



**Sequoia
Healthcare
District**

525 Veterans Blvd.
Redwood City, CA 94063

650-421-2155 Phone
650-421-2159 Fax


www.sequoiahealthcaredistrict.com

AGENDA
SPECIAL BOARD OF DIRECTORS MEETING
4:30 PM, Tuesday, May 6, 2014
Conference Room
525 Veterans Blvd., Redwood City, CA 94063

1. Call To Order And Roll Call
2. Public Comment On Non-Agenda Items*
3. New Business

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| ACTION | a. Request to Approve School Health Initiative Budget for 2014-2015 of \$2,970,000 - Ms. Kurtzman |
| ACTION | b. Consider Grant Request From Apple Tree Dental Progress For \$1,000,000 For Fiscal Year 2014-2015 - Mr. Mike Helgeson DDS |
| ACTION | c. Consider Grant Committee Recommendations For 2014-2015 for Funding Caring Community Awards - Ms. Kurtzman |
| ACTION | d. Adopt ACHD CEO Evaluation Process - Director Kane |

4. Adjourn. The Next Regular Meeting Of The Board Of Directors Of Sequoia Healthcare District Is Scheduled For 4:30 PM, Wednesday, June 4, 2014, District Conference Room, 525 Veterans Blvd., Redwood City, CA 94063


Jerry Shefren
Board President

*Public comment will be taken for each agenda item prior to the board's consideration on that item.

Any writings or documents provided to a majority of the Board of Directors regarding any item on this agenda will be made available for public inspection at the District office, 525 Veterans Blvd., Redwood City, CA, during normal business hours. Please telephone 650-421-2155 to arrange an appointment.

If you are an individual with a disability and need an accommodation to participate in this meeting, please contact Sequoia Healthcare District at least 48-hours in advance at 650-421-2155.



Healthy Schools Initiative Budget Narrative FYE 2014

Overall budget: This year we respectfully request an increase to the Healthy Schools Initiative budget by \$140,000 from the current \$2,830,000 to \$2,970,000. This increase will help us support additional part-time Wellness Coordinators in Menlo Park, Woodside, and Portola Valley as discussed in the attached proposal.

Funding to school districts: The great majority of the budget is allocated to school districts to support key wellness staff and services. Support directly to school districts totals \$1,872,000.

HSI Grants: The grants recommendations total \$225,000. A listing of these recommendations, including program descriptions, is contained in the accompanying proposal. The amount allocated to the grants program is less than in previous years due to the redistribution of grant funds from the grants program to the school district budgets for some long time non-profit partners. This redistribution this year totals \$50,000 and these non-profits are listed in the accompanying proposal within each school district proposed budget.

PE+: As the PE+ program continues to grow in depth and breadth, we began to explore a model last year where all schools that receive the program contribute some amount to help support the growing costs. This year we have been able to secure funds from each of the 10 schools that receive the PE+ program. Based on a sliding fee scale, schools contribute between \$8,000 and \$16,000.

Program Management and other costs: Only minor adjustments are recommended for program management and other program expenses such as supplies, travel for conferences, staff development, promotional materials and ongoing website development and maintenance.



**Projected Budget Summary
FYE 2014**

<i>School Districts</i>	<i>Recommended Allocation FYE 2014</i>	<i>Allocation FYE 2013</i>	<i>Difference</i>	<i>Comments</i>
Redwood City	\$505,000	\$495,000	\$10,000	Reallocated funding from a part-time counselor to a more cost-effective non-profit provider and reduced funding for staff positions by \$20,000. Added Star Vista Children's Place (\$30,000) and health fair (\$5,000)
San Carlos	\$374,000	\$369,000	\$5,000	Added health fair (\$5,000)
Belmont-Redwood Shores	\$380,500	\$356,500	\$24,000	Increase in PE support (\$20,000) and health fair (\$5,000)
Sequoia Union	\$362,500	\$332,500	\$30,000	Added Acknowledge Alliance in budget (\$25,000) and added health fair (\$5,000)
Other (nursing/counseling services, Wellness Coordinators)				
Menlo Park City	\$75,000	\$25,000	\$50,000	Added .5 Wellness Coordinator
Las Lomitas	\$50,000	\$25,000	\$25,000	Added .25 Wellness nursing FTE to do Wellness Coordination
Portola Valley	\$50,000	\$25,000	\$25,000	Added .25 Wellness Coordinator
Woodside	\$50,000	\$25,000	\$25,000	Added .25 Wellness Coordinator
CLC	\$25,000	\$25,000	\$0	
Total to Schools	\$1,872,000	\$1,678,000	\$194,000	
Program Management				
School Nutrition Manager (FTE .50)	\$49,680	\$48,000	\$1,680	Represents 3.5% COL Increase
Program Director Salary (FTE .80)	\$86,425	\$83,500	\$2,925	Represents 3.5% COL increase
Total Program Management	\$136,000	\$131,500	\$4,500	
Special Programs				
Nutrition/School Garden Project	\$0	\$40,000	-\$40,000	Program phased out
PE for RCSD	\$680,000	\$640,000	\$40,000	Cost increase for PCC/ PRCS PE Partnership
Total Special Programs	\$680,000	\$680,000	\$0	
Grants to Non-Profits	\$225,000	\$275,000	-\$50,000	Grants to Star Vista and Acknowledge Alliance moved to school district budget
Other Expenses				
Promotional materials/suppl./ website	\$15,000	\$10,000	\$5,000	
Meetings, travel, professional development	\$7,000	\$7,000	\$0	
RWC 20/20	\$15,000	\$25,000	-\$10,000	Additional \$10,000 to come from association and membership budget
Discretionary Funds	\$20,000	\$25,000	-\$5,000	support unforeseen opportunities
Total Other	\$57,000	\$67,000	-\$10,000	
Total Estimated Budget FYE 2015	\$2,970,000	\$2,831,500	\$138,500	



Healthy Schools Initiative

Sequoia Healthcare District

Proposal and Budget Update 2014-15

**Presented to Sequoia Healthcare District Board of Directors
By Pamela Kurtzman**

May 6, 2014

Executive Summary

As we enter our fourth year of the Healthy Schools Initiative we are pleased to have made significant gains in enhancing the health and safety of students and staff by engaging teachers, parents, students, and the community in delivering a comprehensive, systematic approach to student health. Wellness Coordinators have successfully integrated the efforts of schools, families, health professionals, and community agencies, that enabled schools to protect, improve, and promote the safety and well-being of their entire school communities. We've had many successful outcomes working with our schools over the years. This proposal highlights only a small number of our activities as they relate to the specific budget allocations suggested for each school district.

For example, our funding and comprehensive approach has led to more students being more physically active throughout the school day due to our support of elementary PE in all the districts.

The social-emotional needs of students are being served through our support of school counselors and non-profit mental health providers. The wellness coordinators have been instrumental in bringing together the mental health leaders and creating social-emotional support teams that include interns. The Quiet Time program is a unique and highly effective means of supporting the mental health of students and staff by providing them with two 15-minute periods of Transcendental Meditation each day to help balance their lives and improve their readiness to learn (and teach). The program was offered at Community Day school last year resulting in dramatic improvements in students' academic performance and behavior, leading to fewer violent conflicts and an improved school climate overall. We propose to bring the Quiet Time program to Redwood High School this year where this high-risk population of students would benefit most.

Through parent education programs offered by our non-profit partners, parents have become more informed and engaged through events that provide relevant information and insight into some of the toughest issues facing parents and children today.

Professional development programs such as resiliency training at Ralston Middle School offered by Acknowledge Alliance promotes resilience in both staff and students and provides teacher and parent education in the area of adolescent development.

Core health curriculum in our elementary and middle schools now includes important health topics such as injury prevention and personal safety; nutrition; functions of the body; disease illness and prevention; substance abuse prevention; physical fitness; and social-emotional health.

Staff participation in wellness programs continues to grow as well, including new opportunities for staff fitness programs, weight watchers, health screenings, CPR trainings provided through our own HeartSafe program, and flu vaccination clinics.

School District Wellness Coordinators work with school staff to build partnerships and improved collaboration with local law enforcement agencies, the county health department, the county Office of Education and mental health professionals to foster a positive school climate and boosts their ability to increase safety and perceptions of safety throughout our partner districts.

Given the notable successes we have experienced through having coordinators lead the wellness efforts in our partner school districts, we propose to expand our team of wellness coordinators to offer them at all school districts within our boundaries.

PE+ has been a highly successful program and well-regarded by administrators, teachers and students in the Redwood City School district. We now have a model in place where all schools contribute an amount based on a sliding fee scale to help support the program at their school sites.

Our Healthy Schools grants are now distributed in a comprehensive and systematic fashion that align with the priorities of the Initiative and the school districts. Our approach is to further maximize our investment in school health by supporting programs and services that are more district-wide and comprehensive in scope and serve a larger percent of students and staff (rather than site specific). We aim to support agencies that have had long term and successful relationships with the school district, have the capacity for growth, in depth and breadth, are collaborative, and whose programs provide a core health service that are more preventive in scope.

Overall, through the Healthy Schools Initiative, we have greatly strengthened our community relationships, positively affected the health of thousands of district residents of all ages, increased awareness of our District priorities and funding activities and created trust among our residents. As we move into the next two years of the Healthy Schools Initiative, our aim is to build upon the relationships we've built and to develop and support programs that are broad in scope, cost-effective, and collaborative. We will also assure that lessons learned over the past four years are incorporated into our strategies moving forward, and assure that our resources are used to leverage and enhance the good work the school districts are doing around school health in the most purposeful, economical, and impactful way.

Contents:

I. HSI School District Partnerships

- 1.1) Redwood City
- 1.2) Belmont-Redwood Shores
- 1.3) Sequoia Union
- 1.4) San Carlos
- 1.5) Menlo Park City, Las Lomas, Woodside Elementary, Portola Valley

II. PE+ Physical Education Program for Redwood City Schools

- Program Update

III. School Based Grants

- 2014 Recommendations

V. Attachments

- Budget summary and Narrative

I. School District Partnerships

1.1) Redwood City School District

Priority Areas for Redwood City School District: Using the eight components of the CSH model, RCSD has prioritized social-emotional health (counseling services), physical education, and nutrition services and nutrition education as three critical strategies to improve student health and achievement:

A. Current Status

1. Social-Emotional Health (Counseling Services)

RCSD recently formed a new Mental Health Collaborative Team within the school district to analyze mental health resources currently used at the schools and develop a "map" of what mental health programs and services are available, effective, and needed, across the school district. This mapping project will also provide a sound basis for formulating strategies to link with additional resources across the district, and in the community, as well as enhance use of existing resources.

