Section 5

Linking Strategies to Results

Deciding on the outcomes that matter most for your community is a matter of values, as well as of what is practical. Accordingly, it should be a broadly participatory process that is well informed by the findings of your community assessment. Parents, guardians, students and other community members should play a key role in the discussion, as well as school staff and agency representative.

In addition, there should also be some goals for your system of service delivery, school and overall collaborative that aligns with the results that you want for your students. Remember that both informal and formal supports can have an impact on a particular issue. Peer support or other assistance provided by parents, guardians or community members (informal support) can have a significant impact on outcomes, in addition to counseling, medical treatments, or other interventions provided by professionals. For a given outcome area, build a spectrum of approaches from primary prevention to intervention making full use of informal resources. For formal services, be sure to focus on the targeted students and families to make an impact on the issues you said you needed and wanted to do in order to achieve the results for students and families.

The strategy chart included in this toolkit shows a range of interventions for particular goals. The chart illustrates the use of both formal and informal supports and services utilizing community, school, and agency resources. Completing the strategy chart will help:

- Planning sites develop a broad range of interventions to address priority concerns
- Operational sites to outline the interventions already in place and to better coordinate or expand existing interventions in order to fully utilize all resources

The “Analysis of Alternative Intervention” also included in this toolkit can be used in conjunction with the strategy chart to refine your understanding of the contribution and consequences of each of your various interventions.

Materials from this section have been exerted from: Thinking About Outcomes (1994) Rachel Lodge & Beth Hart, HSFO, [1018], UC Davis, School of Education.
Understanding the Place for Case Management

By Kindra F. Montgomery
Healthy Start Field Office
UC Davis Center for Community School Partnerships

Objectives:
- Understand the place for case management within the development and operation of a site
- Relate case management to the community assessment and the choices of outcomes for the community
- Be exposed to models of case management that include multi-disciplinary approaches, site-grown family advocacy and case management

What is Case Management?

✓ A system but it does not require a computer
✓ A way of storing and retrieving information about the:
  ✓ People served
  ✓ Services provided
✓ A procedure for delivering services
✓ A way of organizing integrated services

Supervision & Operation Issues

✓ Supervision
  ✓ Procedures
  ✓ Practices
  ✓ Coordination
  ✓ Case review
  ✓ Case termination
  ✓ Evaluation
  ✓ Monitoring
  ✓ Feedback
✓ Case Management: The day-to-day work
  ✓ Intake
  ✓ Eligibility
  ✓ Services
  ✓ Referral
  ✓ Follow-up
  ✓ Case conferences
  ✓ Termination
### Analysis of alternative interventions

For each priority issue that you identify, a number of interventions or actions can be taken. In order to choose interventions with maximum impact, it can be helpful to analyze each possible intervention on the four criteria described below: contribution, constraints, consequences, and costs. Optimal interventions are those that contribute the most with the least cost, consequences, and constraints. An explanation of each criterion follows:

