

After reviewing your agenda, reviewing the materials all of you were sent, talking with Bill Galston about this conference....and seeing so many familiar faces who have taught me the vast majority of what I know about services that are school linked, school based...and all the other variations...I wondered what I might add today.

I can add TO the commitment heard thus far by you from the Administration, I can tell you it is experience based learning that brings that commitment from me...as a teacher, counselor, community volunteer and advocate for children, state policy maker, and as a parent.

Those experiences have told me over the years that misunderstanding by school officials about their role-primarily fears of several kinds, lack of technical assistance, lack of leadership by any one entity are often far more the so-called barriers than simply regulations and funding streams that are in truth, nightmares, but not to be seen as totally the most basic of barriers. Many of you are living proof of the maxim "Where there is a way, there is a will"; and by your initiative in forging ahead you are teaching us valuable lessons we do and continue to want to hear from sessions like this so that we might look at legislation, regulations, the design of grant programs, etc. to make the exception the rule for our children.

Beyond anything else we do, I believe, we must foster a climate in which communities are brought together to design their own plans, made aware of all kinds of possibilities, encouraged by our agencies at all levels, and given the freedom to ask/design/probe a little more and to implement. We are too often encouraging up to the point of implementation and then march back in with the barriers...our role...our meaning those of us who believe in this concept or group of concepts...our role is to be the parent who provides information, facilitates, encourages, cheers, and give the freedom to soar, not just learn to leave the limb upon which the nest rests and seek basic sustenance alone. We must as the parent always be looking for opportunities to expand the vision, create learning situations.

As we worked to look at this idea in Arkansas I learned through many of you and observation around the country that often we do a fine job of presenting the information to our communities, pulling them into information sharing meetings, hosting dinners for beginning the process but then we push them out of the nest and the wings aren't developed and they don't know to whom they are to cry. That is why I feel the technical assistance given must be ongoing, innovating in approach, facilitative in nature. It is tough walking the line of not being over prescriptive, over bearing even and yet making sure our communities know they can truly work together in the literal meaning of that word community.

Experience of Academy on state, local areas  
EZ/EC process  
PACT

I have become obsessed somewhat with transitions in children's  
lives....

*Hamp  
Camp David*

---

## **Clinton Presidential Records Digital Records Marker**

---

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

---

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

---

ENSURING  
STUDENT SUCCESS  
THROUGH  
COLLABORATION

SUMMER INSTITUTE  
PAPERS AND  
RECOMMENDATIONS  
OF THE  
COUNCIL OF  
CHIEF STATE  
SCHOOL OFFICERS

1992



### ...MEETING AN URGENT NEED

Many reports have documented changes which are causing increasing strains on our families, schools, and support systems. The statistics are familiar:

- substantial increases in the number of children living in poverty
- growing numbers of children coming to schools behind their peers
- rising rates of domestic violence, substance abuse, and other indicators of social isolation
- increases in the number of non-traditional families

To address these challenges, traditional policies and programs designed to help children and families must be reevaluated.

The Healthy Start Support Services for Children Act (Senate Bill 620; Presley, 1991) is a statewide initiative placing comprehensive support services for children and families at school sites. It gives schools, in partnership with public and private service providers, a unique opportunity to restructure systems to better meet the needs of children and families. As a key component of Governor Pete Wilson's initiatives for prevention and early intervention programs for children, Healthy Start authorizes the Superintendent of Public Instruction to award grants to schools and their collaborative partners for school-linked integrated health, mental health, social, educational, and other support services.

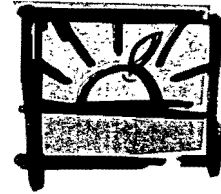


- Healthy Start is California's first statewide effort to place comprehensive support services for children and families at or near the school site.
- Under Healthy Start, the Superintendent of Public Instruction annually awards planning and operational grants to school districts and county offices of education, in partnership with public, private, and community service agencies, to provide school-based, school-linked integrated health, mental health, social, educational, and other support services to children and families.
- A major goal of Healthy Start is to restructure the current service delivery system to better meet the needs of California's children and families.

### WANT TO FIND OUT MORE?

Healthy Start is administered by the Interagency Children and Youth Services Division in the California Department of Education. **(916) 657-3558**

The Healthy Start Field Office provides technical assistance to school/community collaboratives receiving Healthy Start funding. The Field Office is also a resource center for information about comprehensive children's services. **(916) 752-1277**



## Healthy Start

**STRONG FAMILIES  
AND SCHOOL  
SUCCESS FOR  
CALIFORNIA'S  
CHILDREN**

### A UNIQUELY RESPONSIVE PLAN...

California's Healthy Start was developed to improve the lives of children and families. Local Healthy Start initiatives are redesigning service systems to be:

#### *Accountable*

From a community assessment, Healthy Start initiatives identify high priority needs. Local initiatives strive for measurable improvements in such areas as school readiness, academic success, health and mental health, and family functioning.

#### *Family Focused*

Children are unlikely to prosper unless their families do. Healthy Start builds families' capacities to make their own decisions and to obtain needed resources.

