



Breaking Barriers 2020 Fall Webinar Series

TOWARD WHOLE CHILD, WHOLE SYSTEM, WHOLE
COMMUNITY: THE ROLE OF SHARED, COMMUNITY BASED
GOVERNANCE

SEPTEMBER 23, 2020

Sponsors



Welcome and Introductions

➤ ***Richard Knecht***

➤ *Managing Partner, Integrated Human Services Group, LLC*

➤ ***Steve Hornberger***

➤ *Director, San Diego State University School of Social Work, Social Policy Institute*

Today's Purposes...

- Highlight the unique power and role of community partners in designing and delivering integrated and collaborative school-based services.
- Share learning from the field about how partnership supports an authentically community-based shared leadership.
- Explore briefly, within a community lens, the unprecedented pandemic-related stressors on youth, family and providers.

Context: The School-Community Link

- Nearly every young person is connected to a school system or campus.
- If connected properly and consistently, schools, county human service systems, health care and local communities can and do have a profound impact on well-being.
- Effective school- community partnership, supported by a linked and integrated System of Care, significantly benefits children from at-risk or impacted communities, many of whom experience trauma and adversity early and often.

Context:

Whole School, Whole Child Models

1. Foster a supportive environment that promotes strong relationships among staff, students and families.
2. Implement meaningful, engaging instructional practices that develop students' ability to manage their own learning.
3. Develop habits, skills and mindsets that build students' social, emotional and academic competences.
4. Create an integrated system of school supports that includes extended learning opportunities and community partnerships.

Context: Shared Decision Making

- Objectives include improved communication, understanding, and decision-making.
- Predicated on breaking silence and enhancing dialogue. When consumers and providers engage in decision-making, more information about consumer preferences, practices, and values can emerge and be taken into consideration.
- Results in decisions that are more appropriate for individual consumers, and that these characteristics will lead to increased satisfaction and perhaps to better health outcomes.

(Deegan, 2007, in SAMHSA)

What is Shared Community?

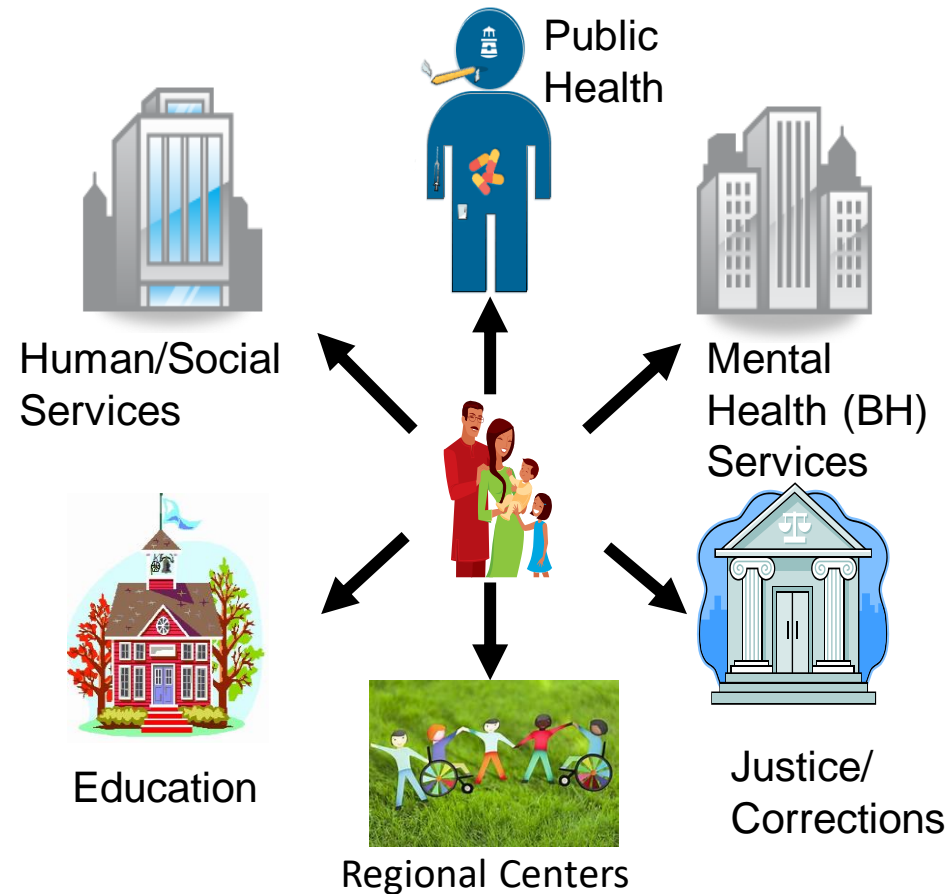
- “... shared understanding that all child and family systems function within the context of local community circumstances and conditions;
- No one system has all the resources and mandates to successfully serve every youth’s social, emotional, behavioral and developmental needs. “

