SCHOOL LINKED SERVICES

The 2018 Annual Conference on Advancing School Mental Health
October 12, 2018

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PRESENTATION OBJECTIVES

By the end of the presentation, participants will be able to:

1. Understand and discuss the School Linked Services (SLS) model
   A. SLS Planning Process
   B. Theory of Change
   C. Community-school-family Partnership Process

2. Describe SLS strategies to provide streamlined school-based behavioral health services

3. List some of the SLS behavioral health and family engagement outcomes
SCHOOL LINKED SERVICES MODEL
SLS PLANNING PROCESS

**Title**

Santa Clara County Behavioral Health Services

**Prevention and Early Intervention Planning**

2013 Risk Rating Average By Zip Code

<table>
<thead>
<tr>
<th>Zip Code Risk Indicators</th>
<th>1.00 - 1.93</th>
<th>1.94 - 2.85</th>
<th>2.86 - 3.78</th>
<th>3.79 - 4.70</th>
<th>4.71 - 5.63</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Risk Areas: Zip Codes with Risk Rating 4.00 and above</td>
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</table>

For each risk indicator, the zip codes that fall within the highest bracket of incident summaries (the top 1/6 of those listed) are identified with the number six ("6") and the zip codes that fall within the lowest bracket (the bottom 1/6 of those listed) are identified with the number one ("1"). The average risk indicator incidence number for each zip code has been calculated by totaling the indicator scores and dividing the total by the number of indicators with available data (which ranges from four to ten). Average risk indicator ranges from 1.00 to 5.63. Zip codes that have a risk rating average of 4.0 or higher are shaded in dark shades of green and zip code borders are outlined in red, identifying areas with risk rating average of 4.0 or higher as potential high areas in the county.

Data Source: Prepared August 2014 by MBD Decision Support.
### SLS DISTRICTS

- Thirteen (13) partnering school districts.
- SLS Coordinator at each school district.

<table>
<thead>
<tr>
<th>School Districts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Alum Rock Union School District **</td>
<td>Franklin McKinley School District</td>
</tr>
<tr>
<td>Campbell Union School District **</td>
<td>Luther Burbank School District</td>
</tr>
<tr>
<td>East Side Union High School District **</td>
<td>Morgan Hill Unified School District</td>
</tr>
<tr>
<td>Gilroy Unified School District **</td>
<td>Mt. Pleasant Elementary School District</td>
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<tr>
<td>Mountain View Whisman School District **</td>
<td>Oak Grove School District</td>
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<tr>
<td></td>
<td>San Jose Unified School District</td>
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<tr>
<td></td>
<td>Milpitas Unified School District</td>
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<tr>
<td></td>
<td>Fremont Union High School District</td>
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</tbody>
</table>

**Includes Feeder Model Schools to facilitate continuity of services among families between elementary and middle or middle and high schools.**
**VISION:** All children and youth have the opportunity to enjoy health, well-being, learning, safety, connectedness and success.

**MISSION:** By serving the needs of the child and family through coordinated, integrated approaches on school campuses, SLS will create equitable opportunities within schools and communities.

### SLS LEVELS OF PREVENTION: STRATEGIES / INTERVENTIONS

**PRIMARY PREVENTION**
- Universal service linkage to fundamental community and school resources and needs, including family resource centers, food, clothing, and housing.
- Universal family engagement related to family health and wellbeing and academic success.
- Positive school climate programs and policies.
- School-Community-Family partnership.

**SECONDARY PREVENTION**
- Early intervention behavioral health referrals and services.
- Home visits for students at-risk of becoming chronically absent to provide service linkage and increase family engagement in education.
- Group-based classes, including social skills group, restorative justice and academic support.
- SLS participation in school-based meetings that include community providers to triage service and provide linkage among students.

**TERTIARY PREVENTION**
- Intensive behavioral health referrals and services.
- Home visits for students who are chronically absent to provide service linkage and increase family engagement in education.
- Academic-related individual family support.
- SLS participation in Student Attendance Review Board (SARB) and other school-based meetings to triage service needs and provide linkages.