Through an HSI grant, Children's Place (Star Vista) early intervention program is provided at 10 schools for high-risk students with addicted families. In addition, the HSI grant provides funding for a counseling program (Star Vista) at 7 schools with 9 clinicians (2 schools elected to double the program in order to reach more students). Acknowledge Alliance is also working at two schools to build a positive school-wide learning environment by providing staff training and promoting resilience among students. And, the current HSI grant funds one School Counselor working at two schools and one Outreach Specialist working at three schools.

Even with these supports, the level of social-emotional need continues to increase for their students. The socio-economic stressors for a large percentage of their families, such as hunger, unemployment, immigration status and lack of affordable housing, all continue to take a toll on the social and emotional health of many students. Other common concerns, like positive school climate; alcohol, tobacco and drugs; and student stress and trauma, are additional barriers to learning for all of their students that require emotional and social support through prevention and intervention services.

2. Physical Education

The school district employs 6.1 physical education teachers for grades 6 through 8, but state budget cuts left the teaching of physical education for K-5 elementary students to the classroom teachers. At the same time, in RCSD, the 2010-11 CA Physical Fitness Test results for 5th and 7th graders showed that less than 50% of these students were rated in the Healthy Fitness Zone (HFZ) in terms of body composition and less than 60% in terms of aerobic capacity. These indicators confirmed the need to increase physical activity opportunities among students. This led us, in 2012, to develop and launch the PE+ program. The program is highly valued in the district and has made physical education available to 5,000 K-5th grade students in 10 elementary schools 2 days per week. This physical activity program also supports learning by addressing physical, emotional and social health. Each school is contributing from \$8,000-16,000, based on a sliding fee scale, to help support PE+ at their school site.

3. Nutrition Services and Education

The district's Child Nutrition Service has made many improvements to its school meal program in recent years, including incorporating more whole grains, fresh fruit and vegetables, A to Z salad bars and increasing access to water on school campuses. The Child Nutrition Director and District Wellness Coordinator serve as a resource for linkages with nutrition-related community services and nutrition education providers. Community partners, aside from SHD, have supported nutrition education at their schools with classroom tasting kits, fun activities during lunchtime to encourage fruit and vegetable consumption, nutrition lessons and workbooks, and a mobile dairy classroom outdoor assembly.

This year Andrea continued the Drink Water First campaign to promote the positive message of drinking water when thirsty instead of other sugar-sweetened beverages (SSBs). This campaign has many

elements, including raising awareness about the benefits of drinking water, purchasing hydration stations/fountains and refurbishing or installing water fountains at 9 schools (\$50,000 grant through RCEF).

The Drink Water First education campaign has continued to be a top nutrition priority this year. And RCSD was awarded a \$5,200 grant by Get Healthy San Mateo to support the Drink Water First marketing campaign by expanding access to water at school to more locations using portable dispensers and by engaging students and adults in the school community in the process of increasing water consumption and the development of future promotional materials.

Finding time to incorporate nutrition education curriculum is a challenge for many of their performance improvement schools. However, there are some teachers throughout the district who teach nutrition lessons using free curriculum provided by our nutrition education partners. The most effective approach to provide consistent, science-based nutrition messages during the school day has been through the PE+ program where coaches incorporate “nutrition huddles” created by Jennifer Gabet, into their daily PE classes. The district will continue to model healthy eating environments in their schools by suggesting healthy foods for fundraisers and limiting student access to foods with minimal nutritional value during the school day.

B. Proposed changes for 2014-15 to help address priority areas

Social Emotional Support Services: In order to increase their capacity to identify, assess and counsel students with mild emotional, family, social or psychological issues they would like to continue the partnership with Star Vista at 6-8 of their schools and provide Mental Health and Counseling Services to 780-1040 of their students. Due to the high-demand for counseling services in their district they have leveraged the Star Vista proposal of \$25,000 per school by asking schools to contribute to the program using site funds. (Star Vista program proposal attached). This has increased the number of schools that participate in the program.

This year, we will build the Children's Place program, offered by Star Vista, into the larger budget of funds allocated to the school district rather than having Star Vista go through the competitive grants process. In addition, they would like to fund a new primary intervention program (PIP) called Lucky Kids (Star Vista). This program is designed to enhance the social and emotional development of young students and to increase the likelihood that students experiencing mild-to-moderate school adjustment difficulty will succeed in school. Providing an early intervention program can also minimize the need for more intensive and costly services, as students grow older. The PIP program will replace a part-time counselor that we currently fund and we will redistribute half of counselor's salary (\$20,000) to support the costs of the PIP Program. The other \$20,000 will be redistributed to other areas of HSI.

Redwood City School District would like to continue to have a part-time Outreach Specialist who will facilitate school mental health services, including the Star Vista program, and link families to available outside resources and agencies. Star Vista is anticipating funding from Redwood City School District (\$25,000 per school). They anticipate personnel costs, including one (1) part-time counselor at each school and partial funding of a coordinator, to total \$19,520, with benefits. Miscellaneous expenses, including mileage reimbursement, copying costs, cell phone services, are estimated to be \$2,163. Their standard indirect is 15.3 percent of expenses. They use one master's and one doctoral student intern, under supervision, to round out the counseling team.

Priority Staffing to meet wellness objectives:

1. District Wellness Coordinator:

Coordination and implementation of school health and wellness programs and services is led by this position. The Wellness Coordinator collaborates with community partners and providers of health and wellness services to bring additional resources to RCSD, often acting as the point person for local and county programs, including vaccine clinics for RCSD staff and families, dental programs, Youth Mental Health First Aid and CPR trainings for staff, research studies and nutrition education programs.

In addition, she supervises the school district nursing staff and is actively involved in the school district Mental Health Collaboration Team; the Family Engagement work group(Heising-Simon Foundation grant); a county Healthy Weight Collaborative - Wellness Promoters project and a school readiness project with the Fair Oaks Children's Clinic. She also created and leads the RCSD Drink Water First campaign to reduce sweetened beverage consumption and actively promotes health and wellness activities to staff, families, students and the Redwood City community at large.

2. Health Services and Education - Nursing Services

District RNs have important roles in providing direct care to students at all 16 schools, including insulin administration to students with Type 1 diabetes and supporting children who are medically fragile requiring feeding tubes or who are at risk for seizures. They train staff to administer Epi-pens for students with food allergies and provide ongoing emergency/first aid care as needed, conduct state-mandated health screenings for hearing, vision and scoliosis; maintain immunization records for Kindergarten and 7th grade students; provide nutrition education lessons for Kindergarten students; and conduct family life lessons for 5th grade. Whenever possible, school nurses also support health education programs at schools, such as oral health services and vaccine clinics.

3. Family and Community Involvement - Outreach Specialist

The Outreach Specialist has a major role is assisting principals with outreach to families of students who are struggling in school. The Outreach Specialist acts as a liaison between the school and home of students by communicating with families, serving on Student Study Teams, and referring families to outside agencies.

C. Costs

Total Recommended Amount for RCSD: \$1,195,000

- Direct funding to RCSD: \$505,000
- PE+ program: \$680,000
- Additional grants: (Safe Routes): \$10,000

Staffing costs directly to district: \$355,000

- District Wellness Coordinator (1 FTE): \$114,000
- Outreach Specialist (.8 FTE): \$69,000
- Registered Nurse (1 FTE): \$108,000
- Licensed Vocational Nurse (1 FTE): \$59,000
- Administrative Costs (conference, mileage, graphic design, printing): \$5,000

Services and program costs directly to District: \$150,000

- Counseling Services (Star Vista): Star Vista Counseling Services: \$100,000
- Primary Intervention Program (PIP) "Lucky Kids" (Star Vista): \$20,000
- Children's Place Program (Star Vista): \$25,000
- Health Fair Allocation: \$5,000

Contracted programs and services: \$690,000

- PE +: \$680,000
- RWC 20/20 Safe Routes to School: \$10,000

Redwood City School District (RCSD) Contribution: Total: \$2,808,000

- School Nurse (4 FTE): \$320,000
- Outreach Specialists (2.2 FTE): \$188,000
- Mental Health Services - Spec Ed: \$ 200,000
- Special Day Class Aides (Health Related) (51 FTE): \$1,600,000
- PE Teachers (6.1 FTE): \$500,000

Total Overall Current Budget for Wellness = \$2,808,000 (RCSD) + \$1,195,000 (SHD) = \$4,003,000

Percent of overall health-related budget funded by SHD = 33%

RCSD Annual budget \$80,000,000

1.2) Belmont- Redwood Shores School District

Priority Areas for BRSSD: Based on community and staff feedback, the highest priorities in the BRSSD continue to be additional counseling services, physical education instruction and staff training, and health education/nutrition curriculum support and education.

A. Current status:

1. Social emotional health at elementary schools and Ralston Middle School:

Counseling programs and services continue to be a top priority for the school district. Through HSI, BRSSD has been able to offer additional counseling services at three elementary schools that indicated the highest need for the past three years. Counselors are provided through a contract with Star Vista and offer group and individual therapy. The other schools in the district have been hungry to provide this service to their students as well. Due to mid-year staffing changes, BRSSD was able to reallocate some of the money they were provided to increase the number of counselors and serve all six elementary schools. These services are highly valued by teachers, administrators and parents and there have been requests for even more services. Approximately 140 children have directly benefited from these services over the past four years and more than 130 parents have participated in parent education as a direct result of the contract with StarVista.

