School Linked Services: A Collaborative Approach to Student Mental Health

Santa Clara County Demographics

1,304 Square Miles
Approximately 1.8 million residents; 452,168 are children
32 School Districts

Santa Clara County Demographics (Race/Ethnicity)

Race/Ethnic Group
- White
- Black/African American
- American Indian/Alaskan Native
- Asian
- Native Hawaiian/other Pacific Islander
- Two or more races
- Hispanic/Latino
School Linked Services History

- Originally launched in 1994
- Jointly funded through Santa Clara County, County General Funds and through the participating schools via a Healthy Start grant from the State.
- Programs were targeted to the locations of greatest need. These were identified through a Public Health Department Community Assessment.
- Funding model as designed was to involve the blending and braiding of many sources to assure a minimal use of ongoing County General Funds
- Fully disbanded in FY 2008

Chronological History of the New School Linked Services

- Referral from Supervisor Cortese: "What would it take to re-start SLS?"
- Strategic Planning Process: "What should the new SLS be?"
- Implementation Begins: "Phase 1"
- Measure A HUBS: "Is the SLS core model affecting outcomes?"
- Theory of Change: "The what, how and why of SLS"
- SLS Phase 2

Implementation: Phase I

Aim: To improve the accessibility, efficiency and outcomes of multi-agency services provided to children in Santa Clara County schools through improved coordination, design and implementation of services provided by schools, public agencies and community-based organizations.
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Implementation: Phase I continued

Vision: Children are thriving at home, in school, and in their communities through the care and nurturance of families who love them; and through responsive, effective, and coordinated support from schools, and community resources that surround them.

School Linked Services Approach

- Schools as a hub for services
- Coordinated service delivery
- A coordinator on each campus
- Active parent and community engagement
- Research-based models
- Robust evaluation to inform policy/practice

“No thoughtful person would dispute that one’s productivity and prosperity as an adult are founded to a significant degree on one’s education as a child. However, the schooling of many children is significantly compromised by health and social problems that require services beyond what their parents are able to provide.”

School-Linked Services, The Future of Children, Published by the Center for the Future of Children, The David and Lucile Packard Foundation, Volume 2, Number 1, Spring 2002

Target Indicators

<table>
<thead>
<tr>
<th>Short Term Results</th>
<th>Long Term Results</th>
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</thead>
<tbody>
<tr>
<td>Children are ready to enter school</td>
<td>Students succeed academically</td>
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<tr>
<td>Students attend school consistently</td>
<td>Students are physically, socially and emotionally healthy</td>
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<tr>
<td>Students are actively involved in learning and in their community</td>
<td>Students live and learn in safe, supportive and stable environments</td>
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<tr>
<td>Families are involved in their children’s education</td>
<td>Communities are desirable places to live</td>
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<td>Schools are engaged with families and communities</td>
<td>Funding for coordinators per site</td>
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Dr. Sherri Terao and Maretta Juarez, LCSW

SLS Partners

Main Rock Union Elementary School District
Campbell Union School District
The City of San Jose
Department of Alcohol and Drug Services
The District Attorney’s Office
Eastside Union High School District
FHS T Santa Clara County
Franklin McKinley School District
Gilroy Unified School District
Healthier Kids Foundation
Kids in Context
Luther Burbank School District
Mental Health Department

Mr. Pleasant Elementary School District
Mountain View Whisman School District
Morgon Hill Unified School District
Oak Grove School District
Office of the Public Defender
Prohibition Department
Public Health Department
San Jose Police Department
San Jose Unified School District
Santa Clara County Office of Education
Santa Clara Unified School District
Second Harvest Food Bank
Social Services Agency
United Way

Oversight Structure

Implementation Oversight Task Force

Data Assessment & Evaluation Co-Chairs
Patricia Gardner
Gina Sessions
• Logic model
• Data Collection System

Parent Engagement & Campus Collaborative Development Co-Chairs
Jaime Lopez
Mulugeta Habtegabriel
• Establishing best practices for engaging families

Service Access & Coordination Co-Chairs
Laura Garnette
Dana Bunnett
• Defining role of Coordinator
• Campus level implementation plan

Training & Technical Assistance Co-Chairs
Juliana Van Meter
Thanh Do
• Support for SLS Coordinators

Workgroups

Santa Clara County School Linked Services Implementation Structure
Accomplishments Phase I

- 36 SLS Coordinators in 12 School Districts
- SLS Coordinator Workforce Development
- 12 SLS Campus Collaboratives in 6 School Districts
- Family Engagement Activities
- Quarterly Meetings with Superintendents
- SLS Starter Toolkit
- SLS Family Engagement Toolkit
- SLS School Based Service Inventories for all schools in 12 School Districts
- SLS Website
- SLS Measurement System
- SLS Measure A Funding

Children and Youth Served

- 12,398 Children and Families served from July 2014-June 2015
  - 10,011 were referred to Behavioral Health Services, Prevention Early Intervention, Additional Resources and Parent Engagement Activities
  - 2,387 were referred to other Parenting Education resources, Social Skills Groups or were families who declined or unable to contact.

Children and Youth Served

- Ethnicity of the 10,011 served by the top four services
  - 46% Hispanic/Latino
  - 8% Caucasian
  - 6% Multiracial
  - 4% Asian
  - 2% African American
  - .8% Native American/ American Indian
  - .6% Other
**Success Stories**

- **SLS Coordinator at Mtn. View Whisman School District**
  - Family Engagement
  - Zero classrooms parent participation to 2-3 parents in every classroom
  - Resource Fair Kick Off event
  - 150 parents
  - 22 provider agencies

- **SLS Coordinators at Campbell Union School District**
  - Teacher Workforce Development and Family Engagement
    - Bilingual/Spanish speaking teachers in Spanish classes
    - Provide key scripts and phrases to engage parents regarding their children
    - Critical sensitivity and humility

- **SLS Coordinators – Reflective Practice opportunities**
  - Enhancing relationships with others
  - Improve sense of competence and well-being

**Measure A & School Linked Services**

- November 2012, Santa Clara County residents voted to approve a one-eighth-cent sales tax increase for 10 years which would raise about $50 mil annually for County Programs
- SLS awarded $1.5 mil. per year for 3 years
- Demonstration project: 5 districts; 10 schools (Direct SLS Program Funding Total ($1,250,000)
  - SLS School site costs: $250k (site based coordinator and parent engagement activities)
- Administration Funding Total $300,000
  - SLS Director
  - Evaluation, Coordinator Training
- Implementation currently underway

**Theory of Change**

1. ASSESS
2. DEVELOP
3. RECOMMEND
4. FINALIZE
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11/6/2015

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How would you describe SLS today?

What needs to happen?

- Better definition of SLS
- Developing a common language across fields, agreeing on what we are trying to achieve, and how
- Tight definition of what SLS is and what makes it successful, then a loose definition of the “how to” in order to maintain flexibility
- Level of involvement all the way up to the top
- Communication – among SLS providers and external

Directional Choices

Foundational
- Fidelity........................................Flexibility
- Program......................................System Change
- Incubator of practice....................Sustained Initiative
- Network.....................................Organization
- Strong steering..........................Stakeholder direction

Programmatic
- Coordinator is key..........................unnecessary at every campus
- Focus on child learning..................Focus on family wellness
- Focus on all kids..........................Focus on high-need kids
- Referrals
- Teacher observation......................Formal assessment
Next Steps

• Theory of Change Model
• Focus on organizational structure, governance and financial structure
• Robust data and evaluation plan – investigating shared data base across systems
• Develop implementation plan for Phase II

Questions?

For more information:

Visit: www.schoollinkedservices.org

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