

# Section 5

## ✓ Chapter Objectives

- Understand the Place for Case Management



## Activities:

- Understanding the Place for Case Management Power Point



## Tools:

- Analysis of Alternative Interventions
- Sample Strategy Chart
- Readiness Checklist
- Case Plan
- Family Service Plan
- Case Management Service Hours

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

# 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



## Understanding the Place for Case Management

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## 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

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



## 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:

Contribution	Consequences
<p>Evaluate as to the contribution it will make toward the accomplishment of the outcome:</p> <ul style="list-style-type: none"> <li>• <b>Impact.</b> 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?</li> <li>• <b>Scope.</b> How many people or things can be reached by the intervention or program?</li> <li>• <b>Permanency.</b> How long will the effect last; will it have to be repeated; if so, how often?</li> </ul>	<p>Determine what internal effects on other parts of your organizations or external effects on other agencies or programs might take place:</p> <ul style="list-style-type: none"> <li>• Will it reduce the output of other providers?</li> <li>• Will it affect the clients of other providers?</li> <li>• Will clients of your program affect other persons?</li> <li>• Will it delay other programs?</li> <li>• Will it create demand in other programs?</li> <li>• Will it run counter to other collaborative, community, or agency goals and objectives?</li> </ul>
Constraints	Cost
<p>Test for any existing or potential constraints that might limit its achievement and therefore make it inappropriate:</p> <ul style="list-style-type: none"> <li>• <b>Physical.</b> Are there geographic, mechanical, natural or other barriers or conditions, which might make its attainment impossible or difficult?</li> <li>• <b>Legal.</b> Are there laws or regulations, which might impede the attainment specified?</li> <li>• <b>Administrative.</b> 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?</li> <li>• <b>Distributional.</b> Are things and people actually at the places where the desired action is to occur; can they get there?</li> <li>• <b>Political.</b> Are there political reasons why any of the statements in the objective may be inappropriate, unwise, or unacceptable?</li> <li>• <b>Traditional, Social, and Religious.</b> Will the customs and traditions of people restrict their commitment to achieving the specified outcome?</li> </ul>	<p>Costs should be detailed to the degree that they reflect gross expenditures and not an operational budget:</p> <ul style="list-style-type: none"> <li>• <b>Expenditures.</b> Are the major items of expenditure identified; are the cost estimates for each verified?</li> <li>• <b>Revenues.</b> Are the required financial resources actually available; if not, are potential sources identified; are there budgetary constraints which could preclude spending in this way?</li> </ul>



## Sample Strategy Chart

<div>Community Assessment Data on Gang Violence</div> <div>"I'm afraid for my children's safety walking to school." The county trauma center spends \$20 million per year treating victims of alleged gang violence. 25% of 7th graders reported having some affiliation with a gang. There were 267 reported incidents of fighting between students on campus last year. "Each year I minister to a greater number of grieving families who have lost a child to violence." Etc.</div>		Comprehensive Approach						
		Prevention					Intervention	
		Broad Impact					Carefully Targeted	
		Informal					Formal	
Underlying Issues	Desired Outcomes	Community	Parents/Guardians	Kids/Peers	School (Including classroom and curriculum)	Interagency Service Providers		Indicators of Success
						Group Support Screening Classes	Indiv/Family Svc Intervens	
Decreased sense of belonging to: - Community - Family - School  Few employment opportunities  Few recreational opportunities  Drug Involvement  Poverty  Etc.	Improved community safety - Reduced gang violence	<b>Resources:</b> - Neighborhood members - YMCA - Church & other community groups - Etc.  <b>Strategies:</b> - Zero tolerance climate - Neighborhood Watch - After School Sports program - Community Clean-up Days - Etc.	<b>Resources:</b> - Ability to set home/neighborhood climate - Etc.  <b>Strategies:</b> - Promote & support: school success, career goals, bonding to family & other pro-social groups - Organize neighborhood /block activities - Etc.	<b>Resources:</b> - Ability to set school/neighborhood climate - Conflict Resolution Program - Etc.  <b>Strategies:</b> - Volunteer service bank - Mural projects - Peer Conflict Resolution Teams - Etc.	<b>Resources:</b> - Cooperative Learning K-12 - Student Assistance Team - "Learning to Be A Healthy Kid" - Etc.  <b>Strategies:</b> - Infuse Coop. Learning to build bonding to school & peers - After School Arts program - Teach refusal skills - Etc.	<b>Resources:</b> - Gang specialist & program - Community college career center - Etc.  <b>Strategies:</b> - Develop pro-social gang: - Self-governed - Social activities - Self-recruiting - Career counseling & screening - Etc.	<b>Resources:</b> - Community Counseling Center - County Human Assistance - Probation - Etc.  <b>Strategies:</b> - Drug counseling & intervention - Financial support to family - On-site probation officer - Etc.	- 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

Area of concern:		Construct your continuum of support:					
Expressions of concern:		PREVENTION <-----> INTERVENTION BROAD IMPACT <-----> CAREFULLY TARGETED INFORMAL <-----> FORMAL					
Underlying causes:	Outcome sought:	<b>SUPPORTERS AND PROVIDERS</b> In this continuum, who provides supports? (People and Agencies)					
	Defined by the following indicators:	Parents/ Guardians/ Community Members	Children/ Youth	School	Businesses	Private Agencies/ CBOs	Public Agencies
		What will these people/agencies be doing when your initiative is up and running?					
		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**







### 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).

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

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

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**DISPOSITION:**

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### FAMILY SERVICE PLAN

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date Opened / / Date Closed / /

Index Student \_\_\_\_\_ M\_\_F\_\_ Birthdate\_\_/\_\_/\_\_ Grade\_\_\_\_Track\_\_\_\_JD#\_\_\_\_\_

Parent's Name \_\_\_\_\_ Home Phone # \_\_\_\_\_ Other Phone # \_\_\_\_\_ Home Language \_\_\_\_\_

REFERRAL PROBLEM(S):


**SHORT TERM GOALS:**


**LONG TERM GOALS:**

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REFERRAL(S):

**FAMILY CONTACT**  
(please enter dates in appropriate boxes)

HOME VISIT	OFFICE	PHONE	COLLATERAL
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[illegible]

Santa Paula Elementary School District  
Healthy Start Case Management

Index Student \_\_\_\_\_ M \_\_\_ F \_\_\_ Birthdate \_\_/\_\_/\_\_ Case Manager \_\_\_\_\_

Active Problem(s)	Short Range Goal(s) Time Frame	Long Range Goal(s) Time Frame	Action Plan (Case Management Services/Linkage/Advocacy)	External Referral(s)	Follow-up Date(s) home/office/phone contacts w/family	Action Plan Outcome





## Case Management Service Hours

Name:																								
School:																								
Month:																								
Date	Student Name	Community Resident	Ethnicity	Income	Gender	Health Insurance Enrollment	Mental Health	Drug Counseling	Food	Clothing	Vision	Dental	Medical	Tutoring	Parenting	Adult Education Classes	Family Support	ADD/ADHD Eval.	Transportation	Legal Assistance	Homeless	Child Care	Intervention Screen Data	Intervention Screen Data
<b>TOTALS:</b>																								
<b>CODES:</b> 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 A=Alaskan EA=East Asian MC=Multiethnic																								