--Aspen Institute

Why Shared Community and Sharing Governance Matters?

- The sharing of power between organizations and consumers (Engagement) is a consistent predictor of treatment success.
 - Destigmatizing
 - Accessible
 - Enduring
 - Culturally Competent

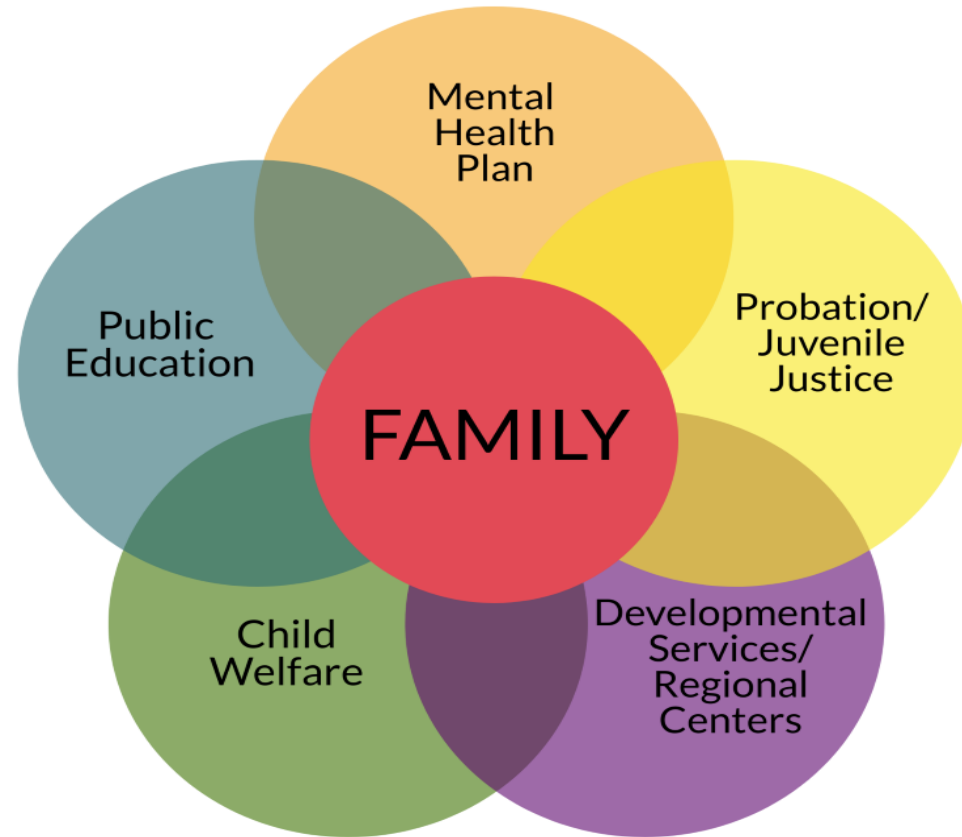
Organizations and Systems: Traditional County Services



Some System Level Context--AB 2083

- Establishes required department partners, with local options for others:
 - Probation
 - Mental Health/Behavioral Health
 - Child Welfare/Social Services
 - Regional Center
 - County Office of Education
- Does not currently obligate local SOC partners to include parent or youth voice in **governance**, although a few local models do include parents/youth

