



School Linked Services: A Collaborative Approach to Student Mental Health

NOVEMBER 6, 2015

20TH ANNUAL CONFERENCE ON ADVANCING SCHOOL MENTAL HEALTH

Maretta Juarez, LCSW

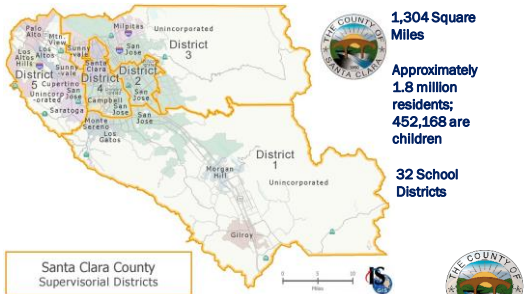
Sherri Terao, EdD

Santa Clara County Behavioral Health Services Department

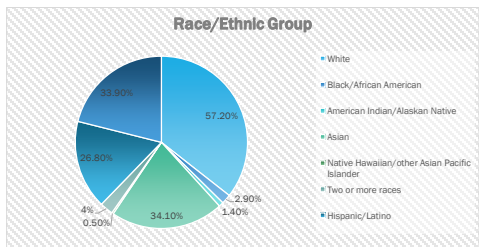


SCHOOL LINKED SERVICES

Santa Clara County Demographics



Santa Clara County Demographics (Race/Ethnicity)



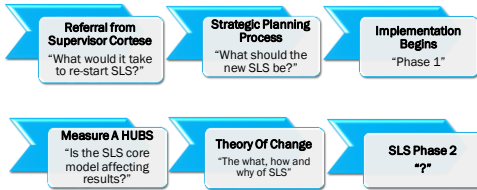
School Linked Services History

- 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



4

Chronological History of the New School Linked Services



5

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.



6

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.



7

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



8

Target Indicators

Short Term Results	Long Term Results
Children are ready to enter school	Students succeed academically
Students attend school consistently	Students are physically, socially and emotionally healthy
Students are actively involved in learning and in their community	Students live and learn in safe, supportive and stable environments
Families are involved in their children's education	Communities are desirable places to live
Schools are engaged with families and communities	Funding for coordinators per site



9

Success Stories

- SLS Coordinator at Mtn. View Whisman School District
 - Family Engagement
 - Zero classroom 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
 - 50 non-Spanish speaking Teachers in Spanish classes
 - Provide key scripts and phrases to engage parents regarding their children
 - Cultural sensitivity and humility
- SLS Coordinators – Reflective Practice opportunities
 - Enhancing relationships with others
 - Improve sense of competence and well-being



16

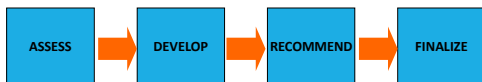
Measure A & School Linked Services

- 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**



17

Theory of Change



18

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



22

Questions?



For more information:

Visit: www.schoolinkedservices.org

Maretta Juarez
 Sr. Mental Health Program Specialist
 Santa Clara County Mental Health Department
Maretta.Juarez@hhs.sccgov.org

Sherri Terao
 Family & Children's Services Division Director
 Santa Clara County Mental Health Department
Sherri.Terao@hhs.sccgov.org



23
