

El Dorado County Commission for Youth and Families

October 8, 2020

Disrupted education drives long-term negative outcomes for millions of students nationwide



~5M young people nationwide face **trauma and circumstances in their lives that are disruptive to education**



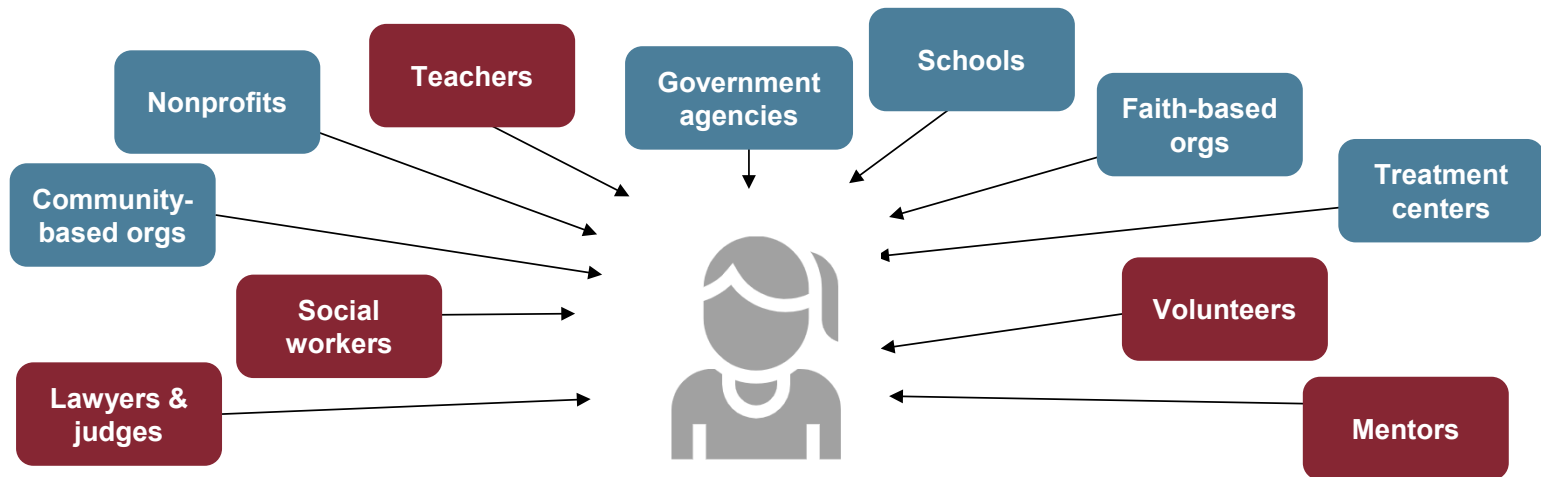
To access services needed to overcome disruptions, they often must **navigate multiple, fragmented systems of care**



This **additional burden** can magnify the **significant, negative effects** disruption has on the life trajectories of young people

Support agencies help youth overcome disruptions, but fragmentation among them decreases effectiveness

Fragmentation among agencies **inhibits each agency's ability to ensure that all young people have access to coordinated services** and coherent education pathways



As a result, **young people, rather than the system itself, bear the burden** of navigating the full universe of adults, programs, policies, and services that support them.

El Dorado County outperforms national averages on indicators of well-being as a whole ...

The County **outperforms national and state averages** on measures of well-being



- 27.9K Pre-K to 12 students
- Lower poverty rate compared to U.S. average (8.3% vs. 12.3%)
- Higher median income than average (\$74.8K vs. \$57.7K)
- 35% of students are low-income, in foster care, or ELL (vs. 63% statewide)

To meet student needs, the city has built a **network of support agencies**



- Direct services for at-risk youth, such as:
 - Foster Youth Services
 - Family Wellness Court
 - McKinney-Vento Services
- Cross-sector engagement and information sharing services, such as:
 - California Longitudinal Pupil Achievement Data System
 - Health & Human Services Agency Integration
 - System of Care model

... but is home to a population of young people unable to enjoy the County's benefits due to disruptive experiences

35%

Unduplicated count of students who are **eligible for free or reduced-price meals, English learners, and foster youth**

33%

School-age children and families who were impacted by **poverty and accompanying trauma**, with significant implications for student engagement and achievement

64

Youth under the age of 18 were **arrested for felonies** in 2015, creating additional barrier to education

1,144

Public school **students who are homeless**, lacking a stable place to sleep at night and hindering academic success

255

Children who were in the **foster care system** in 2017, removed from their homes following abuse, neglect, or other trauma

Despite \$746K in costs, a person experiencing disruption in El Dorado County still struggles to thrive

We engage in outsized spending because we are **committed to supporting members of our community most in need** when they are in crisis.



But these are not investments because there is no return. They are simply costs.



This reactive approach **prevents the system from investing** to meaningfully improve people's lives and benefit the entire County.