CA's Children and Youth System of Care



Placer County Office of Education Integrated Mental Health & Schools Project

- Michael Lombardo (mlombardo@placer.ca.gov)
- Cheryl Bryan (cbryan@placercoe.k12.ca.us)
- Rigoberto Hernandez (RHernandez@placercoe.k12.ca.us)

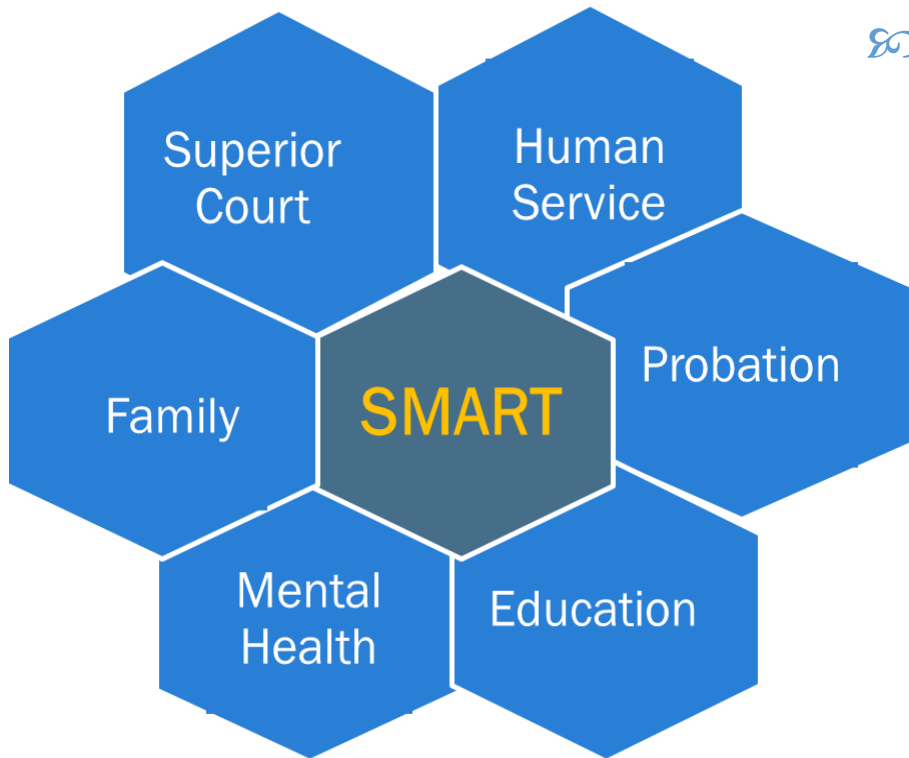
Placer County Integrated Mental Health & Schools Project

“Some of the most therapeutic experiences do not take place in ‘therapy’ but in naturally occurring healthy relationships.”

—Bruce Perry

Placer County Children System of Care

Model of Integrated Collaborative Multidisciplinary Team



- Formed in 1988 System Management Advocacy Resource Team (SMART)
 - Collaboration between Human Services, Child Welfare, Mental Health, Education, Family Partnership and Probation
 - Multiple Integrated Teams, Programs and Partnerships
 - Focus on strength based integrated solutions



☞ System Management Advocacy Resource Team (SMART)

- ☞ Meets twice monthly for one hour at 730am
- ☞ Dedicated time for:
 - ☞ Problem Solving
 - ☞ System Updates
 - ☞ Innovation and Responsive to Federal, State and Local shifts in laws, funding and climate
 - ☞ Administrative support assigned to team

Placer County Integrated Mental Health & Schools Project

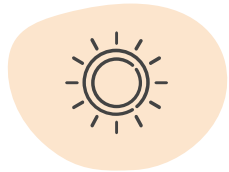
- Funded by the Mental Health Oversight Accountability Commission (OAC)
- Collaboration between County Behavioral Health and County Office of Ed and School District
- Goals: increase collaboration between schools and mental health, reduce acute mental illness episodes, increase access to mental health services, reduce suspensions/bx referrals, reduce stigma

