

EDUCATION - HUMAN SERVICES- DATA SHARING & SCHOOL MENTAL HEALTH



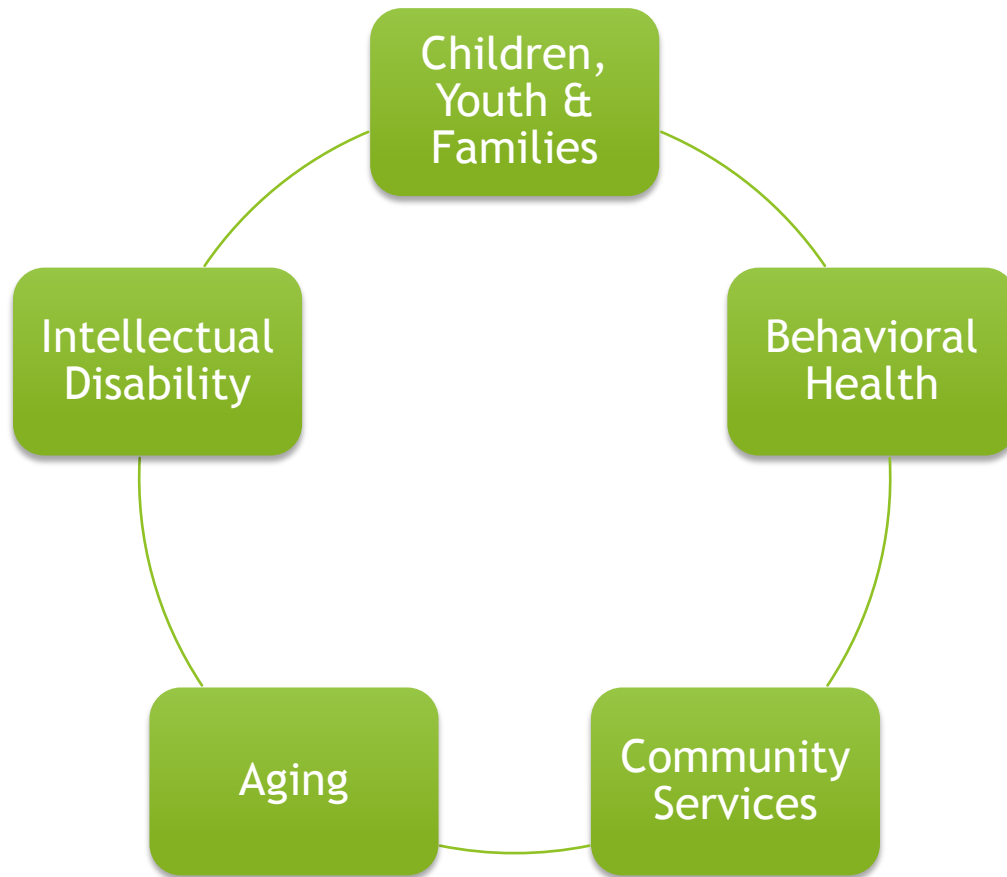
HOW COUNTY GOVERNMENT EFFECTIVELY HELPS
WITH RESOURCES IN SCHOOLS
NOVEMBER 5, 2015



Overview

- ▶ Share information on Data Sharing Agreements
- ▶ Explain the role of the School Based Liaison
- ▶ Schools/student impact
- ▶ Larger community impact
- ▶ Future plans

Allegheny County Department of Human Services



- ▶ Provide publicly-funded human services to about 20% of the population of Allegheny County. Actively case manage more than one-third of those individuals
- ▶ Manage a total budget of \$802 million (160 funding sources)
- ▶ Fund more than 300 providers, for more than 1,700 distinct services

Integrated Data System

Internal Sources

- Aging
- Children, Youth and Families
- Community Service Block Grant
- Drug & Alcohol
- Early Intervention (partial)
- Family Support Centers
- HeadStart (partial)
- Human Services Development Fund
- Homeless/Housing
- Low Income House Energy Assistance Program
- Medical Assistance Transportation Program
- Mental Health
- Intellectual Disabilities
- System of Care Initiative

