

MODESTO CITY SCHOOLS

TO: Dr. Sara Noguchi, Superintendent Regular Meeting

SUBJECT: Report and Approval of Services Agreements July 27, 2020
with the Center for Human Services to Provide Student Assistance Specialist Program and General Education Counseling Service, Family Support Specialist Program and Refugee Case Manager for 2020-2021 school year.

BACKGROUND

In 1988, Modesto City Schools formed a partnership with the Center for Human Services (a not-for-profit community counseling agency assisting youth and families in Stanislaus County) to provide Student Assistance Specialists at the District's elementary, junior high/middle, and high schools. Center for Human Services staff work directly with students who have challenges at school that impede their ability to achieve in the classroom.

In the 2014-2015 school year, the District began contracting with the Center for Human Services to provide counseling services at targeted sites using a behavioral consultation model that focuses on preventative support with parent and teacher training. Direct counseling services for students are also provided.

During the 2019-2020 school year, Modesto City Schools began contracting with the Center for Human Services as part of the Learning Communities for School Success Program (LCSSP) grant. This grant was awarded over the course of three years and provides Family Support personnel at targeted school sites. Family Support Specialists conduct outreach to families of students who are chronically absent from school or to those exhibiting tier three behaviors impeding success at school. Parent skill building and parent trainings are also provided. As part of the California Newcomer Education and Well-Being (CalNew) grant, the Center for Human Services provides a case manager to support refugee students and families. The Case Manager assists students and families with navigating community resources and provides educational and mental health resources to assist with acclimation to life in the United States.

GOAL ALIGNMENT

1.4: Develop a Multi-Tiered System of Support for all students.

REPORT

Students who have social, emotional, or psychological challenges cannot gain maximum benefit from the educational program. Housed at each school site, Student Assistance Specialists (SAS) provide individual assessment and intervention for youth identified in need of prevention, intervention, or support services. Group and classroom presentations are provided as requested. Additional SAS staff, trained in de-escalation and restorative justice practices, support Intervention Centers at junior high and high school sites.

The duties of the Behavior Consultation Clinicians (BCM) includes clinical counseling, case management services, crisis intervention support, parent and school staff consultation and

training at identified school sites throughout the district. The focus of the program is on Tier 2 intensive and Tier 3 students with an expected outcome of decreasing student contacts to the office for discipline issues. The BCM supports staff with the development of increased general knowledge about mental health, trauma informed care, and effective strategies to address student behavior.

Family Support Specialists (FSS) support families with strategies and education to improve school engagement and attendance. The primary focus is in providing assistance, skill building, and support to families for whom absenteeism and/or suspensions have been an issue. The FSS meets with families both at school and through home visits and is available to facilitate parent groups, presentations or Parent Café's.

Housed at Davis High School, the refugee Case Manager supports students and families across the district by serving as a liaison to community agencies as well as educational, medical and mental health resources all while honoring culture, family traditions and family norms.

Quantitative and qualitative data supports the positive impact CHS has on students, families and staff. CHS staff was instrumental during school closures in ensuring continued services to students and staff.

Student Assistance Specialists served 2,384 student clients, with 10,433 individual sessions. SAS staff supported 379 crisis intakes and led 599 group sessions. Additionally, SAS staff conducted 309 classroom presentations. Site administrators indicate a very high level of satisfaction with 100% of respondents indicating the SAS is helping participating students. Comments include:

- “The SAS provides our students with essential social skills. They also provide structure, which many students lack. In addition, the availability to address urgent needs quickly has been a huge benefit” (administrator)
- “Helping my students process feelings and gain appropriate coping skills is the most beneficial aspect of the Student Assistance Program” (administrator)
- “I am very happy the Student Assistance Specialist helped me and my family during these hard times” (parent)
- “The Student Assistance Specialist has been very helpful. My son has made tremendous progress in his behavior” (parent)
- “We are very appreciative this service could continue during the shutdown. Our child really benefits from the support he’s given through this service” (parent)

Behavior Consultation Clinicians (BCM) served 127 unique students with 765 hours of clinical counseling. The BCM assisted site administrations with 77 crisis contacts. BCM staff also provided a combined total of 694 classroom observations, staff consultations and trainings. Comments from site staff include:

- The BCM “is a tremendous asset to our school in helping with mental health concerns with our students and educating staff and parents about various mental health topics”.
- The BCM “is awesome! She provides newsletters for my staff; she ran a professional development for parents and is coming to our next staff meeting to talk to teachers about trauma experienced by our students”.

Family Support Specialists are instrumental in helping families feel more engaged in the school community. They served 301 families with 1061 individual family contacts.

Collectively, they made 27 presentations to parent groups or staff and participated in 106 SARB meetings. Approximately 86% of administrators responding indicated the Family Support Program was helping families and 95% of staff believe the FSS has been a positive influence on the school. One hundred percent of parent respondents indicated the FSS program benefitted the family and they were happy with the outcome. Comments include:

- “I was very impressed at how fast the FSS developed relationships with our families and how they trusted her” (administrator)
- “The FSS supported us with an ‘all hands on deck’ approach during school closures. They conducted home visits to support students and families with distance learning engagement” (administrator)
- “The Family Support Specialist is a wonderful person, always willing to help, is understanding and makes you feel welcome and unjudged.” (parent)

Modesto City Schools estimates 302 refugee families living in school boundaries across 31 school sites. The refugee Case Manager provides ongoing outreach and support with targeted services for 20 families from Afghanistan and Iran. With native languages of Dari, Farsi and Pashto, the Case Manager helped families navigate school, medical and community resources with a goal of increasing school engagement and attendance.

SUMMARY

The Center for Human Services are collaborative community partners that strongly support Modesto City Schools in rounding out a robust offering of social emotional supports for students and families. When COVID-19 related school closures occurred, CHS responded in a collaborative and swift manner to ensure services were not reduced. They transitioned the overall delivery model to phone and video conferencing formats with excellent communication to site and district administration. Additionally, CHS provided staff support in assisting with the MCS social-emotional hotline implemented during school closures.

RECOMMENDATION

It is recommended that the Board of Education approve the services agreements with the Center for Human Services to provide Student Assistance Specialist program and general education counseling, Family Support Specialist program, and refugee case management for 2020-21.

FISCAL IMPACT

The total estimated annual amount for the Student Assistance Specialists will not exceed \$2,514,500; the total estimated annual amount for the Behavior Consultation Clinicians will not exceed \$670,000; the total estimated amount for the Family Support Specialists will not exceed \$350,000; the total estimated amount for the refugee Case Manager will not exceed \$58,000. The funding sources have been identified as LCFF Supplemental Concentration, Site and District Title 1, and grant funds.

The total compensation does not include the agreements Modesto City Schools has with the Center for Human Services to provide services to students with disabilities.