### SLS GOALS
- Increase family access to community resources and services.
- Improve knowledge, skills and behaviors of families related to school support and health and wellbeing.
- Improve student academic outcomes and health and wellbeing.
- Improve school climate.
- Increase school-family-community partnership.
COMMUNITY-SCHOOL-FAMILY PARTNERSHIP: SOCIAL ECOLOGICAL MODEL

Co-Investments in Strengthening Community, Family Resilience, and Student Success
The Campus Collaborative (CC) meetings inform school-wide family engagement opportunities and helps build and sustain community-school-family partnerships.

**Campus Collaborative Member**

- School Administrators
- Students
- Family members
- Community service providers
- Law enforcement agencies
- Faith-based organizations
- Community center directors
- Stakeholders
PARTNERSHIPS DEVELOPED THROUGH COLLABORATION
STREAMLINED SCHOOL-BASED SERVICES
Community-based organizations provide behavioral health services at schools and in community.

<table>
<thead>
<tr>
<th></th>
<th>Prevention and Early Intervention (PEI) Providers</th>
<th>School Linked Services (SLS) Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizations</td>
<td>• Alum Rock Counseling Center</td>
<td>• Alum Rock Counseling Center</td>
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<tr>
<td></td>
<td>• Catholic Charities of Santa Clara County</td>
<td>• Bill Wilson Center</td>
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<td></td>
<td>• Children’s Health Council</td>
<td>• Children’s Health Council</td>
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<td></td>
<td>• Community Solutions</td>
<td>• Community Solutions</td>
</tr>
<tr>
<td></td>
<td>• Rebekah’s Children Services</td>
<td>• Gardner Family Care Corp.</td>
</tr>
<tr>
<td></td>
<td>• Uplift Family Services</td>
<td>• Rebekah Children’s Services</td>
</tr>
<tr>
<td>Number of schools</td>
<td>Across 11 school districts among 64 schools.</td>
<td>Across 13 school districts among 73 schools.</td>
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Updated: 5/2018
STREAMLINED SERVICES FACILITATED BY SLS: MULTIPLE MOVING PARTS

School and community agency partnership

Bi-weekly or monthly meetings to review client cases

Facilitated by SLS

Monthly service provider meetings

Contracts between BHSD, Schools and community agencies

Contractual agreements between BHSD and school districts and BHSD and community agencies
BHSD FAMILY & CHILDREN’S DIVISION
COORDINATED CONTINUUM OF CARE

Least Intensive

Prevention
Early Intervention
• SLS Family Engagement
• PEI Behavioral Health
• SLS Behavioral Health
• Nurse Family Partnership (NFP)
• TAY REACH

Outpatient
• General (CBO & County Clinics)
• Ethnic Specific
• KidConnections Network (Birth-Five)
• Integrated
• SOS
• TAY
• LGBTQ
• Juvenile Justice Differential Response
• YATT

Intensive Outpatient (IOP)

Katie A Services*

Full Service Partnership Child/TAY

Wraparound *

Therapeutic Foster Care (TFC) *

Most Intensive

Short-Term Residential Therapeutic Program (STRTP)*

TBS Therapeutic Behavioral Services
Includes Intellectually Disability

*Referrals are not processed through the call center.
<table>
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<tr>
<th>PEI AND SLS SERVICES</th>
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<tbody>
<tr>
<td><strong>PEI</strong></td>
</tr>
<tr>
<td>• Prevention and early intervention (PEI) services to children and their families</td>
</tr>
<tr>
<td>• Eligibility based on school, regardless of insurance status</td>
</tr>
<tr>
<td>• PEI teams consist of Family Partners, Family Specialists, and Clinicians</td>
</tr>
<tr>
<td>• Average service of 3-6 months</td>
</tr>
<tr>
<td>• Services at school, home, and/or in the community</td>
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</table>
PEI AND SLS IN COLLABORATION
CONTINUUM OF CARE

PEI Family Partner
- Case Management
- Linkage and Referrals

PEI Family Specialist
- Behavioral Support in the Classroom and/or at Home
- Parenting workshops

PEI Clinicians
- Short Term Therapy
- Clinician provided evidence based practices