External Sources

- Allegheny County Housing Authority
- Allegheny County Jail
- Allegheny County Medical Examiner's Office
- Department of Public Welfare
- Housing Authority City of Pittsburgh
- Juvenile Probation
- Pittsburgh Public Schools +19 additional County School Districts
- Pre-trial Services
- Adult/family court

Potential Data Sources

- Health Department
- Vital Statistics Data
- Early Childhood (PELICAN)
- Post Secondary Education
- Employment & Training
- Adult Probation (forthcoming)

Overview of Allegheny County schools

- ▶ 170,000 school aged children
- ▶ 43 Public School Districts
 - ▶ Pittsburgh Public Schools is the largest district, highest representation of human service involvement, Pittsburgh Promise Scholarship
- ▶ Additional network of private, charter, cyber and home schooling options

Data sharing agreement

What Are We Trying To Accomplish?

“How do we improve educational outcomes and child well-being in Allegheny County?”

- Share data to identify attributes and indicators for academic and behavioral successes and challenges
- Enable School Districts and Allegheny County Department of Human Services to create and implement strategies and/or interventions to improve educational outcomes and enhance child and family well being

Getting to the legal agreement



Technical

Financial

Legal

Political

Legal framework

The Memorandum of Understanding details the legal framework of the data-sharing partnerships

MOU I: One-way data sharing: School district data to DHS

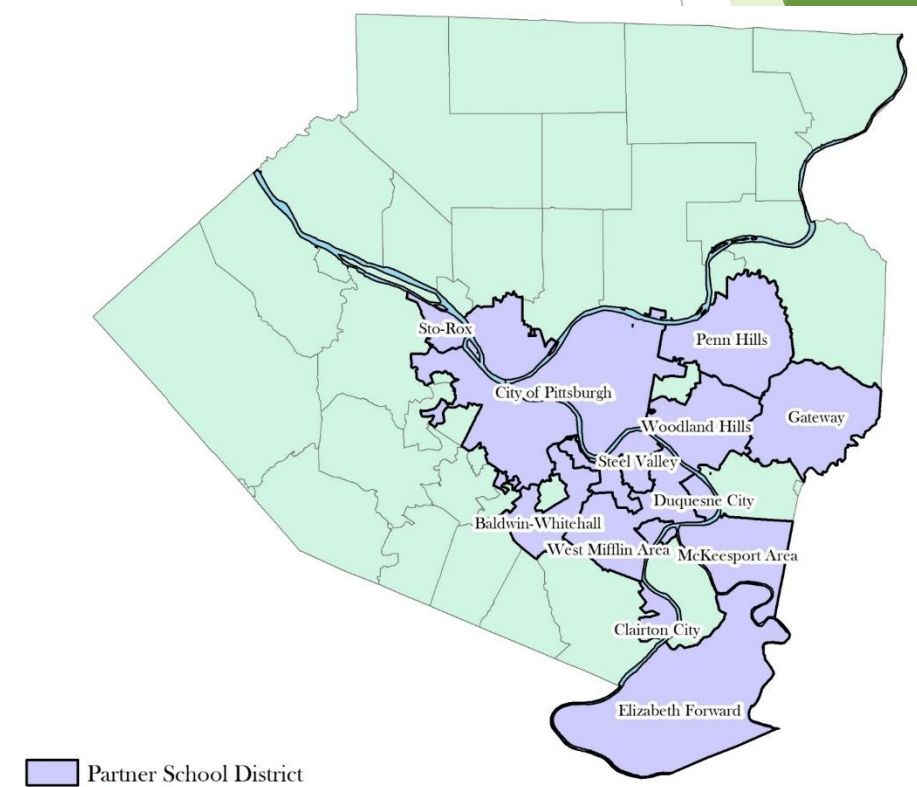
- ▶ Directory information
- ▶ Educational outcomes for all children - action research agreement
- ▶ Educational outcomes for children for whom DHS is the legal custodian
- ▶ Consent

MOU II: DHS Data to school district

- ▶ Child Welfare, students who are adjudicated dependent
- ▶ Homelessness services

Structure of School Based Liaison unit

- ▶ Pittsburgh Public Schools (55 buildings, 25,000 students)
 - ▶ 2 full time liaisons
- ▶ 3 additional full time liaisons cover
 - ▶ 14 school systems (inner core around the city)
 - ▶ 14 school systems (inner core around the city)
 - ▶ 14 school systems (outer ring)



