DSIB	IAD	**Family Engagement Framework**			Y	Y	Y	Early Education & Support; After School ; English Learner Support; Title II Leadership; Coordinated School Health & Safety; Special Education	http://www.cde.ca.gov/ls/pf/pf/documents/familyengagework.pdf http://www.cde.ca.gov/ls/pf/pf/documents/familytoolseng.pdf http://www.cde.ca.gov/ls/pf/pf/documents/famengagespanish.pdf	Nancy Bodenhausen
DSIB	IAD	**Quality Schooling Framework**			Y	Y		Early Education & Support; After School ; English Learner Support; Title II Leadership; Coordinated School Health & Safety; Special Education	http://www.cde.ca.gov/qs	Alejandro Hernandez

Whole Child Community School Supports - August 2014										
Branch	**Division**	**Project/Activity**	**Relates to which Whole Child Community School Tenet(s)?** *Enter Y if applicable (may select more than one)*					**Collaboration with other divisions (please specify divisions)**	**Further Information (Links, documents, etc.)**	**Key Contact (Name)**
			Healthy	Safe	Supported	Engaged	Challenged			
DSIB	IAD	**CA Title I Conference**	Y	Y	Y	Y	Y	Communication; Analysis, Measurement & Accountability; Educational Data Management; Governmental Affairs; Curriculum Frameworks and Instructional Resources	http://www.cde.ca.gov/sp/hs/cy/	Rina DeRose-Swinscoe

Whole Child Community School Supports - August 2014										
Branch	**Division**	**Project/Activity**	**Relates to which Whole Child Community School Tenet(s)?** *Enter Y if applicable (may select more than one)*					**Collaboration with other divisions (please specify divisions)**	**Further Information (Links, documents, etc.)**	**Key Contact (Name)**
			Healthy	Safe	Supported	Engaged	Challenged			
DSIB	IAD	**Homeless Children & Youth Education Web Page**	Y	Y	Y	Y	Y	Presentations are made by CDE staff from numerous divisions on topics that support the whole child. At the 2014 conference, the following divisions presented: After School; Analysis, Measurement & Accountability Reporting; Assessment Development & Administration; Audits & Monitoring; Coordinated Student Support & Adult Education; Career & College Transition; Curriculum Frameworks & Instructional Resources; English Learner Support; Improvement & Accountability; Professional Learning Support; Special Education	http://www.cde.ca.gov/sp/sw/t1/title1conf.asp	Leanne Wheeler
ILSB	ELSD	**Migrant Education Program School Readiness Programs**: Focus on Family Biliteracy. A statewide school-based family biliteracy education program that families may replicate at home to provide high quality instruction for children ages 3-5.	Y	Y	Y	Y	Y		http://www.cde.ca.gov/sp/me/mt/mefbpbackground.asp http://www.californiaafterschool.org/tchas	Celina Torres

Whole Child Community School Supports - August 2014										
Branch	**Division**	**Project/Activity**	**Relates to which Whole Child Community School Tenet(s)?** *Enter Y if applicable (may select more than one)*					**Collaboration with other divisions (please specify divisions)**	**Further Information (Links, documents, etc.)**	**Key Contact (Name)**
			Healthy	Safe	Supported	Engaged	Challenged			
ILSB	ELSD	**Implementation of the New (2012) English Language Development Standards**			Y	Y	Y	Curriculum (CIFR); Professional Learning (PLSD); Assessment (ADAD); Accountability (AMAR); Common Core Office	http://www.cde.ca.gov/sp/el/er/eldstandards.asp	Elena Fajardo
ILSB	EESD	**Race to the Top Early Learning Challenge Quality Rating Improvement System (QRIS)**	Y	Y	Y	Y	Y		http://www.cde.ca.gov/sp/cd/rt	Cecelia Fisher-Dahms
ILSB	EESD	**Desired Results Developmental Profile (DRDP) 2015**	Y	Y	Y	Y	Y	Special Ed	http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp	Cecelia Fisher-Dahms
ILSB	CCTD	**Adult Education:** Adult schools offer free to low-cost classes for adults 18 and older. Students can get a high school diploma, general education diploma (GED), learn about jobs, learn to speak English, and learn how to become a U.S. citizen.			Y	Y	Y	Special Education; Migrant Ed	http://www.cde.ca.gov/sp/ae/	Shadidi Sia-Maat
SSSSB	ASD	**Team California For Healthy After Schools**: Building capacity for specific after school programs to mentor other programs in healthy practices.	Y					Nutrition Services Division	http://www.afterschoolnetwork.org/team-california-healthy-after-schools http://www.californiaafterschool.org/tchas	Onda Johnson