At Ralston Middle School, the BRSSD contracted with Acknowledge Alliance to promote resilience in both staff and students and to provide parent education in the area of adolescent development. Over 400 children and 30 teachers have participated in services and programs provided by the Acknowledge Alliance and over 300 parents have attended related parent education. In addition, the district's Wellness Coordinator works closely with Ralston staff to support a positive school climate through a system of Positive Behavior Intervention and Support (PBIS). To further support this goal, The Wellness Coordinator was able to secure a separate grant from an organization called "No Bully" to train staff and implement "Solution Teams"

2. Physical Education Coaching and Staff Training

Improving the fitness levels of children in grades K-5 continues to be another priority in the school district. For two years, the BRSSD has struggled to determine the most effective method to meet the PE needs of students and teachers. After many discussions, a great deal of research, and some creativity, the BRSSD found a cost effective way to improve PE opportunities at all 6 elementary schools. With funding from the HSI grant and through a partnership with Footsteps Child Care Inc., BRSSD initially hired two PE coaches to provide staff development and physical education classes twice a month for all students and teachers in grades 1-5. This year with increased support from HSI they were able to increase the number of coaches so each class received weekly instruction that also empowers classroom teachers to learn and then to teach an easy to follow, engaging, standards based PE curriculum so they are more confident and excited to teach PE to their students. When the PE coaches visit classes weekly, classroom teachers are asked to observe and participate in activities with their students and then replicate the lessons with their own class. Over Eighty-five teachers received embedded staff development this year and over 2000 students have participated in this highly regarded PE program. What they have found however is that the program is much more effective when the coaches working together, (particularly because they often see groups of 50-70 students at a time) so they have asked to increase the number of coaches next year so that the coaches can work in pairs to better support students.

In addition to the direct contact with teachers and students, the Wellness Coordinator and PE coaches are developing curriculum that is easy to teach, aligned with state standards, engages the maximum number of students, and requires little equipment. This curriculum will be printed and distributed to all K-5 teachers before the end of the 2013-2014 school year. Each lesson will be printed on 5x8 card stock that will be kept together by a large key ring allowing teachers to easily remove and use the lesson card for that day.

3. Health Education/Nutrition curriculum support and education

When BRSSD first received HSI funding, a staff needs assessment indicated that teachers did not have enough materials and support to teach the California Health Education Standards. As a result, the BRSSD researched several options and finally agreed on a comprehensive, cost-effective health education curriculum called the Great Body Shop. This curriculum is based on monthly student newsletters and classroom lessons that address different health topics each month. Some of the health topics that are covered include: Injury Prevention and Personal Safety; Nutrition; Functions of the Body; Disease Illness and Prevention; Substance Abuse Prevention; Physical Fitness; and Social-Emotional Health. The Great Body Shop was selected by the BRSSD teachers and administrators because it is easy to implement, engaging for students and meets the state and national health education standards.

All teachers are asked to participate in evaluation and collect pre-and post- test data to measure knowledge, attitudes and beliefs. At least 2000 students have been impacted by the Great Body Shop Curriculum. Data shows that students increased their knowledge and awareness around health topics by 10% after participating in the program in the 2011-2012 school year and 11% in the 2012-13 school year. The BRSSD is in the third year of using the Great Body Shop curriculum and would like to continue to provide this program for grades K-5 to ensure that all elementary school students are receiving a comprehensive health education that promotes and encourages a healthy lifestyle and that meets California standards.

Ralston Middle School has increased student access to health education. This year all 7th and 8th grade students received Comprehensive Sexual Health and HIV/AIDS Prevention Education through Teen Talk in their science classes. In addition 7th grade Social Studies teachers piloted Project Alert, an Alcohol, Tobacco and Drug Prevention Education program with their classes.

B. Proposed changes to help address above priority areas:

Social-emotional health: The work to address the social-emotional needs of all students in the BRSSD has only just begun. Currently, Ralston Middle School has only one full-time counselor serving almost 1200 students. The district has increased the number of administrators on campus to provide more supervision and support. BRSSD is seeking funding from the SHD to continue the current counseling programs with Star Vista at all six elementary schools and is requesting continued financial support to help address the critical social-emotional needs of the students at Ralston Middle School through Acknowledge Alliance.

In addition, the district plans to explore a common Social Emotional Learning program during the 2014-15 school year. This effort will be led by the Wellness Coordinator and funded through the district general fund.

Physical Activity and PE: BRSSD has been able to make the program work with only four coaches for all six elementary schools, however, it is very challenging. The PE coaches are often working with combined classes of 60-75 students at one time. Due to the overwhelmingly positive feedback from

teachers, students and parents, the BRSSD would like to continue the PE coaching program but is requesting additional funding to hire and train 2-3 more coaches so coaches can work in teams to provide smaller group instruction and better classroom management. The BRSSD is committed to sustainability and feels that a coaching model that provides on-going training for teachers to teach PE to their students will ensure a quality PE program in the long-term.

Health education and curriculum: BRSSD is asking for continued supporting in providing the Great Body Shop materials for elementary schools and Teen Talk's program for 7th grade.

Priority staffing to help meet wellness objectives:

The hard work and dedication of their HSI grant team has enabled the coordination and support necessary to implement a Coordinated School Health Model and meet the many health and wellness needs of the BRSSD community.

1. The Health Educator / Wellness Coordinator:

Manages the HSI grant logistics such as budgets, communications, and community partner contracts and works with local, state and national organizations to collaborate, build relationships, and bring additional resources to the BRSSD. Also provides staff development, classroom support, parent education and staff wellness opportunities as related to the health priorities of the entire BRSSD community and particularly in areas related to social-emotional wellness.

2. The Health Coach:

Works closely with the Wellness Coordinator to provide staff development, classroom support, parent education and staff wellness programs for the community. In addition the Health Coach works with staff at both the Elementary and Middle School Level to implement Health Education programs.

3. Nursing Services:

The district RN and LVN have important roles in providing diabetes management, conducting mandated hearing, vision and scoliosis screenings and managing immunization records at all 7 schools sites. In addition, nursing services is asked to participate in teacher trainings, parent education and student education in areas such as CPR, hygiene, hand washing and lice

Priority programs and services to meet wellness objectives:

Staff wellness, parent education, staff development and comprehensive health education at Ralston Middle School are additional district priorities.

1. Staff Wellness: The BRSSD believes that a healthy, well educated staff will result in healthy children. Staff wellness is a critical component to supporting a culture of wellness. This year, staff wellness efforts have included free weekly yoga and spin classes taught by district teachers which are regularly attended by at least 15 staff and free Zumba exercise classes offered through Belmont Parks and Recreation and Footsteps Child Care Inc.

2. Parent Education: Parent Education programs supported by the district and HSI have been very well attended. With the assistance of community partners and using the expertise of the grant team staff, BRSSD has been able to offer several well received parent education programs on topics such as Positive Discipline, Raising Resilient Children, Making Healthy Choices and Middle School Transition. These programs have been so successful that we would like to see them continue.

3. Staff Development: The HSI grant has enabled BRSSD to provide more staff development than has been offered in years. Staff Development has been provided in areas such as health education and nutrition, conflict management, PE, adolescent development, and resiliency in the classroom. Not only does a well trained staff directly benefit students, it motivates and supports teachers in their academic interests and areas of expertise.

4. Wellness Teacher Leaders: The Wellness Coordinator feels that identifying a point person on each staff will help with communication and coordination across the district. Site Wellness Champions will also work closely with the Grant staff to provide professional development and help with implementation of the Wellness Policy.

C. Costs

Total Recommended Amount for BRSSD: \$380,500

- Direct funding to BRSSD: \$380,500

Staffing Costs: \$211,000

- Health Educator / Wellness Coordinator (.8FTE): \$88,000
- Health Coach (.5 FTE): \$43,500
- Credentialed Nurse (RN, .5 FTE): \$32,500
- Licensed Vocational Nurse (LVN, .75 FTE): \$47,000

Services and program costs directly to District: \$170,500

Social Emotional Support (Counseling Services) at all 6 schools: \$72,500

- Star Vista: 57,500
- Acknowledge Alliance: \$15,000

PE Coaching Services: \$55,000

- PE coaches: \$55,000

Health Education: \$29,000

- Great Body Shop Health Education Curriculum K-8: \$19,000
- Teen Talk at Ralston: \$10,000

Other Program Costs - \$8,000

- stipends for Site Wellness Leaders
- materials, supplies, professional development

Health Fair Funds - \$5,000

Belmont-Redwood Shores Contribution: Did not break down total, but they support *salaries for two additional LVNs, as well as 6 PE Teachers, 2 Deans of Students, and a full time counselor at Ralston.*

All integral to providing health and wellness support to all students (2 Deans of Students and the middle school counselor are partially funded by both the education foundation, School Force and the district general fund, 2 additional LVNs and Ralston PE teachers are funded through the district). In addition the district plans to explore a new program or curriculum in Social Emotional Learning that will be funded through the district's general fund.

Total Overall Current Budget for Wellness (BRSSD + SHD): HSI grant (\$356,500), San Mateo County Office of Education for Safe Routes to School (\$54,000) Total = \$410,500.

Percent of overall health- related budget funded by SHD = 78%

BRSSD Annual budget \$32,000,000

1.3) Sequoia Union High School District

Priority areas for SUHSD: social emotional health, health education, and health services (nursing)

A. Current status:

1. Social-Emotional Health Education and Services:

The social-emotional needs of 8400+ students are increasing due to a variety of factors, and although the number of students served is on an overall upward trend, the services cannot keep up with the demand. At the same time, recognizing that on-site mental health services are crucial, especially in the high school setting, focusing on prevention and education is equally important for staff, parents, and students alike. The wellness coordinator has been successful in bringing together the major mental health leaders in the district.

2. Health Education:

SUHSD's Board of Trustees recently approved a new Life Skills (Health) curriculum in the fall of 2011 for all district freshmen. This curriculum covers a wide variety of topics including social-emotional health, nutrition and safety, and reproductive health. The district is in need of providing ongoing professional development to the Life Skills teachers.

Teen Talk reproductive health education for all freshmen. HSI has been supporting Teen Talk at \$50,000 annually over the 4 past years.

To date, all SUHSD freshmen have trained in "Hands Only" CPR through their PE classes, and site staff are in the process of being CPR trained as well. Karen Li has initiated these trainings with the combined support of Glenn Nielsen and our HeartSafe Program, Sequoia Hospital, local fire departments, and the SUHSD PE department staff and district nurses.

3. Health Services:

Sequoia Union is currently supporting one full-time district registered nurse and four health aides. By SHD funding a second 1.0 FTE district nurse, plus an additional .5 FTE nurse at Redwood, they are better equipped to address the health needs of their population.