School Based Liaison

- ▶ Single point of contact between Department of Human Services and schools
- ▶ Allows educators to navigate the human services systems
- ▶ Assists schools with building mental health services
 - ▶ Student Assistance Program
 - ▶ Outpatient
 - ▶ Community & school based behavioral health teams
- ▶ Provides problem solving between school districts and mental health providers

School Based Liaisons & data sharing

- ▶ Building relationships with school administrators to open the door for a conversation about sharing data
- ▶ Follow up with schools, “What are you going to do now that you know?”
- ▶ Follow up with data analysts, “Let’s go back out to meet!”
- ▶ Coach everyone involved on understanding the language of the ‘other system’.

“Now that I know better, I do better.”

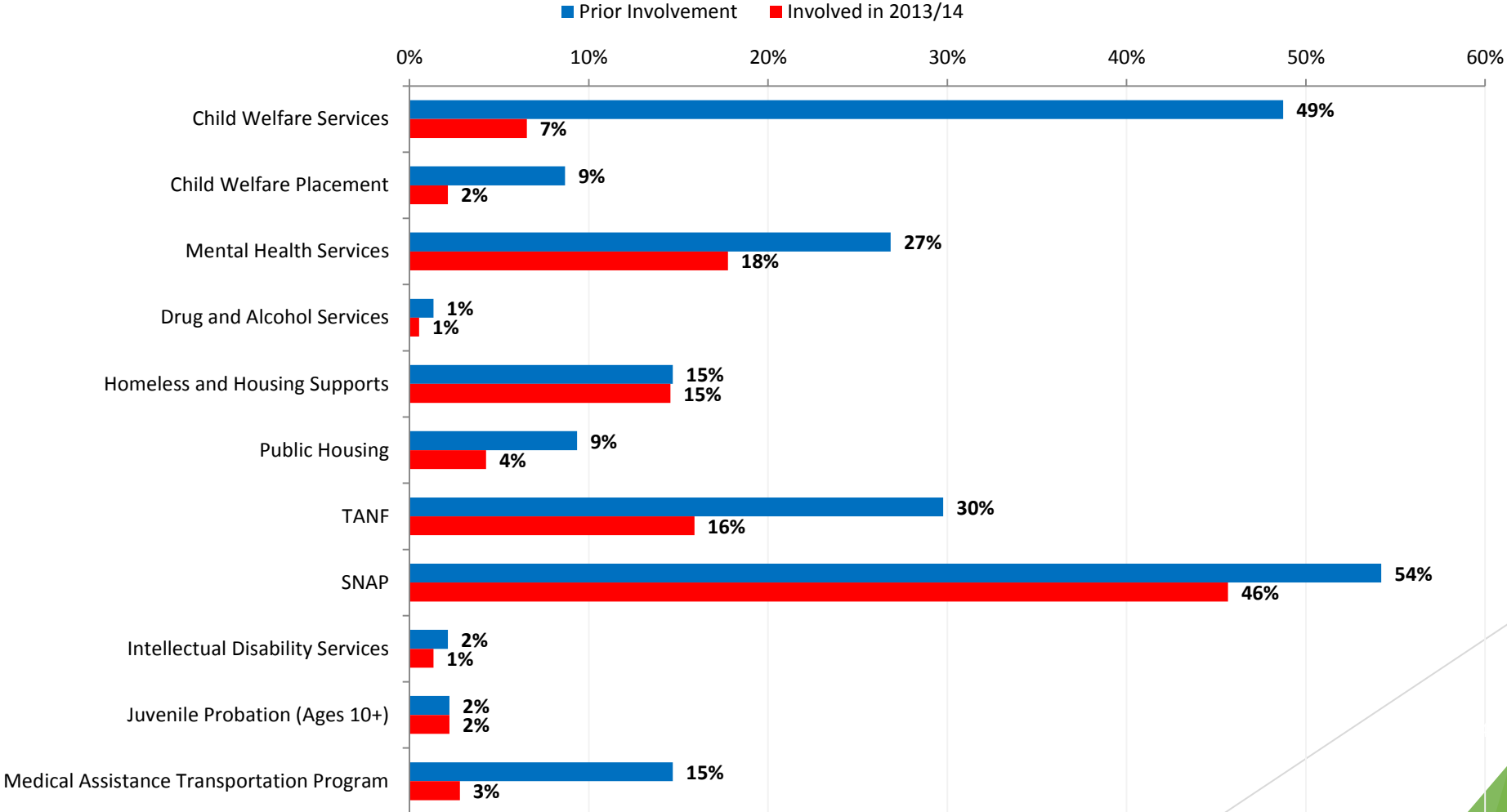
-Maya Angelou

Example - How does this help schools?

- ▶ Raise awareness of the high overlap of human service involvement in their school
 - ▶ Child welfare connections made
 - ▶ Intellectual Disability ties strengthened
- ▶ Data supported the school as a basis for asking the mental health system for services **INSIDE THE SCHOOL** that were tailored to their specific needs
- ▶ Increase opportunities to influence a trauma informed educational environment (BrainWise and Why Try?)
- ▶ More information on their student body when applying for grants
- ▶ Access to funders locally who care about education and value collaboration

Detailed Service Involvement District-wide (N=749)

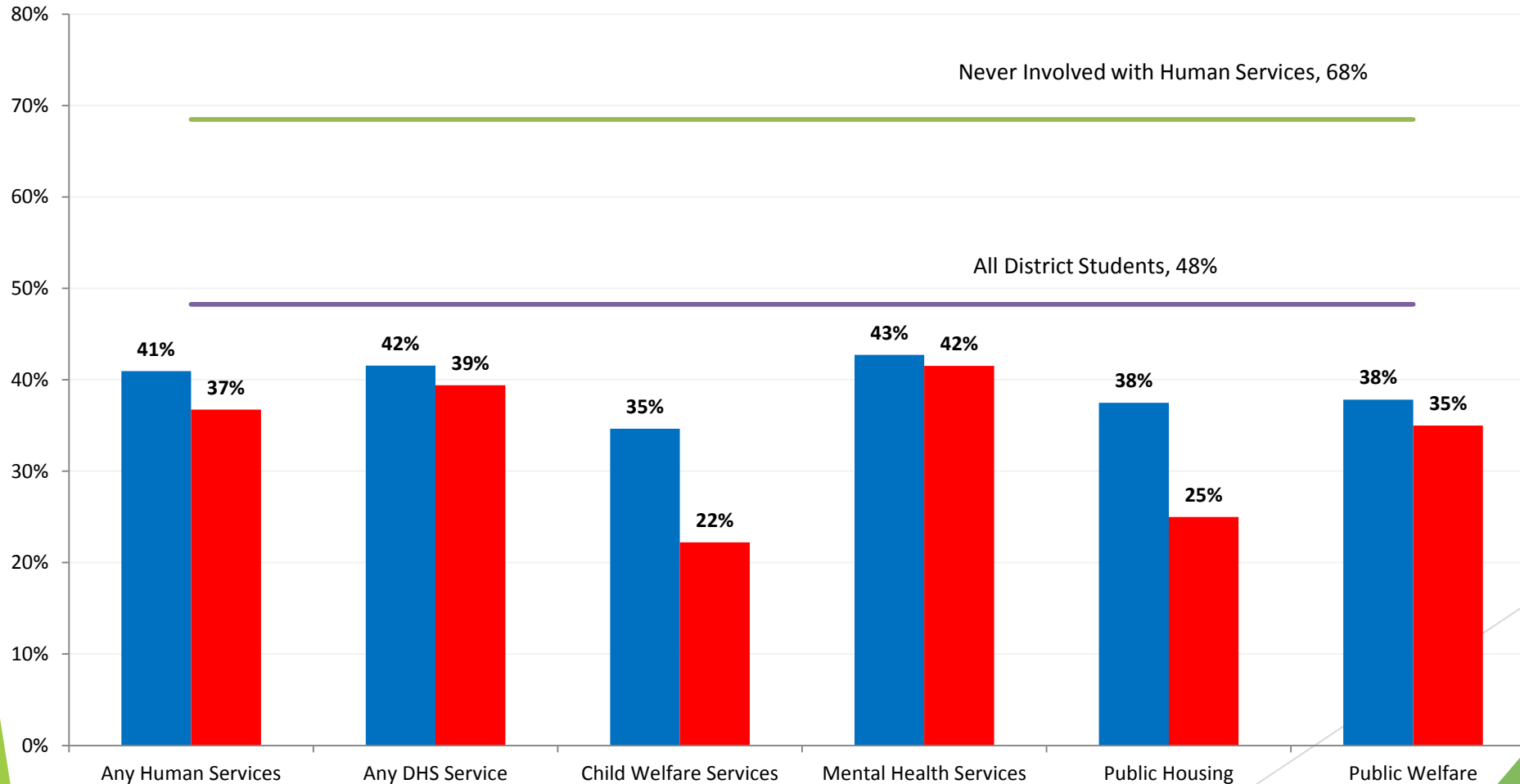
Human Service Involvement by Program Area - 2013/14