To create a community solution that meets real needs, a stakeholder group undertook a yearlong process

A team of 30+ stakeholders, representing County agencies, nonprofits, and community organizations, met three times between April 2018 and February 2019

Meeting	Goal(s)	Key Decisions
April 2018	<ul style="list-style-type: none">• Develop a sense of shared ownership• Move toward consensus on key questions• Define shared vision for the future	<ul style="list-style-type: none">• Identified priorities that need to be addressed in a future plan: focus on all students, adequate training and resources, and a focus on sustainability and accountability
October 2018	<ul style="list-style-type: none">• Finalize and adopt statement of purpose, problem statement, and intended impact• Reach consensus on a collaboration model• Define next steps for further exploration of potential solutions	<ul style="list-style-type: none">• Finalized statement of purpose, problem statement, and intended impact statement• A decision to move toward greater countywide collaboration• Decision to focus solutions around solving communication and data-sharing challenges
February 2019	<ul style="list-style-type: none">• Gather input on components of new countywide commission• Move toward shared recommendation for the Board of Supervisors	<ul style="list-style-type: none">• Recommendations for a new commission answering four guiding questions: purpose of the commission, where it will be housed, what authority it will have, and who will sit on it

This stakeholder group agreed that building centralized communication and data systems will be key to success

**Problem
Statement**

El Dorado County partners **lack the centralized communication and data systems** necessary to provide the comprehensive, coordinated service level needed to maximize the positive impact for all young people and their families.

**Intended
Impact**

By 2023, El Dorado County partners will **consistently use an integrated, transparent, and data-driven system of services** to ensure all young people have access to the social, emotional, educational, and/or health services they need.

**Working
Group's
Statement
of Purpose**

All County **partners commit to working together to establish an integrated, transparent, and data-driven system of services** so that the burden of navigating across partners is on the system itself rather than on young people and their families. This will ensure that every door is the right door for a child or family in need of services.

Leading to the adoption of County Resolution No. 236-2019

WHEREAS, the stakeholders recommended the creation of a countywide advisory commission to improve outcomes for youth and families by better coordinating resources, data sharing and improving communication to seamlessly support county families without gaps or duplication; and

The El Dorado Commission for Youth and Families aims to improve outcomes for youth and families by providing coherent and effective support within the County. In order to do so, the Commission will coordinate an integrated, transparent, and data-driven system of services so that all young people have access to the social, emotional, educational, and/or health services they need in order to thrive. By evaluating the overall well-being of the County's youth, identifying gaps in services, and developing recommendations for improvements, the Commission will encourage El Dorado's public, nonprofit, and private agencies to work together to ease the burden of navigating across public agencies and community partners. To accomplish its objectives, the Commission may undertake activities in the following Areas of Responsibility:

1. Communication among all County agencies, community-based organizations, and other leaders
2. Data and information-sharing among County agencies, community-based organizations, and other leaders in accordance with state and federal law
3. Operations of the Commission
4. Evaluation of the work of the Commission and its impact
5. Other matters referred by the Board
6. Other matters of concern referred by the community or any other unnamed board, committee, or commission

The working group recommended that the Commission focus on communication, data, operations, and evaluation

For example:

Communication

- **Gather** stakeholder input
- **Develop** and implement a strategic plan

Data

- **Approve** countywide data sharing tool or system
- **Coordinate** interagency MOUs
- **Leverage** countywide policies to strengthen collaboration

Operations

- **Hire** staff members (for the board to execute on this work)
- **Recommend** agency leaders
- **Convene** quarterly meetings

Evaluation

- **Collect** and **evaluate** data
- **Develop** and **distribute** annual report

Consider what this group can do together that none of its members can do alone

As you plan for the path forward for this commission,
consider its *unique value* in the County

Time Horizon

Short term problem-solving
long-term vision and planning

Impact

Broad: for the greatest number of people
Deep: the greatest impact for those served

**Likelihood of
success**

Balancing impact and feasibility

Read more in our case study

JULY 2020

Building a True Safety Net

A Case Study of El Dorado County's Youth and Family Commission

Justin Trinidad, Kelly Robson, and Hailey T.N. Korman

Introduction

At age 3, Tilly entered the foster care system in El Dorado County, California. She moved back and forth between foster care homes, rehabilitation facilities, and her family's home, rarely staying in the same place for more than a few months. It wasn't until she was 12 years old that Tilly was placed in a stable foster home with her siblings.

The instability Tilly experienced in her home life was compounded by disruption to her schooling. Many of Tilly's moves required her to switch schools — she didn't stay in the same school for a full year until the seventh grade. As a result of the constant disruption to her education, Tilly didn't learn to read until the sixth grade, and she always felt like she was playing catch-up with her peers.

Many adults came in and out of Tilly's life during this time period as well, including several social workers, dozens of teachers and other school staff, and various staff members of the different agencies working to support her.¹

Tilly's experience is hardly unique. The numerous home placements, countless adults, and disrupted education trajectory is a common symptom of a problem underlying social services in communities across the country: agency fragmentation.

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in the life of hypothetical student Anthony. Interactions with specific brackets.

Anthony has no immediate family who will take him in, and is brought into an emergency children's center. [New Morning, HHSA, CPS]

Anthony begins skipping school and acting out in class. This is a drastic change as he did well in elementary and middle school. [EDCOE]

Anthony is assigned his first social worker. [HHSA, CPS]

After a couple of weeks, Anthony is placed in a long-term group home. [Nonprofit]

Anthony continues acting out in his new school. His aunt takes him to a therapist, who then refers him to a psychiatrist. [Out of state agencies]

Anthony's father has been released from incarceration, so Anthony returns to the county and begins school at El Dorado High in the middle of his freshman year. [EDCOE]

Upon this transition, Anthony's special education and health records do not make it to El Dorado High.

Anthony gets arrested for drug possession in school and sentenced to a juvenile delinquent center for 6 months and probation for one year after. [Juvenile Court Judges, Probation Officer]

Anthony gets released and returns to school under the terms of his probation sentence. He only has a couple years of high school left but is already missing many of the credits he will need to graduate on time. [EDCOE]

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