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Consequences</th>
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<tbody>
<tr>
<td>Evaluate as to the contribution it will make toward the accomplishment of the outcome:</td>
<td>Determine what internal effects on other parts of your organizations or external effects on other agencies or programs might take place:</td>
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<tr>
<td>• <strong>Impact.</strong> Does the intervention have a direct impact on the condition or an indirect one; what assumption must be made about the efficacy of the intervention?</td>
<td>• Will it reduce the output of other providers?</td>
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<tr>
<td>• <strong>Scope.</strong> How many people or things can be reached by the intervention or program?</td>
<td>• Will it affect the clients of other providers?</td>
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<tr>
<td>• <strong>Permanency.</strong> How long will the effect last; will it have to be repeated; if so, how often?</td>
<td>• Will clients of your program affect other persons?</td>
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<td>• Will it delay other programs?</td>
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<td>• Will it create demand in other programs?</td>
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<td>• Will it run counter to other collaborative, community, or agency goals and objectives?</td>
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<table>
<thead>
<tr>
<th>Constraints</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Test for any existing or potential constraints that might limit its achievement and therefore make it inappropriate:</td>
<td>Costs should be detailed to the degree that they reflect gross expenditures and not an operational budget:</td>
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<tr>
<td>• <strong>Physical.</strong> Are there geographic, mechanical, natural or other barriers or conditions, which might make its attainment impossible or difficult?</td>
<td>• <strong>Expenditures.</strong> Are the major items of expenditure identified; are the cost estimates for each verified?</td>
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<tr>
<td>• <strong>Legal.</strong> Are there laws or regulations, which might impede the attainment specified?</td>
<td>• <strong>Revenues.</strong> Are the required financial resources actually available; if not, are potential sources identified; are there budgetary constraints which could preclude spending in this way?</td>
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<tr>
<td>• <strong>Administrative.</strong> Are there matters such as lack of personnel, prior commitments to other programs, and the like which could stand in the way of the attainment desired?</td>
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<td>• <strong>Distributional.</strong> Are things and people actually at the places where the desired action is to occur; can they get there?</td>
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<tr>
<td>• <strong>Political.</strong> Are there political reasons why any of the statements in the objective may be inappropriate, unwise, or unacceptable?</td>
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<tr>
<td>• <strong>Traditional, Social, and Religious.</strong> Will the customs and traditions of people restrict their commitment to achieving the specified outcome?</td>
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</tbody>
</table>
### Sample Strategy Chart

#### Comprehensive Approach

<table>
<thead>
<tr>
<th>Prevention</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad Impact</td>
<td>Carefully Targeted</td>
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<tr>
<td>Informal</td>
<td>Formal</td>
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</tbody>
</table>

#### Underlying Issues

- Decreased sense of belonging to:
  - Community
  - Family
  - School
- Few employment opportunities
- Few recreational opportunities
- Drug Involvement
- Poverty
  - Etc.

#### Desired Outcomes

- Improved community safety
- Reduced gang violence

#### Community Resources:

- Neighborhood members
- YMCA
- Church & other community groups
  - Etc.

#### Strategies:

- Zero tolerance climate
- Neighborhood Watch
- After School Sports program
- Community Cleanup Days
  - Etc.

#### Parent/Guardians Resources:

- Ability to set home/neighborhood climate
  - Etc.

#### Strategies:

- Promote & support school success, career goals, bonding to family & other pro-social groups
- Organize neighborhood block activities
  - Etc.

#### Kids/Peers Resources:

- Ability to set school/neighborhood climate
  - Conflict Resolution Program
  - Etc.

#### Strategies:

- Volunteer service bank
- Mural projects
- Peer Conflict Resolution Teams
  - Etc.

#### School (Including classroom and curriculum) Resources:

- Cooperative Learning K-12
- Student Assistance Team
  - "Learning to Be A Healthy Kid"
  - Etc.

#### Interagency Service Providers

- Group Support Screening Classes
- Indiv/Family Svc Intervens

#### Indicators of Success

- Reduction in on-campus violence
- Reduction in pupil gang involvement
- Increase in graduation rates
- Decrease in amount of money spent on graffiti clean-up
- Increase in full-time employment of former gang members after graduation
  - Etc.
## Sample Strategy Chart

<table>
<thead>
<tr>
<th>Area of concern:</th>
<th>Construct your continuum of support:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PREVENTION &lt;----------------------------&gt; INTERVENTION</td>
</tr>
<tr>
<td></td>
<td>BROAD IMPACT &lt;--------------------------&gt; CAREFULLY TARGETED</td>
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<tr>
<td></td>
<td>INFORMAL &lt;-------------------------------&gt; FORMAL</td>
</tr>
</tbody>
</table>

### Underlying causes:

<table>
<thead>
<tr>
<th>Outcome sought:</th>
<th>SUPPORTERS AND PROVIDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defined by the following indicators:</td>
<td>Parents/Guardians/Community Members</td>
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<tr>
<td></td>
<td>What will these people/agencies be doing when your initiative is up and running?</td>
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</tbody>
</table>

GLUE: Who will coordinate, facilitate and manage these activities/staff?
Readiness checklist

This readiness checklist has been designed to help collaborative groups reflect on each of the following statements related to their progress in implementing their initiative. Even if you are at an earlier stage in the process, however, it is important to begin to think ahead about how to use evaluation to improve and sustain your program.