Whole Child Community School Supports - August 2014										
Branch	**Division**	**Project/Activity**	**Relates to which Whole Child Community School Tenet(s)?** *Enter Y if applicable (may select more than one)*					**Collaboration with other divisions (please specify divisions)**	**Further Information (Links, documents, etc.)**	**Key Contact (Name)**
			Healthy	Safe	Supported	Engaged	Challenged			
SSSSB	ASD	**Quality Standards for Expanded Learning**: Standards describe high levels of performance of after school programs, standards overlap with all of the tenets.	Y	Y	Y	Y	Y		http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-programs	Josh Brady
SSSSB	NSD	**Local School Wellness Policy (LSWP) Collaborative:** The Collaborative, comprised of 20 state agencies, is co-chaired by NSD .The Purpose is support California school districts in their implementation of LSWP. LSWP are mandated for all school districts participating in the federal meal programs. LSWP must contain goals for nutrition education, promotion, physical activity and overall student wellness as well as guidelines for nutrition standards and include diverse stakeholder engagement.	Y	Y	Y	Y	Y	Team California	http://www.teamcaliforniaforhealthykids.org/School%20Wellness/	Heather Reed
SSSSB	NSD	**Preschools Shaping Healthy Impressions through Nutrition and Exercise:** The NSD leads the Preschools SHINE pilot coaching program, which was established to improve their nutrition and physical activity environments. This coaching project involved 22 classrooms, serving over 400 preschool aged children and 39 staff in Sacramento.	Y		Y	Y	Y	Early Education and Support Division		Courtney Thornberg
SSSSB	NSD	**Team California for Healthy After Schools:** This project, led by NSD, provided support, training and mentoring to 10 afterschool programs in California to improve their capacity to establish overall	Y	Y	Y	Y	Y	After School Division	http://www.afterschoolnetwork.org/team-california-healthy-after-schools	

Whole Child Community School Supports - August 2014										
Branch	**Division**	**Project/Activity**	**Relates to which Whole Child Community School Tenet(s)?** *Enter Y if applicable (may select more than one)*					**Collaboration with other divisions (please specify divisions)**	**Further Information (Links, documents, etc.)**	**Key Contact (Name)**
			Healthy	Safe	Supported	Engaged	Challenged			
		healthy environments throughout all their sites with a focus on wellness policies, nutrition education and physical activity programs.							http://www.californiaafterschool.org/tchas	Deborah Tamannaie
SSSSB	NSD	**Smarter Lunchrooms Movement:** The NSD collaborated with 8 state level partner organizations to train food service directors on how to strategically place and promote healthier foods in the lunchroom, nudging children to make healthier choices. SLM is a research based method that was developed by Cornell University using behavioral economics strategies. In California, in phase one(2013-2104), 100 school districts were trained and about 30 supported with TA, with another 100 being trained and supported by TA during phase two (2015-16).	Y						http://smarterlunchrooms.org/	Heather Reed
SSSSB	NSD	**Healthier US School Challenge:** The HUSSC recognizes elementary, middle, and high schools that are creating healthier school environments through their promotion of good nutrition and physical activity. Four levels of superior performance are awarded with monetary incentives: Bronze ($500), Silver ($1,000), Gold ($1,500), and Gold Award of Distinction ($2,000). The new HUSSC criteria, effective July 1, 2012, aligned with the new meal pattern changes to the NSLP. The NSD promoted the HUSSC through the following:• Distributed HUSSC awards to 691	Y			Y	Y		http://www.fns.usda.gov/hussc/healthierus-school-challenge	Elizabeth Moreno

Whole Child Community School Supports - August 2014										
Branch	**Division**	**Project/Activity**	**Relates to which Whole Child Community School Tenet(s)?** *Enter Y if applicable (may select more than one)*					**Collaboration with other divisions (please specify divisions)**	**Further Information (Links, documents, etc.)**	**Key Contact (Name)**
			Healthy	Safe	Supported	Engaged	Challenged			
		schools, representing 26 SFAs in California								
SSSSB	CSSD	**Team California for Healthy Kids:** Purpose is to promote healthy eating and physical activity throughout the day, every day, in schools, before and after school agencies, early childhood programs, and communities	Y	Y	Y	Y	Y	Nutrition Services; Professional Learning & Support	http://www.cde.ca.gov/eo/in/tchk.asp	Stephanie Papas
SSSSB	CSSD	**Tobacco Use Prevention Education:** Provides funding through an application process for tobacco-specific student instruction, reinforcement activities, special events, intervention, and cessation programs for students.	Y	Y		Y		Tobacco Control @ CA Dept. of Public Health	http://www.cde.ca.gov/ls/he/at/tupe.asp	John Lagomarsino
SSSSB	CSSD	**Mental Health:** Provides strategies, resources, and training in psychological and mental health issues, including coping with tragedy, crisis intervention and prevention, school psychology and suicide prevention.	Y	Y	Y	Y		Special Education, CSBA, CA Dept. Public Health	http://www.cde.ca.gov/ls/cg/mh/	Monica Nepomuceno