

S3 Coordinator Quick Start Guide

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1. RFA Task Requirements Summary

Excerpt from the S3 RFA. Full copy of the RFA is available at <http://www.cde.ca.gov/fg/fo/r8/safesupport11rfa.asp>

Following are the CDE's objectives and outcomes for the California S3 Program. Participating districts and schools should ensure their program goals, objectives, and outcomes support those of the CDE. All grantees will be evaluated on meeting these objectives and outcomes by the end of the grant period.

Objectives

By the end of the grant period (September 30, 2014), the following outcomes will be reported, based on the annual California Healthy Kids Survey (CHKS) and incident data:

1. Ninety-five percent of the programmatic intervention schools funded in this project will demonstrate a school wide commitment to create a safe and supportive learning environment.
2. Ninety-five percent of funded schools will engage in systematic data-driven decision making for school improvements.
3. Ninety percent of funded schools will systematically involve students, staff, and parents in program design and implementation.
4. Ninety-five percent of funded schools will develop a comprehensive program that addresses both the needs of the general student population and a referral-intervention system for at-risk students.
5. Ninety percent of funded schools will implement evidence-based programs or research-based strategies with full fidelity.

Outcomes

By the end of the grant period (September 30, 2014):

1. Ninety percent of funded schools will experience an improvement in their school climate index (SCI), which is based on their survey and incident data (see II-C).
2. Ninety percent of funded schools will experience a decrease in the percentage of students who report personal harassment or bullying on school property during the current school year.
3. Ninety percent of funded schools will experience a decrease in the percentage of students who report (30-day) alcohol use.
4. Ninety-five percent of funded schools will experience a decrease in the number of suspensions for violent incidents without physical injury.
5. There will be a 10 percentage point increase among all funded schools in the number of **students** who report feeling connected to school.

6. There will be a 10 percentage point increase among all funded schools in the number of **teachers** who agree or strongly agree that their school is a supportive and inviting place for students to learn.
7. There will be a 10 percentage point increase among all funded schools in the number of **parents** who agree or strongly agree that the school allows input and welcomes parents' contributions.

Each funded school **must** have a site-based school climate team. Members must include at minimum:

- Principal
- Two teachers
- Two student support (or "learning support") services staff
- Two parents
- Two students
- Community members are encouraged but not required

Held monthly for one hour unless otherwise stated in approved work plan.

The S3 School Climate Team may be an existing school site team with similar representation, such as the school improvement team, school climate team, or the school site council.

Duties of the S3 School Climate Team (after start up work)

- Review annual Cal-SCHLS survey results and revise the work plan as needed (2012–14).
- Monitor project progress.
- Address implementation challenges.
- Other involvement and participation as described in Work plan.
- Participate in the many TA opportunities offered through the California S3 TA Center.

S3 Project Coordinator

Half Time minimum

- Coordinate the school site S3 project;
- Monitor project progress to ensure that programmatic interventions are implemented as described in the work plan;
- Coordinate the annual Cal-SCHLS: assure a minimum of 60 percent response rate for students and staff;
- Maintain required documentation of project services, activities, accomplishments, and program records;
- Help with S3 annual progress reports and expenditure reports; and maintain and/or monitor any budget and project modifications;
- Work with responsible school/district staff to ensure that all project funds expended or obligated are for allowable costs, and are in compliance with the approved budget;

- Comply with the CDE evaluator requirements and coordinate ongoing data collection for evaluation purposes includes a site visit spring 2012 and twice a year in 2013 and 2014;
- Facilitate meetings of the S3 school climate team;
- Provide direct services—for example, to students or school staff—or work as a parent liaison to increase parent engagement at school.

Principal Involvement

- Discuss and determine with the principal his or her time commitment to improving school climate and in what capacity.
- Discuss and determine with the principal his or her inclusion of staff and other stakeholders in improving school climate and safety.

Training

- School staff will be informed, trained, and will develop ownership about the importance of school climate.
- Youth will be recruited, trained, and involved in the design, planning, and implementation of **youth development strategies**.
- Participate in S3 School Climate Team training and coaching opportunities offered by S3.
- School staff will be informed, trained, and develop ownership about the importance of school climate.

At-Risk Student Referral

Understand the referral-intervention process through which needs of the at-risk students will be identified, met, and monitored.

Work Plan

NOTE: Obtain a copy of your approved S3 work plan and the supporting budget. You are required to report the status of implementation annually to CDE. Your S3 strategies should support the following requirements:

It is the district's responsibility to ensure that adequate staffing is available to implement programmatic interventions at the school site.

"Programmatic intervention" means

- Any program, strategy, activity, service, or policy for school or community settings that prevents and reduces youth crime, violence, harassment, bullying, and the illegal use of drugs, alcohol, and tobacco;
- Creates positive relationships between students and adults;
- Promotes parent and community engagement;
- Promotes the character, social, and emotional development of students;
- Provides or improves access to social services;
- Enables school communities to manage student behaviors effectively while lowering suspensions and expulsions;

- Provides other needed social and emotional supports for students.

Programmatic interventions should be based on the available evidence that such interventions are effective to address the specific targeted needs.