B. Proposed change to help address social-emotional support services

Stress reduction and cognitive development through the **Quiet Time Program** will be piloted at Redwood High School. The Quiet Time program is a practical, evidence-based approach to reduce stress and dramatically improve academic performance, student wellness and the school environment. Quiet Time provides students with two 15-minute periods of Transcendental Meditation each day to help balance their lives and improve their readiness to learn. This school wide program complements existing educational strategies by improving the physiological aspects of learning and behavior. Research on schools with a Quiet Time program has found:

- 10% improvement in test scores—and a narrowing of the achievement gap
- Highly effective for increasing creativity
- Improved teacher retention and reduced teacher burnout
- Greater happiness, focus and self-confidence
- Reduced ADHD symptoms and symptoms of other learning disorders
- 86% reduction in suspensions over two years
- 40% reduction in psychological distress, including stress, anxiety and depression
- 65% decrease in violent conflict over two years

C. Costs

Total Recommended Allocation to SUHSD: \$502,500

- Direct funding to SUHSD: \$362,500
- Additional grants (non-profits): \$125,000

Staffing cost directly to district: \$250,000

- Wellness Coordinator (1.0 FTE): \$100,000
- District Nurse (1.0 FTE): \$100,000
- Redwood/CDS RN (0.5): \$50,000

Services and program costs directly to District: \$112,500

- Teen Talk: \$50,000
- Star Vista Contract for Menlo-Atherton: \$12,500
- CSM Parent Education: \$20,000
- Acknowledge Alliance: \$25,000
- Health Fair Allowance \$5,000

Contracted programs and services: \$125,000

- Star Vista Youth Development Initiative: \$30,000
- Adolescent Counseling Services OCC Program: \$20,000
- Counseling and Advocacy for Teens: \$35,000
- Center for Wellness and Achievement in Education: \$40,000

Sequoia Union HS District (SUHSD) Contribution: \$3,095,000

- 16 PE teachers: \$1,600,000
- Mental health services for Special Ed: \$800,000
- 1 RN: \$100,000
- 4 Health aides: \$240,000
- 1 Mental Health provider (Carlmont): \$100,000
- Athletic trainers: \$80,000
- TUPE grant (yearly): \$175,000

Total overall budget for Wellness = \$3,095,000 (SUHSD) + \$502,500 (SHD) = **\$3,755,000**

Percent of overall health-related services budget would be funded by SHD= **15%**

SUHSD Annual budget: 109,000,000

1.4) San Carlos School District

Priority Areas for SCSD: Nursing services, physical activity, and mental health.

The Strategic Plan SCSD is developing is based upon measurable outcomes that the district supports through comprehensive data collection and research-based implementation methods to enable them to see where wellness initiatives are advancing and where more work is needed. Because of the integrated nature of the SCSD approach to wellness, SCSD would like to continue building support for all three layers of the Wellness Strategic Plan. The SCSD spends over \$1.2 Million annually to fund Health and Wellness. 81% of that budget goes toward Health and Wellness Educators and School Counselors who need the support of well-planned professional development to integrate effective nutrition, physical activity, and mental health education.

A. Current status:

San Carlos School District places health and wellness at the core of its 21 Century Learning Strategic Plan, which is currently in year one of the Implementation Phase. SCSD is taking on a very unique and innovative approach to build curriculum and prepare teachers to integrate nutrition, social-emotional wellness, and physical fitness throughout every student's day. As students develop from the preschool years through eighth grade, their wellness experience will be woven throughout every subject, with every teacher layering health information and activities with students in a dynamic and systemic way.

As a results of these efforts:

- Students move more often throughout the day due to the expansion of our elementary PE model and the addition of a Wellness Fair
- Legarza and SCSD educators work with multiple classes at one time to release grade-level team teachers for collaboration
- Parent Education and professional development are geared toward increasing the number of students in the Healthy Fitness Zone
- Professional development and expansion of our nutrition education programs allow us to focus on improving students' aerobic capacity and body composition
- Professional development and partnerships with NDNU and Teen Talk enable us to make steady progress toward increasing health skills and protective factors for students
- Expanding our mental health support team to include interns from the Marriage and Family Therapy Intern program at NDNU extends our ability to provide 1-1 and small group therapy when needed
- Partnerships and improved collaboration with local law enforcement agencies, county Safe Routes to School programs, and mental health professionals boosts our ability to increase safety and perceptions of safety throughout our district
- Staff participation in wellness programs continues to grow, including new opportunities for staff boot camp, weight watchers, health screenings, CPR trainings, and flu vaccination clinics

B. Proposed changes to address priority areas:

Continuation and expansion of programs is geared to support nursing services, physical activity, and mental health. SCSD is expanding the District Nurse's hours to full time to accommodate increased demand for services from diabetic students, and curricular support in the classroom. SCSD is also planning to expand the Legarza contract to include more sites and more time with students during recess, lunch, before and after school, which combined with the other priority areas, would positively impact the district's ability to provide a more comprehensive, integrated wellness experience to all PK-8 students.

C. Costs

Total Recommended Amount for SCSD: \$374,000

- Direct funding to SCSD: \$374,000

Staffing costs directly to school district:

- Wellness Coordinator (.8 FTE): \$88,000
- Physical Educators (Elementary PE Elementary School: \$68,200
- Elementary School Counselors (2 working .5 FTE at each school): \$53,155
- Middle School Counselors (2 working 1.0 at each school): \$87,860
- Nurse (expanding to 1.0 FTE): \$42,730

Services and program costs directly to District:

- Teen Talk & Puberty Talk: \$6,000
- Elementary PE (Legarza): \$68,200
- Staff Development \$8,000
- Health Supplies & Audiometer Calibration: \$5,500
- Supplies & Other Services: \$3,755
- Health Testing Contracts: \$5,000
- Good2Go! Family Fun & Wellness Fair: \$5,000

San Carlos School District (SCSD) Contribution (matching) Total: \$841,490

Staffing:

- Wellness Coordinator (.8 FTE): \$88,000
- Physical Educators (Elementary PE Elementary School: \$527,200 (all k-8)
- Elementary School Counselors (2 working .5 FTE at each school): \$53,155
- Middle School Counselors (2 working 1.0 at each school): \$159,000
- Nurse (expanding to 1.0 FTE): \$42,730

Services and programs

- Teen Talk & Puberty Talk: \$7,000
- Elementary PE (Legarza): \$
- Counseling Interns \$2,000
- Staff Development \$4,000
- Health Supplies & Audiometer Calibration: \$1,500
- Supplies & Other Services: \$2,245
- Health Testing Contracts: \$5,000
- Good2Go! Family Fun & Wellness Fair: \$2,500

Total Overall Current Budget for Wellness (SCSD) \$841,490 + (SHD) \$374,000= **\$1,215,490**

Percent of overall health-related services budget would be funded by SHD =31%

SCSD Annual budget: \$33,000,000

1.5) Other School District Support

Over the past 4 years, we have been consistently providing \$25,000 to support either a school counselor or a nurse (depending on school district need) at Woodside Elementary, Las Lomitas in Menlo Park, Menlo Park City School District, Portola Valley School District, and at the San Carlos Charter Learning Center. All of the districts have demonstrated great appreciation for the support Sequoia Healthcare District has provided and each have made a some effort to implement a coordinated approach to support wellness within their school communities, with their school nurse leading the effort. These districts could significantly enhance their efforts by having a wellness Coordinator on staff.

The Gardner Center concluded in their evaluation of the implementation of the Healthy Schools Initiative in 2012 that, "Wellness Coordinators are the catalyst for improving the coordination and integration of health and wellness programs and activities in schools and districts and that they influence awareness and accessibility of programming which leads to reaching more students more equitably".

Working through their administration and their wellness committees, wellness coordinators were able to create detailed policies that protect and promote student health, particularly around nutrition and school safety. Coordinators have helped SHD to improve coordination and closer collaborations between school districts and state and county Departments of Education, state and county Departments of Health Services, other state and local agencies, and business and community institutions. Our wellness coordinators and the wellness coordinators from Peninsula Healthcare District come together monthly to coordinate and collaborate on a broader scope around our common goal of supporting school health. We have succeeded to align our HSI goals with those of the County Office of Education's school wellness goals and both the County Health Department and the County Office of Education have adopted the Coordinated School Health Model as their framework for supporting and building upon their school wellness priorities.

As a final point, wellness coordinators have been able to successfully leverage SHD funding and secure grant funding from other sources for things such as training staff to develop and implement "Solution Teams" against bullying, increasing clean water accessibility on school campuses, and safe routes to school funding.

To build upon the successes of our four main partner school districts that have wellness coordinators, in fiscal year 2014-15, we propose to increase our support of the school districts below to provide them with a part-time and/or shared wellness coordinator.

Current Funding:

School District	Number of Students Served	Amount Funded	Position Funded
Woodside Elementary	450	\$25,000	Counselor
Portola Valley	750	\$25,000	Nurse
Menlo Park City	2,900	\$25,000	Nurse
Las Lomitas	1,250	\$25,000	Nurse
Charter Learning Center	320	\$25,000	Counselor

Proposed for 2014-15:

School District	Number of Students Served	Amount Funding Proposed	Position(s) Funded
Woodside Elementary	450	\$50,000	.25 Counselor .25 Wellness Coordinator
Portola Valley	750	\$50,000	.25 Nurse .25 Wellness Coordinator
Menlo Park City	2,900	\$75,000	.25 Nurse .50 Wellness Coordinator
Las Lomitas	1,250	\$50,000	.50 Nurse/ Wellness Coordinator (nurse will work as wellness Coordinator)
Charter Learning Center	320	\$25,000	.25 Counselor

II. PE + Physical Education Program for Redwood City Schools

Program Update:

Through our distinctive collaboration with Peninsula Community Center and Redwood City Parks, Recreation, and Community Services, the Healthy Schools Initiative has been able to provide comprehensive, sequential PE instruction two days per week for kindergarten to fifth grade, helping to meet the physical education needs of more than 5,000 students in 10 elementary schools this year. PE+ also supports learning by addressing physical, emotional and social health.

PE+ continues to develop and integrate consistent, science-based nutrition messages and information to students across all grade levels. Nutrition staff at PCC along with Jennifer Gabet, have identified standards and teaching content, selected appropriate resources and adapted materials for improved delivery within a PE setting. These “Nutrition Huddles” (previously called Nutrition Nuggets) are making a significant difference in the schools. The coaches appreciate the easy to use and practical curriculum and accompanying teaching materials and props. The students enjoy telling the coaches about the healthy foods they’ve been eating and the program has helped the teachers feel comfortable initiating discussions with the parents. Coaches are also connecting with the school nurses around nutrition issues.