Service Involvement and Academics, Middle/High School

Percent of Students with GPAs of 2.5 or More by Service Type

■ Ever Involved ■ Active During 2013/14



Example - How does this help mental health?

- ▶ Allow general technical assistance to schools
- ▶ More flexibility in service provision (not just direct services for children with a diagnosis)
- ▶ Monitor efficacy of service provision

LARGER COMMUNITY INFLUENCE

School Attendance Strategy for Allegheny County

Nationally, research continues to highlight the positive impact regular school attendance has on academic performance. Local data also points us to improve school attendance. Emerging effective solutions involve broader community involvement. This action plan will rally a diverse set of key community stakeholder to work together and take action to effectively support school attendance throughout Allegheny County. Together we can ensure that all of our youth are on the right path to succeed academically by being in school every day.

OVERVIEW

Create a positive messaging strategy.

Convene and engage key community stakeholders.

Design strategies for impact.

BE THERE CAMPAIGN

- Public messaging including: bus ads, postcards, posters, stickers, incentives ,for schools
- Mobilizing youth serving and afterschool community
- Engaging community to provide motivators for youth



CONVENING STAKEHOLDERS

Committed Leadership

Department of Human Services
U.S. Attorney's Office
United Way of Allegheny County
University of Pittsburgh
Pittsburgh Public Schools
Allegheny Intermediate Unit
Pittsburgh Promise
A+ schools

Target Attendees

School Districts
School teachers and administrators
Youth serving organizations / Afterschool
Faith Based and Community Leadership
Early childhood and family support centers
Parents
Government and municipal leadership

Event Snapshot

Hosts: United Way of Allegheny County and University of Pittsburgh Office of Child Development

Date: October 10th, 2013

Style: Full Day Conference

National Speaker: Hedy Chang, *AttendanceWorks*

Conference elements: Call to action, national best practices, audience specific breakouts, emphasis on effective data sharing, and community action planning.

Goal: This conference will raise awareness and rally key stakeholders to the urgency of the issue and serve as a catalyst for action to improve school attendance across the County.

IMPACT

School Districts Will

Create systems for better tracking and addressing school attendance.
Proactively communicate and promote attendance as a priority.