School Site Implementation

Wellness Centers are safe places on campuses for students, families and staff to get support to increase the success and well being of students. The centers are designed to reduce stigma and increase access to mental health services. They are not silos to send students who are struggling in class. This is the hub of the Wellness Campus



Guiding Principles of the Wellness Program



Wellness

Promote Universal Wellness for staff, students and families



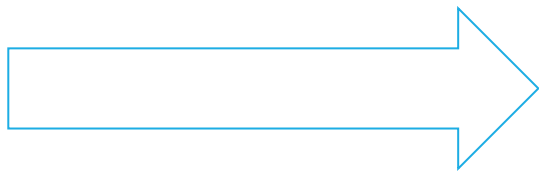
Respect

Respect the wisdom of students and families. Respect that schools are the expert in academics and education



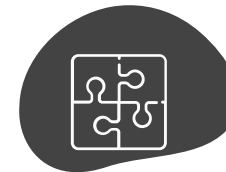
Shared Decisions

Decisions about the program are made with a variety of stakeholders. Student/family input is included. Decisions are made through data



Relationships

Protect positive relationships and foster connections. Know that relationships are the driving force of wellness



Equity

Advocate for equity and inclusion for all



School Site Staff (County & Education)

Mental Health Specialist

Generally have at least 3 years experience providing therapy/counseling

Collaboratively develops school systems that supports wellness

Attend all PBIS/site leadership meetings

Meet regularly with other school behavior/MH staff

Meet regularly with school principal and program supervisor

Family & Youth Liaison

Have experience with a community system-- this helps build rapport with families

Provides support with attendance, parent outreach

Collaborate Attend all PBIS/site leadership meetings

Develop school systems that are inclusive to families and marginalized groups

Meet regularly with school principal and program supervisor



A Day In The Life

- On a daily basis the Wellness team could...
 - Provide crisis services
 - Host lunchtime clubs/activities
 - Perform classroom lessons on topics related to mental wellness
 - Participate in school wide meetings
 - Do individual and group counseling
 - Provide parent classes/support groups
 - Be in the community helping families acquire resources
 - Facilitate trainings in other school districts

Our Services

TIER I

Classroom lessons, PBIS expectations, lunch time activities, parent/family classes, staff wellness, staff lessons, classroom observations