In addition, the San Carlos School District will use the PE+ model to support PE for their elementary school children. Legarza, the school district’s elementary PE program provider, will align with the PE+ program model to share best practices and incorporate the nutrition curriculum. Sequoia Union High School District 9th grade physical education teachers have also begun incorporating age relevant nutrition curriculum, developed by Jennifer Gabet, into their PE curricula. The benefit of sharing these nutrition resources allows HSI to build consistency in PE, not only within districts, but throughout our diverse school communities and allows us to leverage and maximize resources

Last year we began to explore a model where all schools contribute some amount to help support the expansive need for elementary physical education in the Redwood City School district. Without the additional support from all schools that benefit from the program, our collective capacity to expand PE+, in both breadth and depth within the school district, is currently limited. This year, we have been able to secure funds from each of the schools that receive the PE+ program. Using a sliding fee scale, each school contributes between \$8,000 and \$16,000.

This year the PE+ program was recognized by the California State Parks and Recreation Association for being an exemplary program and partnership.

Researchers from Applied Survey Research (ASR) are currently conducting program evaluation of the PE+ program to be completed in August 2014.

This year we are requesting \$680,000 for the PE+ Program. A separate detailed budget for this program is available upon request.

III. School Based Grants

It had been the case that the array of grants funded to provide programs and services at our local schools filled in gaps and served important health needs, but they were not distributed in a comprehensive or systematic fashion nor were they aligned with any particular other efforts. As HSI became established, with an independent budget, it made sense to roll school-based grants into the Healthy Schools Initiative. The financial decision to do this has resulted in more strategic outcomes since HSI has clearly defined goals and objectives. Our current approach is to more strategically align the grants with the priorities of HSI and of the school district. Overall, the agencies have done excellent work toward accomplishing their proposed goals and ultimately enhancing the efforts of the Healthy Schools Initiative.

While this granting strategy is effective overall, we do not want to limit our opportunity to explore innovative and unique approaches to serving the health needs of the school communities. We will allocate a portion of grant funding to new pilot programs.

C. Costs

We have been allocating \$400K to the grants over the past two years. However, this amount allocated to the grants can vary depending on the annual budget.

This grants cycle, 16 non-profit agencies applied for funding, totaling \$453,765 in requests. The number of applicants was less this year since we are contracting with some of our key non-profits as subcontractors with the school district, thus taking them out of the competitive grants process. Recommendations for this year's grants cycle are presented below:

Organization requesting funding	Program Name and Description	Amount Requested	Amount Recommended	School(s) services will be provided
Star Vista	Youth Development Initiative: Students are taught leadership skills to empower other youth to make healthy positive changes in their lives, school and community around nutrition, campus climate, physical well-being, etc	\$40,000	\$30,000	Sequoia High School
Adolescent Counseling Services (ACS)	On Campus Counseling Program (OCC): Provides on campus bilingual individual, family and group mental health therapy	40,000	\$20,000	Redwood High, Woodside High, La Entrada Middle School (Menlo Park)
Redwood City 20/20	Safe Routes to School Initiative: Climate Corps Volunteer Coordinator- Helps to build capacity at both the school district level and school site to develop champions so over time, walking or biking to school will become a normalized activity	\$16,500	\$10,000	All Redwood City School District Schools
NFL Alumni Association	Will collaborate with our current drug prevention program partners to provide professional athletes as speakers and mentors to more greatly impact the lessons	\$20,000	\$10,000	SUHSD and RCSD Schools
Sienna Youth Center of St. Francis	Sienna Youth Center's Holy Family School Health and Wellness: Program will provide a variety of health services and activities for the students attending the Holy Family School including education in social media and a group mental health-counseling and lifeskills program	\$16,265	\$16,000	Sienna Youth Center of St. Francis

Counseling and Advocacy for Teens (CAT)	Counseling Program: Provides critical counseling and intervention services to students on campus who have been identified as at-risk for school failure. Also provides resources for parents	\$40,000	\$35,000	Woodside High
Mary Meta Lazarus Child Development Center at College of San Mateo	Healthy Eats, Active Feet: Provides pre-school for 48 low income parents attending San Mateo College. *43% of families live in SHCD boundaries	\$10,500	\$10,500	College of San Mateo
Footsteps	Physical Activity Program: PE Director trains preschool and afterschool staff throughout SHD to provide accessible, engaging and beneficial fitness activities in their afterschool settings	\$9,000	\$9,000	All Belmont- Redwood Shores afterschool and preschool sites
Jasper Ridge	Horse Buddies Program will provide approximately 100 special-needs students with horsemanship training that focuses on physical fitness and communication skills, offered during the school day in partnership with the County Office of Education	\$20,000	\$12,000	All schools with SHD boundaries
Center for Wellness and Achievement in Education	Will provide the Quiet Time Program, a transcendental meditation program aimed at reducing stress and improving learning for both students and staff at Redwood High School.	\$40,000	\$40,000	Redwood High School
Arbor Bay School	To support Star Vista counseling services and Teen Talk's Puberty Talk program	\$12,500	\$12,500	Arbor Bay School
Collective Roots	Cooking with kids program provides nutritious food and cooking demonstrations for very low-income children and their families at school during the school day.	\$25,000	\$20,000	East Menlo Park and Fair Oaks neighborhood skills

Total = \$225, 000

**** Purple indicates newly funded program**



APPLE TREE DENTAL

Executive Office, Suite 100
8960 Springbrook Drive NW
Minneapolis, Minnesota 55433
www.appletreedental.org

April 29, 2014

Sequoia Healthcare District
Lee Michelson, CEO
525 Veterans Blvd
Redwood City, CA 94063

Agenda Item No. 3. B

Board of Directors Meeting

Date 5-6-14

Dear Mr. Michelson:

I'm writing to respectfully request funding from the Sequoia Healthcare District ("SHD") to complete Apple Tree Dental's ("Apple Tree") San Mateo Center for Dental Health ("San Mateo Center"). In the subsequent paragraphs, I will address Apple Tree's program as a whole and discuss the target population and unmet needs in the area. I believe this is an excellent opportunity for SHD, Peninsula Health Care District ("PHCD"), and Apple Tree to collaborate in order to launch a groundbreaking new program with the facilities and delivery system capacity needed to address widespread gaps in access to dental care in San Mateo County and the surrounding area.

A pervasive disconnect exists between oral health care needs and access to preventive and restorative dental services. This gap is perpetuated by a dental care system focused on individuals with the means and wherewithal to seek services in a traditional dental setting rather than on the population groups with the greatest unmet needs. Apple Tree was received funding from the PHCD to complete a regional dental care needs assessment, which demonstrated the extent of access barriers for low-income children and families, the elderly, and individuals with disabilities. The San Mateo Center was designed in collaboration with key community stakeholders and incorporates best practices and innovations in oral health care delivery by utilizing a: (1) nonprofit, team-staff model; (2) telehealth capabilities using a comprehensive, cloud-based electronic health record; (3) Care Coordination Center supporting mobile services; (4) unique clinic design with equal access accommodations; (5) collaborations with community organizations and interdisciplinary staff; (6) staff members with expertise in pediatrics, geriatrics, and dental public health; and (7) educational opportunities for dental professional students at the San Mateo Center.

When fully funded and equipped, the San Mateo Center will include ten dental treatment rooms, including an IV sedation suite and two special care rooms equipped with "hover chairs" and ceiling lifts for patients using wheelchairs or have other mobility impairments. The Care Coordination Center can support five Apple Tree Mobile Dental Offices and three portable delivery systems serving dozens of targeted locations meeting unique needs in San Mateo County.

Apple Tree is seeking to raise a total of \$4.5 million to optimally equip and staff the San Mateo Center. The PHCD generously provided start-up funding totaling \$2 million, along with a clinic location at 430 El Camino Real, which ensures the launch of the program. A contribution of between \$1 and \$2.5 million from SHD, over the course of this year and next, would ensure that dozens of community sites and thousands of underserved individuals receive the care they need. Please see the attached start-up budget for more details. We welcome the chance to explore SHD recognition opportunities, such as signage on mobile equipment, SHD logo on Apple Tree's website, marketing materials, and other publications. I look forward to speaking with you and the SHD Board on May 6th.

Gratefully,

Michael J. Helgeson, DDS
Chief Executive Officer

**San Mateo Center for Dental Health Budget**

<u>Start-Up Costs</u>	<u>#</u>	<u>Cost</u>	<u>Total</u>
Center Remodeling	1	\$1,000,000	\$1,000,000
Center Dental Clinic (# Rooms)	10	\$140,000	\$1,400,000
Care Coordination Center	1	\$200,000	\$200,000
IT and Phone Systems	1	\$120,000	\$120,000
Apple Tree MDV Truck	1	\$160,000	\$160,000
Apple Tree Mobile Offices	5	\$130,000	\$650,000
Portable Delivery Systems	3	\$40,000	\$120,000
<u>Working Capital</u>	1	\$850,000	<u>\$850,000</u>
Total Costs			\$4,500,000
<u>Less PHCD Funding</u>			<u>(2,000,000)</u>
Remaining Need			\$2,500,000

Budget Narrative

The **Center Remodeling** costs include a complete internal remodeling of the building at 430 N. El Camino Real as presented at the April SHD Board meeting. The facility is approximately 6,400 square feet and is about two-thirds clinical space and one-third Community Care Coordination Center. The **Center Dental Clinic** costs include not only the dental, medical, and anesthesia equipment in the ten treatment rooms, but also cost for equipping the clinical support areas, such as the sterilization area and mini-lab. The **Care Coordination Center** costs include equipping all the offices and meeting rooms, the reception areas, and finishes in the entire San Mateo Center. The **IT and Phone Systems** costs include a local "replication server" that will be connected to Apple Tree's private cloud-based servers in Minnesota, together with all the computers, phone systems, and related items in the clinic, Care Coordination Center, and Mobile and Portable Delivery Systems. The **Apple Tree MDV Truck** is a customized truck as seen in the video clip at the April SHD Board meeting. It has a custom built box with built-in floor attachments used for securing the mobile units and a very large custom hydraulic platform lift. The **Apple Tree Mobile Dental Offices** include all the elements of a traditional dental office, including self-contained compressors and vacuum systems, clean water systems, mobile dental chairs, digital radiography equipment, portable sterilizers, and all the other miscellaneous instruments and supplies needed for general dentistry. The lighter weight **Portable Delivery Systems** can be transported by dental hygienists in cars or minivans and are used to provide front-line prevention, assessment, and screening services. **Working Capital** is start-up funding that supports staff salaries, training costs, pre-launch marketing efforts to secure service agreements with partnering community agencies, and post-launch staffing costs incurred during the first two to three years as the program's earned revenues ramp up and reach the critical operating break-even point.