- We know which students and families we want/need to reach
- We have conducted a community assessment
- We have developed an initial profile of our community schools resources and needs
- We have a strong, manageable, decision-making group (collaborative) that includes meaningful participation by public and private organizations and a significant number of parents, students, and neighborhood representatives
- Based on our community assessment, we have identified the results we need/want to achieve
- We have a preliminary set of strategies that we believe will help us achieve our results
COMMUNITY SCHOOLS TOOL KIT • SECTION 5

CASE PLAN

NAME: ___________________________ CASE #: ______________________

DATE: ______________ CASE MANAGER: ____________________________

SHORT TERM GOALS: (The plan that you & the client set forth to begin achieving &
building within the year).

________________________________________________________________________

________________________________________________________________________

LONG TERM GOALS: (The results of the case plan established by the client & the case
manager).

________________________________________________________________________

________________________________________________________________________

ACTION PLAN FOR WORKING WITH THE CLIENT: (Specific steps or actions you
can take to assist the client in achieving the above goals).

________________________________________________________________________

________________________________________________________________________

DISPOSITION:

________________________________________________________________________

OXNARD ELEMENTARY SCHOOL DISTRICT HEALTHY START

FAMILY SERVICE PLAN

Teacher ___________________ School ___________________ Date Opened: / / Date Closed: / /

Index Student ___________________ M/F ___________________ Birthday: / / Grade: ___________Track: ____________

Parent’s Name ___________________ Home Phone #: _________ Other Phone #: _________ Home Language: ____________

REFERRAL PROBLEM(S):

________________________________________________________________________

________________________________________________________________________

SHORT TERM GOALS:

________________________________________________________________________

________________________________________________________________________

LONG TERM GOALS:

________________________________________________________________________

________________________________________________________________________

REFERRALS:

________________________________________________________________________

FAMILY CONTACT

(please enter dates in appropriate boxes)

HOME VISIT OFFICE PHONE COLLATERAL

________________________________________________________________________

________________________________________________________________________

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# Family Service Plan

Santa Paula Elementary School District  
Health Start Case Management

Teacher ___________________________  School ___________________________  Date Opened __/__/__  Date Closed __/__/__

Index Student ___________________________  M _ F  Birthday __/__/__  Case Manager ___________________________

Parent’s Name ___________________________  Home Language ___________________________

<table>
<thead>
<tr>
<th>Active Problem(s)</th>
<th>Short Range Goal(s)</th>
<th>Long Range Goal(s)</th>
<th>Action Plan (Case Management Services/Linkage/Advocacy)</th>
<th>External Referral(s)</th>
<th>Follow-up Date(s) home/office/phone contacts w/family</th>
<th>Action Plan Outcome</th>
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</table>
# Case Management Service Hours

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<tr>
<th>Date</th>
<th>Student Name</th>
<th>Community Resident</th>
<th>Ethnicity</th>
<th>Income</th>
<th>Gender</th>
<th>Health Insurance Enrollment</th>
<th>Mental Health</th>
<th>Drug Counseling</th>
<th>Food</th>
<th>Clothing</th>
<th>Vision</th>
<th>Dental</th>
<th>Medical</th>
<th>Tutoring</th>
<th>Parenting</th>
<th>Adult Education Classes</th>
<th>Family Support</th>
<th>ADD/ADHD Eval.</th>
<th>Transportation</th>
<th>Legal Assistance</th>
<th>Homeless</th>
<th>Child Care</th>
<th>Intervention Screen Data</th>
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**TOTALS:**

**CODES:**
- W=White/Caucasian
- B=Black/African American
- NA=Native American
- NH=Native Hawaiian or Pacific Islander
- LH=Latino/Hispanic
- AA=Asian/Asian American
- AI=American Indian
- EA=Alaskan
- EA=East Asian
- MC=Multiethnic