#### *Accessible*

Families are more likely to use convenient services connected with the neighborhood school. Local Healthy Start initiatives are both on site (school-based) and near school sites (school-linked.)

#### *Comprehensive*

Healthy Start initiatives may provide a variety of support services that respond to a full range of needs. Sites work to integrate services, changing systems to meet family needs in a holistic, rather than categorical, way.

#### *Preventive*

The current system provides support only after problems become severe. Healthy Start initiatives shift the focus to preventing problems and promoting wellness for all children and families.

#### *Locally Controlled*

Each initiative is governed by a local collaborative: key people and agencies in health and human services, local government, schools, and the community. Together they assess needs, set priorities, and assess effectiveness.

#### *Reform Centered*

Healthy Start shares with school reform efforts the goal of improving educational performance. Healthy Start builds on the learning activities that foster the child's social, emotional, and cognitive development.

**COMMUNITY-DRIVEN DESIGN**

Key components of successful local Healthy Start implementation include:

*Culturally Appropriate Systems*

Healthy Start sites ground their efforts on an understanding of the diversity of the community. Services are designed to be culturally and linguistically appropriate for each family.

*Case-Managed Service Delivery*

Services are case managed. Healthy Start collaboratives determine which families can be served through preventive strategies and which they will target for intensive case-managed services.

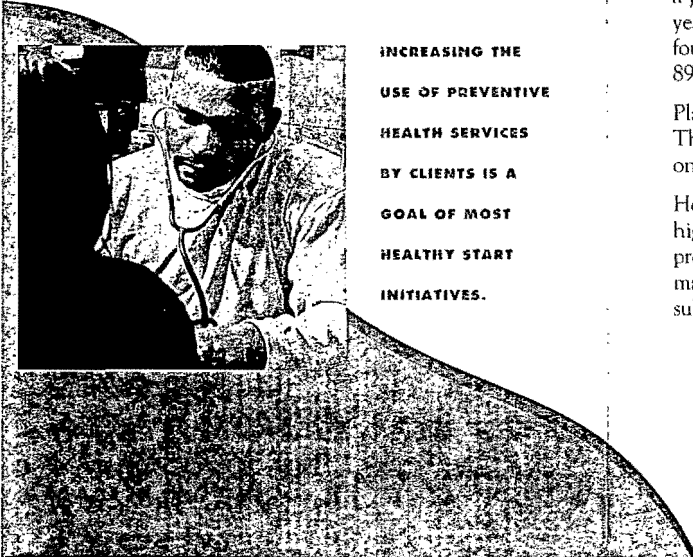
*Parental Involvement*

Parents help design and implement each Healthy Start initiative. They also participate as collaborative decision-makers. As experts on their children and their communities, parents keep sites focused on relevant issues.

*Informal Supports*

Healthy Start initiatives offer more than formal services. They also include primary or informal supports such as neighborhood groups, recreational facilities, law enforcement, and civic and community organizations. If these informal networks are strong, families have less need for more formal services.

**INCREASING THE USE OF PREVENTIVE HEALTH SERVICES BY CLIENTS IS A GOAL OF MOST HEALTHY START INITIATIVES.**



**HEALTHY START SERVES K-12 STUDENTS THROUGH A VARIETY OF FORMAL AND INFORMAL SUPPORT SERVICES.**

**FUNDING OPPORTUNITIES**

Healthy Start offers grants annually to school districts and county offices of education, and their collaborative partners. A single school or several schools in a cluster may be involved in developing a local Healthy Start Initiative.

The California Legislature appropriates about \$20 million a year for Healthy Start. During Healthy Start's first three years (1991-92-1993-94), Healthy Start projects were found in 53 California counties, 171 school districts and 890 schools.

Planning grants of up to \$50,000 are for one or two years. Three-year operational grants may receive \$300,000, plus a one-time start-up amount of \$100,000.

Healthy Start funds are targeted to California schools with high populations of low-income and limited English proficient students. Elementary, middle, and high schools may participate. Healthy Start initiatives exist in urban, suburban, and rural communities throughout the state.

**A CALIFORNIA PARTNERSHIP...**

As directed by the enabling legislation, the California Department of Education has responsibility for implementation of Healthy Start. Policy oversight is also provided by an interagency collaborative effort, the California Partnership for School-linked Services.

This Partnership is composed of the Superintendent of Public Instruction, representatives from the Governor's Office, cabinet-level officials, state department directors, and a group of private foundations, the Foundation Consortium for School-linked Services.

**...WITH LONG RANGE GOALS**

The Partnership is committed to:

- Implementing collaborative models that integrate services for children and families using the school as the hub;
- Designing stable financing mechanisms to support Healthy Start and integrated school-linked services; and
- Making service delivery systems more comprehensive, integrated, flexible, and family-focused.