Caring Community Grants Recommendations 2014

Agenda Item No. 3,C
Board Of Director Meeting
Date 5-6, 14

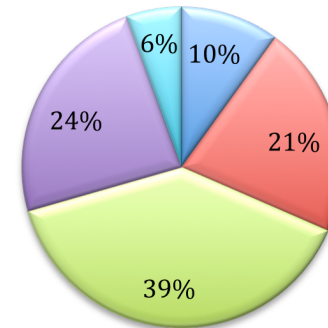
Total amount of Grants Funding = \$1,350,000

The numbers tally for the 2014-15 grants cycle is presented below. As shown in the pie chart below, our funding recommendations will serve a wide variety of health needs. We will also serve both youth and adult residents nearly equally. A list of the grant recommendations including a brief program description is presented in the table below.

- Number of grants =32
- Number of different agencies =27
- Number of new grants =12
- Number of renewals =20
- Average size grant =\$42,000
- Grants under \$50,000 =15
- Grants over \$50,000 =17
- Grant range =\$5,000- \$90,000
- 23 applications not funded

Funding Categories

■ Drug/ alcohol ■ Mental Health ■ Preventive Health ■ Food Security ■ Other



CC Grants Recommendations 2014

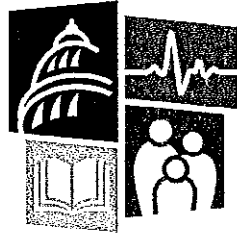
<i>Organization Name</i>	<i>Program Name</i>	<i>Program Description</i>	<i>Amount Requested</i>	<i>Amount Currently funded</i>	<i>Amount Recommended</i>
1. Adapt Foundation	Friends and Family and Adults Workshops for Youth	Provides group support for family members dealing with addicted relatives	\$15,000	\$10,000	\$5,000
2. Adolescent Counseling Services	After School Counseling Services	Affordable mental health assessment, treatment, and education for teens and their families	\$20,000	\$20,000	\$20,000
3. Adolescent Counseling Services	Outlet Program	Provides targeted support and group counseling, health education, outreach and leadership training to LGBTQ, ages 13-18 years of age in Spanish and English	\$10,000	new	\$10,000
4. AFAR	SNAP	Children with special needs receive a wellness and recreation program	\$40,000	\$40,000	\$40,000
5. Boys and Girls Club	Triple Play	Focused activities, including a new swimming program, improve children's emotional wellness and physical fitness	\$100,000	\$85,000	\$85,000
6. Caminar	Bridges to Wellness	Program improves coordination among the physical health care needs and mental health care of clients	\$100,000	\$40,000	\$50,000

7. CASA	Core Services	Program will train adult volunteers assigned to youth in the foster care and delinquency systems on health issues relevant to youth	\$50,000	\$40,000	\$50,000
8. Casa de Redwood	Better Living for Seniors/ Senior Companion	Casa de Redwood offers affordable housing for seniors. Funding would pay for a part-time social worker to help connect residents with community resources	\$25,000	new	\$25,000
9. CORA	Family-Centered Mental Health-	Provides assessment, referral, and counseling for victims of domestic violence and their families	\$100,000	\$80,000	\$80,000
10. Edgewood Center for Children and Families	HealthyKin	Provides in-home nursing case-management and nursing care to older, low-income kinship caregivers of young children whose own parents cannot or will not care for them	\$40,000	New	\$40,000
11. El Centro de Libertad	Youth Intervention / Urban	Assistance for youth requiring drug rehabilitation and their families. 98% are low-income	\$100,000	\$50,000	\$50,000
12. El Centro de Libertad	Adult Outpatient Treatment/ Urban	Assistance to those requiring drug rehabilitation or transitioning back into community after incarceration	\$100,000	\$50,000	\$50,000
13. Friends for Youth	Why Mentoring? Whole Health for Youth	Provides training to mentors on a variety of health issues that impact youth age 8-17 who are risk for developing physical and emotional health problems	\$50,000	\$40,000	\$30,000

14. Friends of Veterans Memorial Senior Center	Adaptive PE	Adult fitness and wellness programs for those with physical disabilities	\$100,000	\$50,000	\$50,000
15. InnVision Shelter Network	The Family Wellness Program	Funding would expand mental-health services to include psycho-educational treatment for traumatized homeless families	\$70,000	new	\$55,000
16. Latino Commission on Alcohol and Drug Abuse Services of San Mateo County	Casa Aztlan-Men's Residential Recovery	Supports drug and alcohol counseling to men (6) who live in an intensive residential treatment Center located in North Fair Oaks	\$35,000	new	\$20,000
17. Mental Health Association	Public Health and Wellness	Supports a public health nurse to serve the physical health needs of residents of the Belmont and Spring Street Apartments	\$60,000	new	\$60,000
18. Mission Hospice	Transitions	Palliative and end of life care through a combination of volunteer and professional services	\$35,000	renewal	\$25,000
19. On Common Ground, Inc.	On Common Ground	Funding will provide stipends to four interns to provide substance abuse and mental health services at two residential treatment centers	\$19,200	new	\$10,000
20. Peninsula Family Service	Senior Fitness	Wellness programs for seniors attending the Fair Oaks Adult Activity Center	\$55,000	\$50,000	\$45,000

21. Peninsula Family Service	Senior Peer Counseling, La Esperanza Vive (Hope Lives) Expansion	Would expand recruitment and training of Spanish-speaking volunteers and counselors for the Esperanza Vive Program	\$40,000	new	\$15,000
22. Peninsula Volunteers	Meals on Wheels	Daily meal delivery to disabled or homebound residents	\$100,000	\$90,000	\$90,000
23. Peninsula Volunteers	Rosener House	Adult day care facility that provides preventive health programs to avoid premature hospitalization of elderly and disabled	\$75,000	\$50,000	\$50,000
24. Rebuilding Together	Safe at Home	Program provides minor home repair needs that threaten the safety of low-income, vulnerable residents and provides education to help them identify safety hazards	\$60,000	new	\$20,000
25. St. Anthony's Padua	Feeding the Needy	Provides daily hot meals to the hungry, located in Fair Oaks	\$100,000	\$90,000	\$90,000
26. Second Harvest	Produce Mobile and Senior Brown Bag	The Mobile Produce van provides fresh produce to low income residents at 6 locations within SHD. The Brown Bag Program provides healthy groceries to low-income seniors and disabled adults	\$100,000	new	\$50,000
27. Second Harvest	Family Harvest	Food distribution to locations near families with children under 18 years who would otherwise go hungry.	\$100,000	renewal	\$50,000

28. Sequoia YMCA	Enhance Fitness	A senior fitness and arthritis management program	\$15,000	new	\$13,000
29. Service League	Hope House Healthy Women and Infants Project	Fitness and nutrition program at Hope House for women with drug and alcohol dependency, some with infant children	\$50,000	\$30,000	\$30,000
30. Sheriff's Activity League	Academicos and Healthy Kids	Program delivers leadership training, nutrition and health education through soccer to N. Fair Oaks youth. Healthy Kids delivers nutrition education and character development to low-income youth in both San Carlos and N Fair Oaks	\$30,000	\$25,000	\$25,000
31. St. Francis Center	Community Garden	Funds will be used to build a second community garden in densely populated N. Fair Oaks neighborhood	\$42,000	new	\$42,000
32. Star-Vista	Day Break	A transitional living program for homeless, runaway, and former foster youth aged 16-21	\$100,000	\$75,000	\$75,000
TOTAL NUMBER AGENCIES = 32					TOTAL AMOUNT RECOMMENDED = \$1, 350,000



ACHD
ASSOCIATION OF CALIFORNIA
HEALTHCARE DISTRICTS

CEO Performance Evaluation User's Guide

The Association of California Healthcare Districts' (ACHD) CEO evaluation tool is an easy-to-use, no-cost member benefit. ACHD considered a broad range of CEO performance evaluation criteria, and developed two versions of a CEO evaluation: one for hospital districts, and one for community-based districts.

Your organization's CEO evaluation has already been created for you, and is ready for you to use. Follow the step-by-step instructions in this document to conduct your evaluation and receive a comprehensive summary report as a member benefit, at no-cost to your organization.

Ensuring Performance and Alignment: The Purpose of the CEO Evaluation

The CEO evaluation process begins with a clear definition of the role of the compensation and performance review process in building leadership loyalty and commitment, and ensuring leadership success and continuity. It is important to remember that the process is about more than simply evaluating the CEO's performance. It is an opportunity to strengthen the board/CEO relationship, and ensure that both the board and CEO have mutually-agreed upon goals and expectations.

The purpose of the CEO evaluation is to set specific board direction for CEO and overall organizational performance, ensure a consistent focus by the CEO, continuous leadership accountability, focus and success. It defines the essential CEO functions and personal attributes required by the board, and encourages two-way communication between the board and CEO.

In addition, the CEO evaluation identifies performance areas requiring increased attention by the CEO, and defines the leadership competencies most critical to organizational success. Finally, the evaluation should link the CEO's achievement to his or her compensation.

CEO Evaluation Goals

Goals that should be considered in the course of undertaking a successful CEO evaluation process include:

- The process should be clearly identified well in advance of the evaluation;
- The evaluation should be a continuous, year-long process culminating in a formal annual performance review, with no surprises for either the board or the CEO;
- The evaluation should provide meaningful feedback to the board on the CEO's success in achieving board-approved objectives;
- The evaluation process should enhance board/CEO working relationships;
- The evaluation should link the attainment of organizational objectives with the CEO's personal performance objectives;
- Data, not subjective assessments, should be the foundation of the evaluation and decisions about compensation;
- Leadership in achieving the mission, values and vision should be a centerpiece of the evaluation; and
- Compensation should be driven by specific performance in specific areas.

Association of California Healthcare Districts CEO Performance Evaluation User's Guide

How to Use the ACHD CEO Performance Evaluation

Below is a step-by-step guide members should follow to take advantage of this unique member benefit:

Step 1: Determine the appropriate number of days you will allow for board members to complete the evaluation.

Determine the deadline date for receiving responses from board members. We recommend two to three weeks.