Communities Will

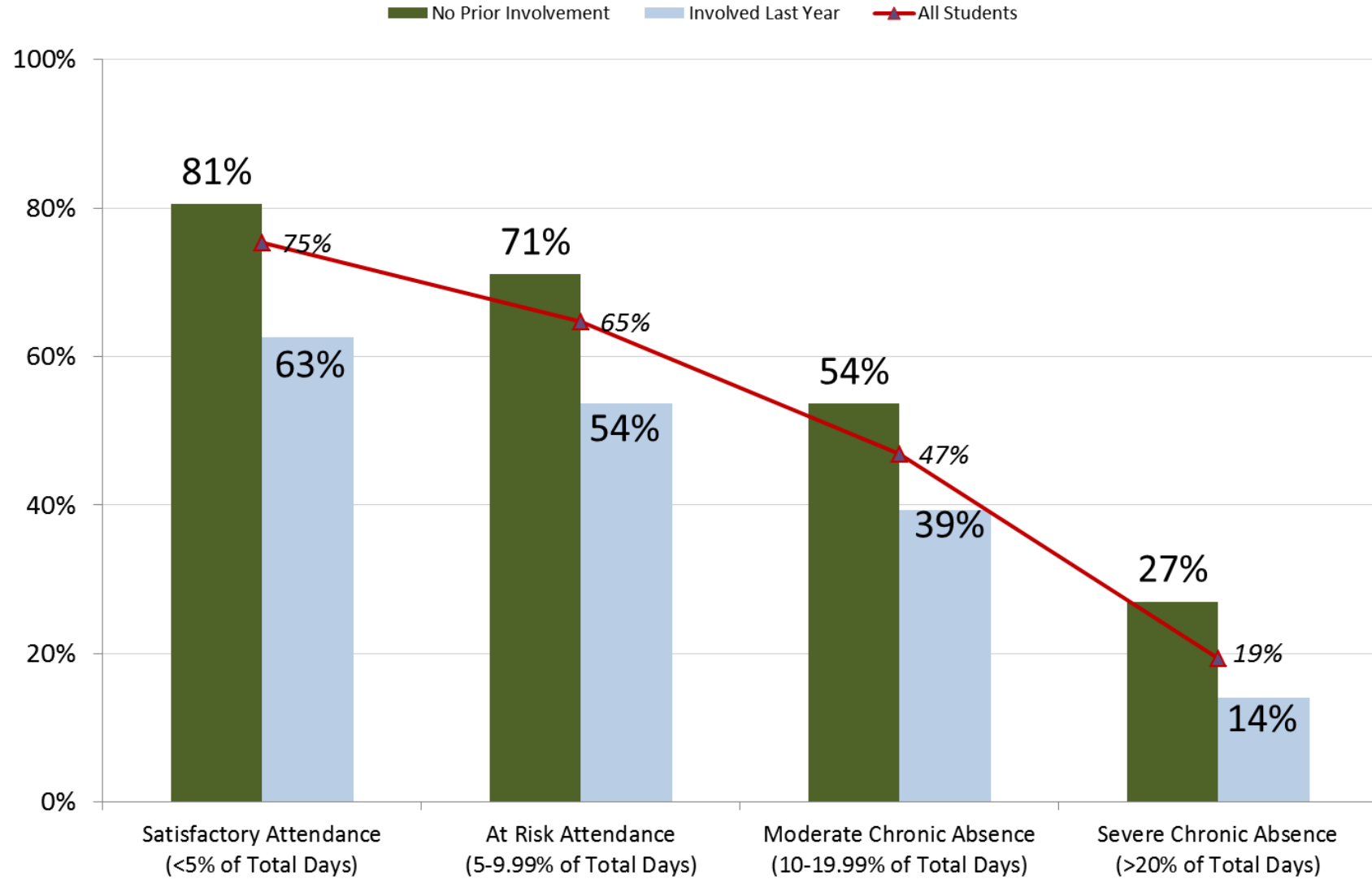
Work with schools, afterschool, families, municipal leaders, and others to promote attendance. Align services and resources to better support families with common barriers to attendance.

Committed Leadership Will

Increase data sharing between districts and community as a critical element to addressing attendance. Identify and explore measurable solutions.

Attendance Matters: GPA

Percent of PPS Students with a GPA 2.5 or Above By Attendance Category



Programmatic Intervention: Focus On Attendance

School Outreach Specialist working in two K-8 Pittsburgh Public School Buildings

GOAL: Provide early intervention when a student is not attending regularly.

Primary responsibilities include:

- Work with school building staff and DHS DARE analysts to identify as early as the third unexcused absence or when excessive excused absences are noted
- Meet with student and family to assess needs. Connect student and family to appropriate community resources and supports.
- For high need cases – ability to refer for in-home or truancy related services.

Objectives are to decrease chronic absence and prevent CYF referrals for truancy.

FUTURE PLANS

- ▶ Introduce data sharing to more school districts
- ▶ Use the data to tailor services in schools to accurately meet the mental needs of the students
- ▶ Influence staff training schools
- ▶ Connect schools to child serving systems - strengthening relationships
- ▶ Partnerships regarding truancy/poor school attendance with Magistrate Courts/human services/schools

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