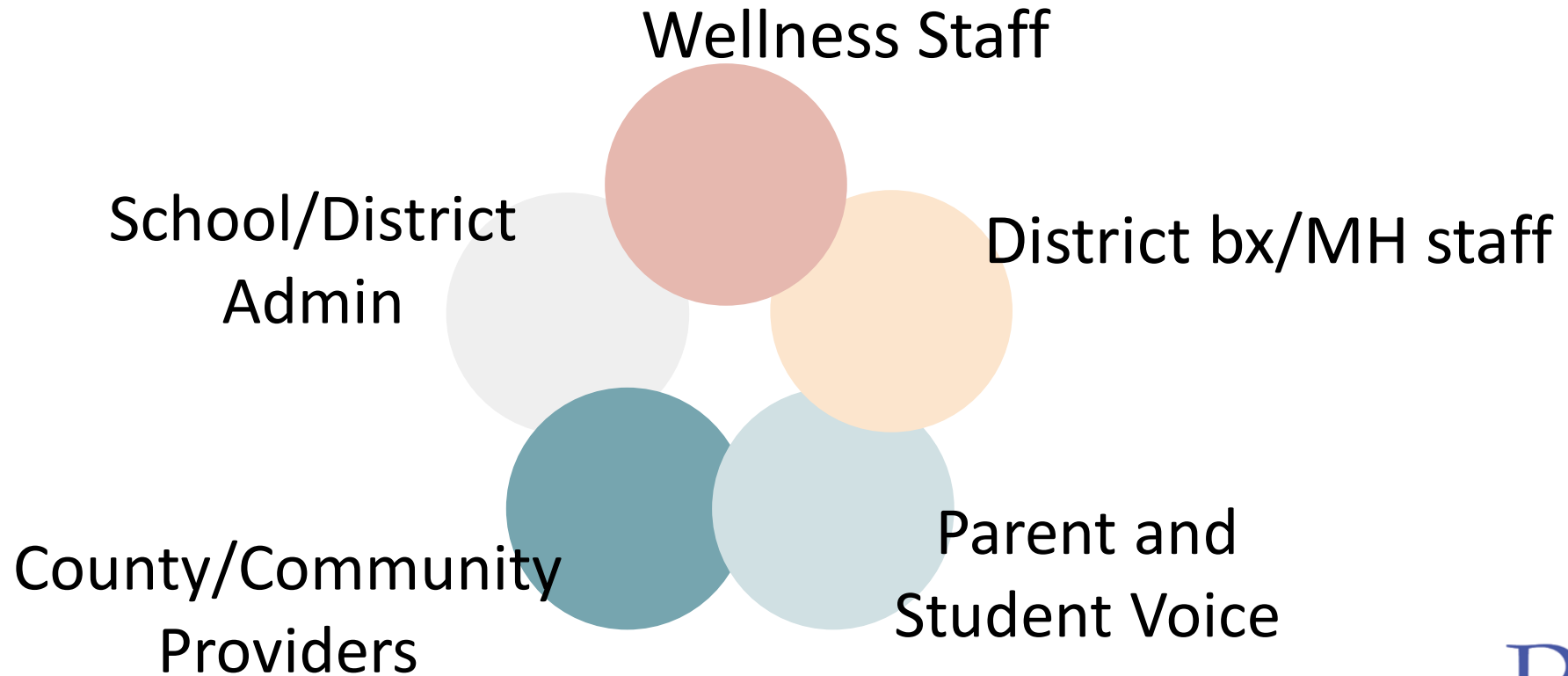
TIER II

Small groups, classroom observations, Wellness referral, CICO community partner collaboration

TIER III

Individual case management, therapy, parent consultation, teacher consultation, crisis services, Wellness referral

All Together



Meet Two of Our Amazing Family & Youth Liaisons

Located in the community at three school sites.



Woodcreek
High School



Spanger & Sargeant
Elementary Schools

MHSOAC Triage Project: Helps Support Reaching Students and Families in Need

High School

Stats from 2 high schools in RJUHSD with triage grant staff, Aug 2019-Mar 2020:

Student sign-ins: 4,473

Wellness Service Referrals: 304

Suicide Risk Assessments: over a 7 month period, 31 suicide risk assessments were completed, 16 of which resulted in student hospitalization

- Operation School Bell and Holiday Food Basket Programs
- Bring Change to Mind club
- Student engagement
- Staff engagement

Elementary School

Increased relationships with students, families, school staff and non-profits

Improved trusting authentic relationships resulting in:

- Greater participation in wellness activity (After-School Enrichment and Wellness Center, lunch time games, and Community Garden).
- Results:
 - Mental Health Specialists and Liaisons an opportunity to engage families.
 - Creating a safe space for families to communicate, ask for services and support.

MHSOAC Triage Project: Helps Support Reaching Students and Families in Need

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Elementary School

School staff access to referrals

Home visits for families /Virtual Visits

- Improved access allowing families to not miss work

Early warning system using attendance data, triage need, home/virtual visits and behaviorally based positive recognition

Example:

- 1st grade student came into the front office with a headache.
- Every Monday the Principal, Mental Health Specialist, and Liaison meet to discuss student referrals. We plan together how we are going support the student and family.

MHSOAC Triage Project: Increased Engagement & Relations with Parents & Caregivers

High School

Focus on relationship and trust building

Family engagement strategies for secondary setting

Use of Social Media

Increased Community Engagement

Elementary School

Locating Services at School and in Community to meet and accommodate the complex needs of families:

- 60 students enrolled in an After-School Enrichment and Wellness Center on campus
- Sargeant Elementary - 15 students enrolled in an After-School Program located in a Low-income apartment complex

Use of supportive behavioral structure at school and in the home - Positive Behavior Interventions and Supports

Always focus on positive encounters with parents

MHSOAC Triage Project: Use Data to Support Quality Implementation Process

High School

Data is at the center of decision-making process.