Step 2: Notify board members prior to conducting the evaluation. The evaluation should be discussed at a board meeting prior to implementation to ensure board member understanding of the criteria, and a board-wide commitment to completing the evaluation and supporting next steps to address evaluation results and improvement actions with the CEO.

Step 3: Send a series of emails to notify board members of the need to complete the CEO performance evaluation, and provide instructions of where to go to access the evaluation. You may choose any method to communicate the evaluation to your board members. However, a typical practice is to send an email to all board members notifying them that the evaluation is online and ready to be taken, followed by two reminder emails and a deadline extension, if necessary.

The first reminder email should be sent approximately one week after the initial email; the second reminder email should be sent in the morning on the day of the deadline. If necessary, a deadline extension email may be sent the day after the original deadline. It is always a good idea for the evaluation administrator to send the email to him/herself first to ensure that the evaluation link works properly.

Below are examples of copy you may choose to use in your emails:

The top screenshot shows the 'Survey Instructions' page of the ACHD District CEO Performance Evaluation. It includes a header with the ACHD logo and title, followed by a 'Survey Instructions' section. The instructions state that the survey is confidential and should be completed by 5:00 p.m. on the specified date. It also mentions that the survey is a member benefit and that the results will be used to improve the organization's performance.

The bottom screenshot shows the 'Survey Questions' page. It features a table with 15 questions and a Likert scale response format. The questions cover various aspects of the CEO's performance, including their knowledge of the organization, their communication skills, and their ability to lead the organization. The Likert scale ranges from 'Strongly Disagree' to 'Strongly Agree'.

Message 1: To be sent on the first day of evaluation implementation

As you know, [Organization Name] is conducting a comprehensive CEO performance evaluation. The evaluation is being carried out through an Internet survey, provided as a member benefit by the Association of California Hospital Districts (ACHD). The evaluations asks for your viewpoints about [Organization Name]'s CEO performance in several key areas.

The evaluation should be completed by 5:00 p.m. [Day], [Date], and should take you approximately 30 minutes to complete.

Securing every board member's input is critical to ensuring a successful CEO evaluation.

To complete the CEO evaluation, click on this link:

[Survey URL]

We appreciate your time and commitment to this important CEO performance evaluation.

Sincerely,

[Name], Board Chair

Message 2: To be sent approximately one week after initial email

As a reminder, please take 30 minutes or so to complete the [Organization Name] CEO performance evaluation survey by 5:00 p.m. [Day], [Date].

To complete the CEO evaluation, click on this link:

[Survey URL]

Association of California Healthcare Districts CEO Performance Evaluation User's Guide

We appreciate your time and commitment to this important CEO performance evaluation.

Sincerely,

[Name], Board Chair

Message 3: To be sent on the morning of the deadline date

FINAL REMINDER

There's still time to complete the [Organization Name] CEO Performance Evaluation.

The CEO evaluation should be completed by 5:00 p.m. today, and should take you approximately 30 minutes to complete. Securing every director's input is critical. To complete the CEO evaluation, click on this link:

[Survey URL]

We appreciate your time and commitment to this important CEO performance evaluation.

Sincerely,

[Name], Board Chair

Message 4: To be sent on day after deadline (if necessary to extend)

CEO EVALUATION DEADLINE EXTENDED

Unfortunately, we have not received a response from every director, so we've extended the evaluation deadline.

Please take 30 minutes to complete the CEO evaluation by 5:00 p.m. [Day], [Date].

To complete the CEO evaluation, click on this link:

[Survey URL]

We appreciate your time and commitment to this important CEO performance evaluation.

Sincerely,

[Name], Board Chair

Step 4: Evaluation results. After you have received all possible responses to the evaluation, notify Larry Walker at The Walker Company, 503-694-8539, lw@walkercompany.com, that your evaluation is complete. Your summary report of survey results will then be developed and provided to you for board review and discussion of improvement action items.

The image displays three overlapping screenshots of a 'SUMMARY RESULTS' report. The top screenshot shows a table titled 'Internal Operations' with columns for 'Internal Operations', 'Score', and 'Weighted Score'. The middle screenshot features a large graphic with the text 'performing which are performed' and 'SUMMARY RESULTS'. The bottom screenshot shows the 'ACHD' logo and the title '2013 CEO Performance Evaluation'.

For Additional Assistance...

If you have any questions or concerns, please contact Vone Yee, vi@walkercompany.com, 503-545-8605, or Nicole Matson, nm@walkercompany.com, 503-469-8663.



District CEO Performance Evaluation

This CEO performance evaluation measures your viewpoints and ideas about your CEO's leadership performance effectiveness. The evaluation consists of two sections:

**Section 1: Your assessment of the essential functions of your district Chief Executive Officer; and
Section 2: Personal attributes of the CEO.**

There are four buttons at the bottom of each of the pages of this evaluation. **DO NOT use the forward or back buttons on your Web browser to navigate through the evaluation, as this will erase all entered data.**

You may use the "back" button at the bottom of the page to return to previous pages, the "pause" button to leave your evaluation for a short period of time, the "reset" button to clear the answers on the current page, and the "continue" button to move forward from one page to the next. The bar in the upper right hand corner indicates your progress in completing the evaluation.

Confidentiality Guarantee

Your responses to this CEO performance evaluation are anonymous and non-identifiable by individual. Individual answers will be considered together and presented in a summary analysis.

Your Name:

Your name is only used to know who has responded to the CEO performance evaluation. Your responses will not be individually identifiable, and the results of this evaluation will be compiled by an outside firm.

[If you are having problems
with the evaluation please click here
or call \(503\) 534-469-8663.](#)

Begin Evaluation



Section 1: Essential Functions of a District Chief Executive Officer

Leadership Function 1: Internal Operations

Please rate your agreement with the statements below using the following scale:

Level 5: I **strongly agree** with this statement. The CEO **always** practices this as part of his/her leadership. The CEO's performance in this area is **outstanding**.

Level 4: I **generally agree** with this statement. The CEO **usually** practices this as a part of his/her leadership, but not always. He/she performs **well** in this area.

Level 3: I **somewhat agree** with this statement. The CEO **often** practices this in his/her leadership, but he/she is not consistent. He/she performs **fairly well** in this area.

Level 2: I **mostly disagree** with this statement. The CEO **inconsistently** practices this as a part of his/her leadership. He/she **does not perform well** in this area.

Level 1: I **completely disagree** with this statement. The CEO **never** practices this as a part of his/her leadership. He/she performs **very poorly** in this area.

N/S: Not sure. I do not have enough information to make a determination about the CEO's performance in this area.

N/A: Not applicable.

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Plans, organizes, manages, evaluates and regularly reports to key constituents on the critical activities impacting organizational operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes goals and objectives, both personally and for direct reports, to achieve the strategic objectives defined by the Board of Directors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements established policies and maintains general liaison with the board and employees of the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies, develops, and recommends to the Board of Directors the required policies, procedures and standards necessary to ensure smooth functioning of organizational operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops an organizational structure, with clear lines of opportunity, authority and accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures an effective system of internal controls that safeguard the physical, financial and human resources of the organization, directing corrective actions as necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How can the CEO improve his/her leadership in this area?

[If you are having problems](#)

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Section 1: Essential Functions of a District Chief Executive Officer

Leadership Function 2: Leadership Development

Please rate your agreement with the statements below using the following scale:

Level 5: I **strongly agree** with this statement. The CEO **always** practices this as part of his/her leadership. The CEO's performance in this area is **outstanding**.

Level 4: I **generally agree** with this statement. The CEO **usually** practices this as a part of his/her leadership, but not always. He/she performs **well** in this area.

Level 3: I **somewhat agree** with this statement. The CEO **often** practices this in his/her leadership, but he/she is not consistent. He/she performs **fairly well** in this area.

Level 2: I **mostly disagree** with this statement. The CEO **inconsistently** practices this as a part of his/her leadership. He/she **does not perform well** in this area.

Level 1: I **completely disagree** with this statement. The CEO **never** practices this as a part of his/her leadership. He/she performs **very poorly** in this area.

N/S: Not sure. I do not have enough information to make a determination about the CEO's performance in this area.

N/A: Not applicable.

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Creates a productive, open communication environment in which all affected parties are motivated to achieve, feel appreciated and work to their highest levels of efficiency and productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides strong and effective leadership to employees to ensure they understand and are focused in their support of the organization's mission and vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures that progressive educational programs and training opportunities are provided to assure effective skill building among employees and the Board of Directors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists department managers and other personnel in identifying methods and systems for improving productivity and quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages managers to capitalize on every opportunity to improve productivity and quality in their areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oversees the development, implementation and review of personnel policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How can the CEO improve his/her leadership in this area?

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[or call \(503\) 534-469-8663.](tel:5035344698663)

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Section 1: Essential Functions of a District Chief Executive Officer

Leadership Function 3: Leadership and Strategic Development

Please rate your agreement with the statements below using the following scale:

Level 5: I **strongly agree** with this statement. The CEO **always** practices this as part of his/her leadership. The CEO's performance in this area is **outstanding**.

Level 4: I **generally agree** with this statement. The CEO **usually** practices this as a part of his/her leadership, but not always. He/she performs **well** in this area.

Level 3: I **somewhat agree** with this statement. The CEO **often** practices this in his/her leadership, but he/she is not consistent. He/she performs **fairly well** in this area.

Level 2: I **mostly disagree** with this statement. The CEO **inconsistently** practices this as a part of his/her leadership. He/she **does not perform well** in this area.

Level 1: I **completely disagree** with this statement. The CEO **never** practices this as a part of his/her leadership. He/she performs **very poorly** in this area.

N/S: Not sure. I do not have enough information to make a determination about the CEO's performance in this area.

N/A: Not applicable.