**HEALTHY START PROVIDES SERVICES TO CHILDREN AND THEIR FAMILIES.**



**ORDER FORM 1994**

*Healthy Start Field Office Clearinghouse*

**TO ORDER MATERIALS:**

- Complete the information below
- Check the materials you are requesting
- Detach and mail this form, with payment as appropriate, to: Healthy Start Field Office, CRESS Center University of California, Davis, CA 95616-8729

NAME \_\_\_\_\_ TITLE \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

( ) ( )  
TELEPHONE \_\_\_\_\_ FAX \_\_\_\_\_

**ITEMS AVAILABLE FOR PURCHASE**

- Thinking About Outcomes.* The "Outcomes Framework" developed by the Healthy Start Field Office. A self-administered packet with information regarding outcomes and tools to help sites develop outcomes-based projects.  
\_\_\_\_\_ copies at \$5.00 per copy = \$ \_\_\_\_\_ (subtotal)
- Healthy Start Proposals Scoring Explanation Booklet.* Prepared by Interagency Children and Youth Services Division, California Department of Education. Includes the Healthy Start application scoring rubric and sample application proposals.  
\_\_\_\_\_ copies at \$10.00 per copy = \$ \_\_\_\_\_ (subtotal)

Please enclose purchase order or check payable to the Regents of the University of California.

Total enclosed \$ \_\_\_\_\_

**ITEMS AVAILABLE FREE OF CHARGE**

- Directory of Healthy Start Grantees.* Prepared by the Healthy Start Field Office. Directory and description of funded Healthy Start operational and planning grantees.
- Healthy Start Program Description.* A short paper outlining the goals and key concepts of the Healthy Start initiative and the funding process. Prepared by the Interagency Children and Youth Services Division, California Department of Education.
- SB 620 Healthy Start Request for Applications.* The application package for funding under Healthy Start.

For more information call the Healthy Start Field Office at 916.752.1277.

---

## **Clinton Presidential Records Digital Records Marker**

---

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

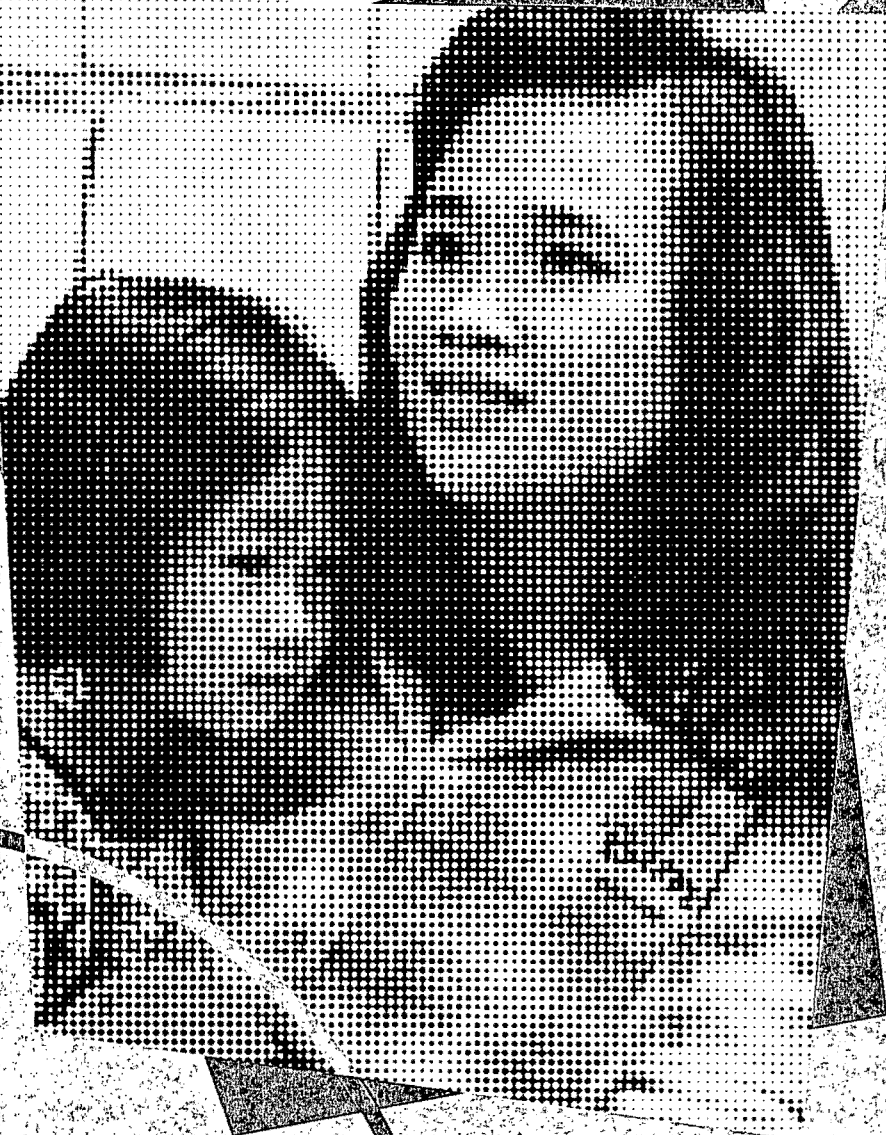
This marker identifies the place of a publication.

---

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

---

# CAPSS



*Go ahead -  
I know it  
will be a  
success*

**California**

**Partnership for**

**Comprehensive,**

**Integrated**

**School-linked**

**Services**