SLS Clinicians
- Longer Term Therapy
- Psychiatric Support

Lower Needs to Higher Needs
EVIDENCE BASED PRACTICES: MULTI-TIERED SYSTEMS OF SUPPORT

Individual & Family Therapy
- Trauma Focused CBT
- Triple P Level 5
- Brief Family Therapy

Enhanced Support
- Triple P Level 4- Individual & Group
- Strengthening Families Program
- Behavioral Support

Prevention
- Positive Parenting Program Level 2/3
- Family Partners: Case Management
- Linkage & Referral Services
- Skillstreaming: Class Room Wide
FISCAL YEAR 2018
(JULY 1, 2017 - JUNE 30, 2018)
HIGHLIGHTS
A total of **6,273 unduplicated students** received SLS (i.e., service linkage or family engagement) across the 13 school districts.

- **Gender**: Male (54%) vs. Female (46%).
- **Age groups**: 0-15 (94%) vs. 16-25 (6%).
- **Race/Ethnicity**: Hispanic/Latino (78%), Asian (9%), Caucasian (6%), Multiracial/Other (4%), and African American (3%).
- **Primary language**: Spanish (56%), English (37%), Vietnamese (4%), Other, including Tagalog, Mandarin and Arabic (3%).
COORDINATION: REFERRAL STATUS

FY 2018
N= 5,701 referrals

Successfully Linked: 78.0%
Pending: 4.0%
Declined: 8.0%
Unable to Link: 7.0%
Unable to Contact Family: 3.0%
The **Youth Outcome Questionnaire (YOQ)** showed an improvement in child life functioning (N=139)

<table>
<thead>
<tr>
<th>Domains</th>
<th>Pre Score Average</th>
<th>Post Score Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Distress</td>
<td>11.2</td>
<td>8.9</td>
</tr>
<tr>
<td>Interpersonal Relations</td>
<td>3.5</td>
<td>2.8</td>
</tr>
<tr>
<td>Social Problems</td>
<td>2.2</td>
<td>1.4</td>
</tr>
<tr>
<td>Somatic Issues</td>
<td>3.5</td>
<td>2.8</td>
</tr>
<tr>
<td>Behavioral Dysfunction</td>
<td>9.2</td>
<td>7.4</td>
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The **Outcome Questionnaire** showed that parent functioning improved on all subscales from pre- to post-test (n=146)

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<th>Post Score Average</th>
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<tbody>
<tr>
<td>Symptoms Distress</td>
<td>15.36</td>
<td>11.95</td>
</tr>
<tr>
<td>Interpersonal Relations</td>
<td>8.51</td>
<td>7.82</td>
</tr>
</tbody>
</table>
A VARIETY OF FAMILY ENGAGEMENT PROGRAMS EACH YEAR
FAMILY ENGAGEMENT POST SURVEYS

- Administered after a family engagement program at schools (N= 528 post surveys)

<table>
<thead>
<tr>
<th>Following their participation in SLS activities...</th>
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<tbody>
<tr>
<td>Many families (93%) were very confident that they knew who to go to for help at their schools.</td>
</tr>
<tr>
<td>Most also felt strongly that their schools provided them with tools to improve their children’s academic success (92%), advocate for their children (91%) and support their children’s health and wellbeing (88%).</td>
</tr>
<tr>
<td>A large majority of families expressed that their experience participating in an SLS program made them feel much more connected to the school community (95%) as well as comfortable and welcomed (97%).</td>
</tr>
<tr>
<td>Many families learned new things that would help change the way they interact with their children (94%) and also learned about available resources for their families (96%).</td>
</tr>
<tr>
<td>The majority of families that attended an SLS program would recommend SLS to other families (97%).</td>
</tr>
</tbody>
</table>
SLS SCHOOL ASSESSMENT IN FY 2018

• Likert Scale survey (1=Strongly Disagree to 5=Strongly Agree) conducted via SurveyMonkey in April 2018 across 13 partnering school districts.

• Survey circulated among the School Linked Services (SLS) Coordinators, Director of Students Services and School Superintendents.