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Ensures that all departments/programs establish and submit annual operating plans that support the organization's strategic objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates seasoned, mature leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates decisive, visible and intuitive human relations skills necessary to relate effectively with a variety of important constituencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in professional organizations in a leadership capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides assertive leadership and a "winning philosophy" to employees, the board, and community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is aware of changes outside the organization that have impact on internal operations, and reacts appropriately with strategic focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earns and maintains respect among employees and the board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhances and improves the morale and spirit of employees and the board, motivating them to perform to their maximum potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists the Board of Directors in continuously developing the organization's mission, values, and vision to serve the health improvement needs of the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides direction to the board and staff in continuous strategic development, ensuring that the organization pursues specific and quantifiable strategic objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Holds department managers accountable for the responsibilities of their positions; regularly measures managers' performance against	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

established criteria

Provides leadership to promote the organization's role as a vital community health improvement resource



Establishes a culture built around quality, service and continuous improvement



Motivates and challenges the board and employees to respond appropriately to the issues facing the organization



Responds effectively to changing circumstances in order to maximize opportunities and eliminate barriers



Creates and maintains an environment that contributes to optimal efficiency, productivity and results



Gains cooperation of staff members in achieving organizational and departmental goals



Inspires confidence through personal attitude and performance



Stays current with national and local issues affecting the organization



Monitors key statistical indicators that measure organizational performance, taking timely action as appropriate



Monitors the organization's marketing efforts in order to improve the organization's reputation and market share



Regularly informs and advises the Board of Directors and employees on trends and other forces that affect the performance of the organization



Initiates effective action on issues with no policy, but which require immediate action



Develops policy statements for consideration and approval by the Board of Directors



Analyzes and develops new business opportunities which promote organizational growth, profitability and service to the community



Establishes and revises long-range strategic plans which support the organization's mission and vision



Provides quarterly strategic development reports to the Board of Directors



How can the CEO improve his/her leadership in this area?

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Section 1: Essential Functions of a District Chief Executive Officer

Leadership Function 4: Financial Development

Please rate your agreement with the statements below using the following scale:

Level 5: I **strongly agree** with this statement. The CEO **always** practices this as part of his/her leadership. The CEO's performance in this area is **outstanding**.

Level 4: I **generally agree** with this statement. The CEO **usually** practices this as a part of his/her leadership, but not always. He/she performs **well** in this area.

Level 3: I **somewhat agree** with this statement. The CEO **often** practices this in his/her leadership, but he/she is not consistent. He/she performs **fairly well** in this area.

Level 2: I **mostly disagree** with this statement. The CEO **inconsistently** practices this as a part of his/her leadership. He/she **does not perform well** in this area.

Level 1: I **completely disagree** with this statement. The CEO **never** practices this as a part of his/her leadership. He/she performs **very poorly** in this area.

N/S: Not sure. I do not have enough information to make a determination about the CEO's performance in this area.

N/A: Not applicable.

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Utilizes financial and analytical skills to take effective action on long-range financial planning and short-term financial decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands financial data and leads the analysis of that data to determine required strategic decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes quick and effective action to cure controllable financial problems and implements required recovery mechanisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes and monitors long-range facilities plans, and coordinates those plans with financial capabilities and strategic needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leads department managers in determining resource allocations, including budgets, equipment, facilities and personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures an annual audit of the financial operations of the organization, with a careful and thorough review by the Board of Directors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops the annual budget with active participation of department managers and others, as appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistently achieves financial targets as set by the Board of Directors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures that capital expenditure budgets are developed to reflect the program and service needs of the organization in meeting the health improvement needs of the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively negotiates contracts that are advantageous to the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How can the CEO improve his/her leadership in this area?

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Section 1: Essential Functions of a District Chief Executive Officer

Leadership Function 5: Community Relations

Please rate your agreement with the statements below using the following scale:

Level 5: I **strongly agree** with this statement. The CEO **always** practices this as part of his/her leadership. The CEO's performance in this area is **outstanding**.

Level 4: I **generally agree** with this statement. The CEO **usually** practices this as a part of his/her leadership, but not always. He/she performs **well** in this area.

Level 3: I **somewhat agree** with this statement. The CEO **often** practices this in his/her leadership, but he/she is not consistent. He/she performs **fairly well** in this area.

Level 2: I **mostly disagree** with this statement. The CEO **inconsistently** practices this as a part of his/her leadership. He/she **does not perform well** in this area.

Level 1: I **completely disagree** with this statement. The CEO **never** practices this as a part of his/her leadership. He/she performs **very poorly** in this area.

N/S: Not sure. I do not have enough information to make a determination about the CEO's performance in this area.

N/A: Not applicable.

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Works effectively with community leaders, and with other health providers in the region to understand and respond to unmet community needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds effectively to community health care service needs, comparing existing services and programs to those needs and designing new programs and services to address unmet needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages integration of the organization with the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perceived by community leaders as a resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continually maintains awareness of community needs, and identifies ways to meet those needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How can the CEO improve his/her leadership in this area?

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Section 1: Essential Functions of a District Chief Executive Officer

Leadership Function 6: Board Relations and Development

Please rate your agreement with the statements below using the following scale:

Level 5: I **strongly agree** with this statement. The CEO **always** practices this as part of his/her leadership. The CEO's performance in this area is **outstanding**.

Level 4: I **generally agree** with this statement. The CEO **usually** practices this as a part of his/her leadership, but not always. He/she performs **well** in this area.

Level 3: I **somewhat agree** with this statement. The CEO **often** practices this in his/her leadership, but he/she is not consistent. He/she performs **fairly well** in this area.

Level 2: I **mostly disagree** with this statement. The CEO **inconsistently** practices this as a part of his/her leadership. He/she **does not perform well** in this area.

Level 1: I **completely disagree** with this statement. The CEO **never** practices this as a part of his/her leadership. He/she performs **very poorly** in this area.

N/S: Not sure. I do not have enough information to make a determination about the CEO's performance in this area.

N/A: Not applicable.

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Regularly informs and advises the Board of Directors on health care trends and other factors impacting organizational performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directs the functions of the organization in accordance with the mission and policies established by the Board of Directors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures continuing education programs for the board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How can the CEO improve his/her leadership in this area?

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Section 1: Essential Functions of a District Chief Executive Officer

Leadership Function 7: Teambuilding

Please rate your agreement with the statements below using the following scale:

Level 5: I **strongly agree** with this statement. The CEO **always** practices this as part of his/her leadership. The CEO's performance in this area is **outstanding**.

Level 4: I **generally agree** with this statement. The CEO **usually** practices this as a part of his/her leadership, but not always. He/she performs **well** in this area.

Level 3: I **somewhat agree** with this statement. The CEO **often** practices this in his/her leadership, but he/she is not consistent. He/she performs **fairly well** in this area.

Level 2: I **mostly disagree** with this statement. The CEO **inconsistently** practices this as a part of his/her leadership. He/she **does not perform well** in this area.

Level 1: I **completely disagree** with this statement. The CEO **never** practices this as a part of his/her leadership. He/she performs **very poorly** in this area.

N/S: Not sure. I do not have enough information to make a determination about the CEO's performance in this area.

N/A: Not applicable.

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Deals with organizational conflict and builds teamwork and consensus throughout the management team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinates key activities of the Board of Directors and employees with a focus on responding to community needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determines the effectiveness of programs and services and implements changes where necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively promotes teambuilding among employees and the Board of Directors to accomplish organizational objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds commitment among the board and employees to fulfill the mission and vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How can the CEO improve his/her leadership in this area?

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Section 1: Essential Functions of a District Chief Executive Officer

Leadership Function 8: Regulatory Compliance

Please rate your agreement with the statements below using the following scale:

Level 5: I **strongly agree** with this statement. The CEO **always** practices this as part of his/her leadership. The CEO's performance in this area is **outstanding**.

Level 4: I **generally agree** with this statement. The CEO **usually** practices this as a part of his/her leadership, but not always. He/she performs **well** in this area.

Level 3: I **somewhat agree** with this statement. The CEO **often** practices this in his/her leadership, but he/she is not consistent. He/she performs **fairly well** in this area.

Level 2: I **mostly disagree** with this statement. The CEO **inconsistently** practices this as a part of his/her leadership. He/she **does not perform well** in this area.

Level 1: I **completely disagree** with this statement. The CEO **never** practices this as a part of his/her leadership. He/she performs **very poorly** in this area.

N/S: Not sure. I do not have enough information to make a determination about the CEO's performance in this area.

N/A: Not applicable.

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Ensures compliance with regulatory agencies governing health care delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively represents the organization in relationships with health agencies and other organizations impacting the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes a schedule and designates a specific individual responsible for the filing of required state/agency filings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly reports to the Board of Directors, compliance with required filings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How can the CEO improve his/her leadership in this area?

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Section 2: Personal Attributes of the CEO

Please rate your agreement with the statements below using the following scale:

Level 5: The CEO *always* demonstrates this as part of his/her leadership. The CEO's performance in this area is *outstanding*.

Level 4: The CEO *usually* demonstrates this as a part of his/her leadership, but not always. He/she performs *well* in this area.

Level 3: The CEO *often* demonstrates this in his/her leadership, but he/she is not consistent. He/she performs *fairly well* in this area.

Level 2: The CEO *inconsistently* demonstrates this as a part of his/her leadership. He/she *does not perform well* in this area.

Level 1: The CEO *never* demonstrates this as a part of his/her leadership. He/she performs *very poorly* in this area.

N/S: Not sure. I do not have enough information to make a determination about the CEO's performance in this area.

N/A: Not applicable.

Management Style

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Projects a feeling of openness, interest in the opinions of others; approachable, friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values strong rapport and professional working relationships at all levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks input from others; supports team discussion and encourages dialogue on critical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective public speaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Grasps important information in one-on-one and group communications, and interprets in a way which avoids or solves problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates with and relates to others effectively, winning confidence and establishing support for various positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly informs employees about relevant organizational activities and plans impacting their jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective in presenting ideas or tasks to individuals and groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to synthesize complex issues into easily understood messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the communication styles of others and responds appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains dialogue with the employees on issues, activities and decisions of importance to the employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly informs the Board of Directors on the status of critical operational issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes effective communication across the spectrum of organizational personnel, programs and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively delegates through the routine assignment of administrative responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains open lines of communication at all levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Problem Solving/Creativity

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Willing to assume risk and explore creative methods for addressing difficult challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handles ambiguous situations well, always bringing focus to the organization's pursuit of its mission and strategic objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinks quickly and assimilates ideas well in providing direction and leadership to the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the need for balance between, process, structure and outcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ethics

	Level 5	Level 4	Level 3	Level 2	Level 1	N/S	N/A
Demonstrates strong values of fairness, honesty and compassion in dealing with all constituencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates a high level of commitment to the mission and vision, and to the community served by the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively combines strong ethical judgment with technical and management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What other leadership skills and assets do you think the CEO should possess?

Please select the "Submit Evaluation" button only one time below.
It may take a few seconds for your submission to be complete.

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