

<b>SUN Service System Coordinating Council</b> <b>Core Services Workgroup</b> <b>Scope of Work &amp; Key Questions</b> <b>May 18, 2007</b>
---

The School-Age Services Task Force recommended that the Coordinating Council look at available data and identify a set of specific services to be used as a platform (baseline level of services) based on research and best practice.

As part of the procurement development process, the Department of County Human Services (DCHS) needs to review the current services within the SUN Service System and determine which services will be contracted for in the System in future years.

## **SCOPE OF WORK**

1. Review recommendation #1 of the School-Age Services Task Force Report (attached and on page 5 of the School-Age Services Task Force Report).
2. Solicit input from program staff, providers, and other interested community members to understand the current SUN Service System core services and system:
  - School Based Case Management
  - School Linked Case Management
  - Extended Day Activities
  - Parent Education & Engagement
  - Early Childhood Services
  - Emergency Services: Access to Services
  - Emergency Services: Energy Assistance
  - Rent Assistance/Transitional Housing
  - Alcohol, Tobacco and Other Drugs
  - Services for Sexual Minority Youth
  - Gender Specific Training
  - Culturally-Specific Services
3. Based on research and best practice, determine the set of core services needed in the SUN Service System to move towards the broader system vision.
4. Determine the following for each identified core service type:
  - Target population
  - Outcomes
  - Where is it sited? (at a school site, in the community, etc.)
  - Model/curriculum and/or program elements
5. Prioritize the core services based on available funds and any other factors identified by the workgroup.
6. Determine siting of core services and how they should be organized and delivered.

7. Develop a recommendation to the Coordinating Council on the core services that should be included within the SUN Service System.

## **INITIAL KEY QUESTIONS**

### **Current Core Services**

1. What are the current core services?
2. What are the goals and outcomes of the current core services?
3. What are the strengths of the current core services?
4. What niche or function do the current core services play in the broader SUN Service System?
5. Are there funding requirements that impact these core services?
6. Are there any existing service gaps or room for improvement?
7. What are the challenges within the current core services that need to be addressed by this workgroup?

### **Identify Core Services**

8. What are the outcomes needed to move towards the vision?
9. What core services will get us to these outcomes?
10. How do specific services further the broader system vision as defined by the Coordinating Council?
11. What are the baseline/base services? What is the next tier of services that are added after a base level is achieved?
12. At what level should each of the core services be funded? Are there any other factors that need to be taken into consideration in order to determine this?
13. Are there programmatic requirements that are needed to ensure access to and integration of these core services?

### **Siting of Services**

14. Where should each of the core services be located?
15. What is the baseline/base service package at a school site? In a region?
16. Other questions?

## **School-Age Services Task Force Recommendation #1**

1. County, and other public funds, should be focused on delivery of a set of core services to those at greatest risk of academic failure, and tied by research and best practice to academic achievement, self sufficiency and successful adulthood. Core services should be geared toward the following measurable outcomes, with each site addressing (at a minimum) educational achievement; student attendance, drop out rate and graduation rate; and self-sufficiency. (Note: Site coordination is a critical component in the delivery of core services. However, the definition of core services should not include coordination of the system or additional services of partner agencies. System coordination should be distinguished from core services.)
  - Educational achievement;
  - Student attendance, drop out rate and graduation rate;
  - Self-sufficiency;
  - Physical well-being;
  - Psychological and emotional wellbeing;
  - Life skills;
  - Healthy family and social relationships;
  - Civic engagement;
  - Youth assets;
  - Parent involvement; and
  - Site coordination.

The Coordinating Council (see #9) should look at available data and identify a set of specific services to be used as a platform (baseline level of services) based on research and best practice, and should establish performance measures, as reasonably as possible, for each of these outcome areas. The school community, with involvement of children and families, should prioritize outcome areas (beyond educational achievement; student attendance drop out rate and graduation rate; and self-sufficiency) with guidance from the Coordinating Council.