School site intervention teams meet weekly to review site level data

- Two focus areas:
 - Are we implementing at intended
 - Determine appropriate service for students at Tier One, Two and Three

Elementary School

Afterschool Enrichment

- Data indicated higher than capacity need
- Used to develop infrastructure (systems) to support programs: PBIS, S.T.E.A.M. & Art

Behavior data identified students with difficulty socializing or external acting out physically:

- Implemented Lunch Time Social Group (Games)
 - Safe place for students
 - Utilized PBIS Strategies to teach positive behavioral expectations

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Elementary School

Local data indicated need to increase family involvement:

- Created Community Garden Project
- 30 Parents participated
- Variety of vegetables grown
- Families could access vegetables for their personal use

COVID 19 Response:

- 420 bags of school materials
- 160 Chromebooks
- 20 hotspots
- 25 back packs with school supplies.

MHSOAC Triage Project: Sustainability of Parent Involvement and Leadership

- Strategies for sustainability of Parent Involvement:
 1. Parent involvement does not cost schools much or any funding.
 - It is a relational process – Every adult on campus using principles of engaged and strength based relationship
 2. Seek out alternate funding sources:
 - Community donations – materials, family resources and more
 - Partner with Behavioral Health to explore braiding funding sources such as:
 - LCFF
 - Three types of Medical ([EPSDT](#), [Medi-Cal Administrative Activities](#), & [Local Educational Agency Medi-Cal \(LEA Program Targeted Case Management\)](#))




MHSOAC Triage Project: Sustainability of Parent Involvement and Leadership

2. Seek out alternate funding sources: (Continued)

- Three types of Medical ([EPSDT](#), [Medi-Cal Administrative Activities](#), & [Local Educational Agency Medi-Cal \(LEA Program Targeted Case Management\)](#))
- [The California State Plan Amendment 15-021 was approved on April 27, 2020](#)
 - “Expands reimbursements to include covered services under an Individualized Health and Support Plan (IHSP), which will allow LEAs to receive reimbursement for eligible beneficiaries without an Individualized Education Plan (IEP) or Individualized Family Services Plan (IFSP), resulting in increased services for Medi-Cal eligible general education students.”

MHSOAC Triage Project: Sustainability of Parent Involvement and Leadership

2. Seek out alternate funding sources: (Continued)

- [Early Related Mental Health Services \(ERMHS\) Expansion & Senate Bill 98 \(Link Here\)](#) 
- Starting in 20-21, ERMHS funds can be used for mental health related services, including:
 - Out of home residential services for emotionally disturbed students
 - Counseling and guidance service (including counseling, personal counseling, and parent counseling and training)
 - Psychological services
 - Social work services
 - Behavioral interventions (ADDED) 
 - Other mental health related services not required by IDEA (ADDED) 

3. Increased Revenue – Decreased Cost

- Increased attendance
- Improved systems for prevention
- Increased efficiencies for current practices supporting families

Questions and Reflections

Resources

- Principles for Building Health and Prosperous Communities
<https://buildhealthyplaces.org/principles-for-building-healthy-and-prosperous-communities/>
- Kresge Ecosystem Readiness Assessment Tool
https://kresge.org/sites/default/files/library/human_services_ecosystem_assessment_tool.pdf
- The Community Tool Box
<https://ctb.ku.edu/en>
- California Accountable Communities for Health Initiative (CACHI)
<https://cachi.org/resources>
- National Academy State Health Policy
<https://nashp.org/about-nashp/>
- BREAKING BARRIERS TOOLKIT 2019

Wednesday, October 14, 2020

3:00 - 4:00 p.m.

THE URGENT NEED TO ACCELERATE DATA INTEROPERABILITY ACROSS HEALTH, EDUCATION, AND
HUMAN SERVICES

Speaker: Daniel Stein, President, Stewards of Change Institute

- Explore the application of interoperability, data-sharing, and innovative technology to specific domains including health, human services, and education.
- Learn about several initiatives from around California and nationally, along with available resources and methods.