• Questions pertained to knowledge, perception and practices of schools related to the following items:
  • Support among Students and Families
  • Impact on Family Engagement and School Climate
  • Impact on Academic Support
  • Impact on School Policies and Practices
Fifty-seven (57) participants completed the assessment.

Majority of survey participants (n=33) have been in their current role for over three years.

Who Completed the Evaluation?
Teachers are more knowledgeable about the services and supports available in the community because of SLS.

Families are more knowledgeable about the services and supports available in the community because of SLS.

I have referred students to the SLS program and am happy with the results.

I feel I have a good understanding of SLS and how it works in my school or district.
SLS has helped to improve the coordination of supports and services to students and their families.

SLS provides culturally competent coordinated services and resource referrals that meet the needs of students and families.

The services and supports provided by SLS meets our school community’s needs.

SLS supports integrated health and social supports to address barriers to learning.
## Family Engagement and School Climate

<table>
<thead>
<tr>
<th>Family Engagement and School Climate</th>
<th>Scale of 1 (Strongly Disagree) to 5 (Strongly Agree)</th>
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<tbody>
<tr>
<td>SLS has supported a positive school climate at my school/district.</td>
<td>4.5</td>
</tr>
<tr>
<td>SLS has helped us to build trusting relationships among our teachers, families and students.</td>
<td>4.1</td>
</tr>
<tr>
<td>SLS helps to build stronger relationships between families/caregivers and the school.</td>
<td>4.4</td>
</tr>
<tr>
<td>SLS has improved family engagement in our school/district.</td>
<td>4.2</td>
</tr>
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SLS has improved family engagement in our school/district.

SLS helps to build trusting relationships among our teachers, families and students.

SLS has supported a positive school climate at my school/district.

SLS helps to build stronger relationships between families/caregivers and the school.
**Policy and Practice Change**

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<th>Scale of 1 (Strongly Disagree) to 5 (Strongly Agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS has been embedded in our School Improvement Plan or our Local Control Accountability Plan (LCAP.)</td>
<td>4.1</td>
</tr>
<tr>
<td>We have changed policies and/or practices as a result of SLS or our Campus Collaborative.</td>
<td>3.4</td>
</tr>
<tr>
<td>Collecting data for SLS helps my school understand student and family needs as well as identify areas for improvement.</td>
<td>4.1</td>
</tr>
<tr>
<td>Our SLS Campus Collaborative helps to create shared accountability and ownership of students’ success.</td>
<td>4.0</td>
</tr>
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</table>
SLS VALUE

The Value of SLS

I would recommend SLS to a colleague at another school/district.

Our school/district is better thanks to SLS.

SLS has made my job easier.

Scale of 1 (Strongly Disagree) to 5 (Strongly Agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
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<td>I would recommend SLS to a colleague at another school/district.</td>
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<tr>
<td>Our school/district is better thanks to SLS.</td>
<td>4.5</td>
</tr>
<tr>
<td>SLS has made my job easier.</td>
<td>4.0</td>
</tr>
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</table>
QUALITATIVE FINDINGS

- SLS is a huge asset in our school. It is the easiest way for most parents to get connected with the school in a meaningful way.
- We are able to be the bridge for many families that have difficulty navigating the community for resources and support.
- I think this is a very important part of our school and definitely helps to build community between parents, teachers, students and the district as a whole.
- Having one person taking referrals and making sure they are sent to the right agency makes a world of a difference. Our SLS coordinators brought in resources and developed a process that works for our school.
- Countless health services and education opportunities are available at no cost to families who otherwise could not afford them. For example, students have access to free glasses, and we have a food distribution program each week for families who qualify.
LESSONS LEARNED

1. SLS addresses multiple community-based behavioral health needs among children and families through a prevention and early intervention approach.
   
   a. Overall, results demonstrate the support/treatment provided to parents improved both child and parent functioning. Clinically it seems that families are responding to the treatment and developing important skills needed for change.

2. Current evaluation shows positive impact in terms of a) behavioral health support on school campuses 2) family engagement outcomes, and 3) service coordination for families.

3. Refining evaluation plan to capture potential association between SLS and academic outcomes as well and impact on overall health and wellbeing.
THANK YOU

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