Improve student engagement and reduce students' risk behaviors through youth development strategies. Ensure that the three protective factors of youth development (caring relationships, high expectations, and meaningful participation) be utilized to increase student engagement.

Reach out to parents to increase their involvement in improving the school climate and safety. Parent involvement should be meaningful, allowing parents to develop ownership. Inform, recruit, train, and build trust among parents in this project. Explore the possible roles parents can play and strategies to make parents feel welcomed and supported at school.

School-community partnerships should be two-way partnerships. While community agencies may provide resources and support for the students and parents, they should also provide an opportunity for students to contribute back and be involved in the improvement of the community as a whole. Identify the roles and services offered by the community-based organizations, either on the school site or by referral. A Memorandum of Understanding specifying the roles and responsibilities, service levels, and number of staff provided by each community-based agency should be on file.

Develop strategies to initiate, develop, and maintain the school wide commitment. Inform school stakeholders (students, staff, and parents) about the progress made and share this commitment.

2. Research-related Management Factors

The S3 Evaluation Team has worked to identify research proven factors that influence program success. These factors have proven to be highly correlated with successful program implementation. Your S3 Technical Assistance Specialist will expand upon the importance of these factors during site visits.

Day-to-Day Project Management

Research shows that Program Manager ("Coordinator" for S3) has two critical roles. The first is providing management support for the project. This includes providing integration of the project with other organizational activities and involves tasks such as...

- Coordinating training/coaching
- Assuring that implementers are implementing correctly (quality, frequency, intensity)
- Developing and managing systems of record keeping (service data, implementation levels, state reporting, etc.)
- Cooperating with evaluators and S3 TA Specialists
- Assuring the correct number and type of individuals are being served

The second critical role of the Manager is to be the **Idea Champion** for the project. An Idea Champion does all of the following through regular contact with key individuals implementing the program:

- Is the primary advocate for the importance of the project
- Works with individuals to overcome resistance
- Works to solve problems that arise
- Strives to infect others with enthusiasm for the project

Administrative Level Support

We're referring here to the Principal. Project support from the Principal is critical in a school setting, largely because this is the person who has the authority to direct individuals to act, but also has the ability to encourage and nurture the program. It is highly unlikely that the Coordinator has this authority; the Coordinator needs the direct or delegated authority of the Principal. Principals are also often program Idea Champions as described above. Some of the factors shown to be critical for program success are:

- Detailed knowledge of the program and his/her role in it
- Publicly articulated enthusiasm and support for the program
- Clear, written, specific behavioral expectations for program implementers
- Behavioral expectations communicated regularly to staff
- Making clear how staff can make time for the new expected behaviors, and resolving any problems related to this
- Communicated support for the program regularly, in many ways
- Resources made available (space, materials, equipment, etc.)
- Supports new data systems to institutionalize the program

Training (including Coaching)

"Newly-learned behavior is fragile and needs to be supported in real-world application."

Fundamentally, a change in school climate requires that individuals change their behaviors. Staff will modify how they interact with students, students will modify how they act with each other, at-risk students will receive services such as counseling and participation in activities, and staff, students, and parents will participate in new activities. These new behaviors are instilled through a process of training and coaching. Effective implementation research shows that these behavioral skills are most successfully adopted when individuals are engaged in interactive training and coaching programs that:

- Create interest,
- Provide background and rationale,
- Impart knowledge of new skills,

- Include demonstrations of the new skills
- Include new skills practice in the training setting,
- Provide guidance on acceptable deviation from skills models,
- Provides coaches to observe and evaluate real-world practice of skills,
- Ensure monitoring to assess whether new skills are used with the correct frequency, intensity, and in appropriate settings, and
- Provide ongoing encouragement and reminders of the commitment to engage in the new skills

Several studies suggested that the failure rate for training programs that do not have most of these attributes (especially coaching, monitoring, and ongoing reminders) have failure rates approaching 90 percent.

At-Risk Student Referral System

The RFA requires a referral-intervention approach through which the needs of at-risk students will be (a) identified, (b) met, and (c) monitored. Research describing effective referral-intervention systems confirm the importance of these three elements, but add the following detail:

- Is systematic (based on standardized criteria)
- Is easily understood by appropriate staff
- Is systematically implemented by staff
- Includes consistent parent notification (if required by policy)
- Identifies the types of students specified in the Matrix
- Identifies the number of students specified in the Matrix
- Regularly reminds appropriate staff of their referral commitment
- Consistently monitors student progress and ongoing needs

3. S3 Master Calendar for 2011-12

March 31, 2012	Student Fishbowl deadline
April 23, 2012	Last date to begin CHKS administration
April 30, 2012	CHKS* submission deadline
May 1, 2012	Latest day to begin CSCS*(staff) and CSPS**(parent) administration
April to June	Site visit by S3 TA Specialists & CDE
August 31, 2012	2011 / 12 School Climate Report Cards posted

* Sixty percent minimum response rate required for continued grant funding

**No minimum parent response rate was established for 2011-12. However, S3 grantees should strive for improving its parent response rate as a way to demonstrate increased family engagement.