

# Services Provided by the Center for Human Services: A Year in Review



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Every Student Matters, Every Moment Counts

# Purpose of Presentation

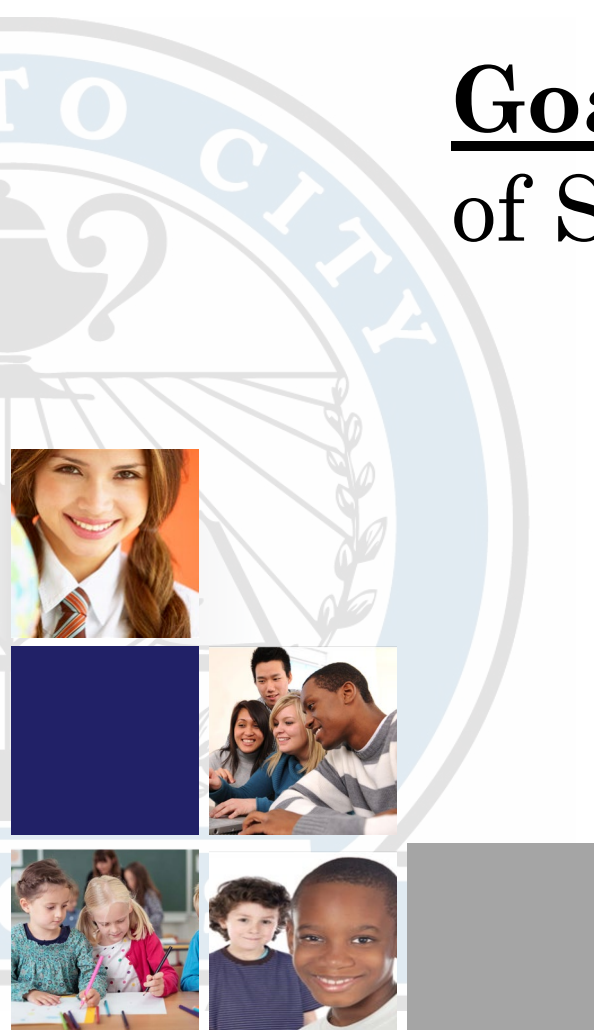
- Review of services provided
- Provide data to demonstrate effective services
- Transition of support during school closures
- Seek approval of 2020-21 services agreements



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# District Goal Alignment

**Goal 1.4:** Develop a Multi-Tiered System of Supports for all students



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# History

- Non-profit community counseling agency
- Partnership for over 30 years
- Instrumental in continuing support during school closures



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# Services Provided – Student Assistance Specialist (SAS)

## Student Assistance Specialists (SAS)

- Located at every site
- Provide social/emotional support to students; individual and groups
- Program support adapts to meet site needs
- Short-term prevention or early intervention
- Additional staff in Intervention Centers 7-12 sites



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## Student Assistance Specialist

- 2,384 clients served
- 10,433 individual sessions
- 379 crisis intakes
- 599 group sessions
- 309 classroom presentations

# Services Provided – Behavior Consultation Clinician (BCM)

## Behavior Consultation Clinicians

- Provide counseling services to small caseload at targeted sites
- Work collaboratively with teachers and parents
- Presentations and training for staff and parents

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## **Behavior Consultation Clinicians**

- 765 hours of clinical counseling provided
- 127 unique students
- 77 crisis contacts
- 694 classroom observations, staff consultations, and trainings



# Services Provided – Family Support Specialist (FSS)

## Family Support Specialists

- Learning Communities for School Success (LCSSP) grant
- Provide services to families and youth at targeted sites
- Skill building and support with chronic absenteeism and/or suspensions
- Home visits, parent groups, and presentations

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# FSS Data

## Family Support Specialists

- 301 families served
- 1061 family contacts
- 27 presentations
- 106 SARB meetings

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# Services Provided – Refugee Case Manager

## Refugee Case Manager

- California Newcomer Education and Wellbeing (CalNEW) grant
- Provides support and services to refugee youth and families
- Resources and transition support to improve school engagement and attendance
- Support in accessing and mental health, medical and educational services
- Honors and supports culture, family traditions and family norms

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# Refugee Case Manager Data

## Refugee Case Manager

- 302 potential refugee families across 31 school sites
- 20 families from Afghanistan and Iran received targeted, ongoing support
- Primary languages: Farsi and Pashto

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# Data – CHS Satisfaction Surveys

## Satisfaction Surveys

- 100% staff indicate services are **helping students**
- 86% staff indicate providers are **knowledgeable** regarding **resources** within the community
- 95% staff indicate programs have been a **positive influence** at the school
- 99% of families felt their student **benefitted from remote services** during school closures
- 99% of families felt it was **easy to connect** with CHS **remote services**

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# Data – Survey Comments

## Satisfaction Survey Comments from staff and parents

- Provides students with **essential social skills** and **structure**, which many students lack. The **availability** to address urgent needs quickly has been a **huge benefit** (staff)
- Has been **very helpful**. My son has made **tremendous progress in his behavior** (parent)
- We are **very appreciative** services could **continue during the shutdown**. Our child **really benefits** from the support he's given (parent)

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# Data – Survey Comments

- A **tremendous asset** to our school in helping with **mental health concerns** with students and **educating staff and parents** about various mental health topics (staff)
- Provider is a wonderful person, **always willing to help**, is **understanding** and makes you **feel welcome** and **unjudged** (parent)
- CHS staff 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** (staff)

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# School Closure Shifts

- Collaboration between MCS with CHS leadership
- Shift in delivery model to serve students during Distance Learning
- Delineation and communication of responsibilities in support of students' social emotional needs
- After action review

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# Challenges

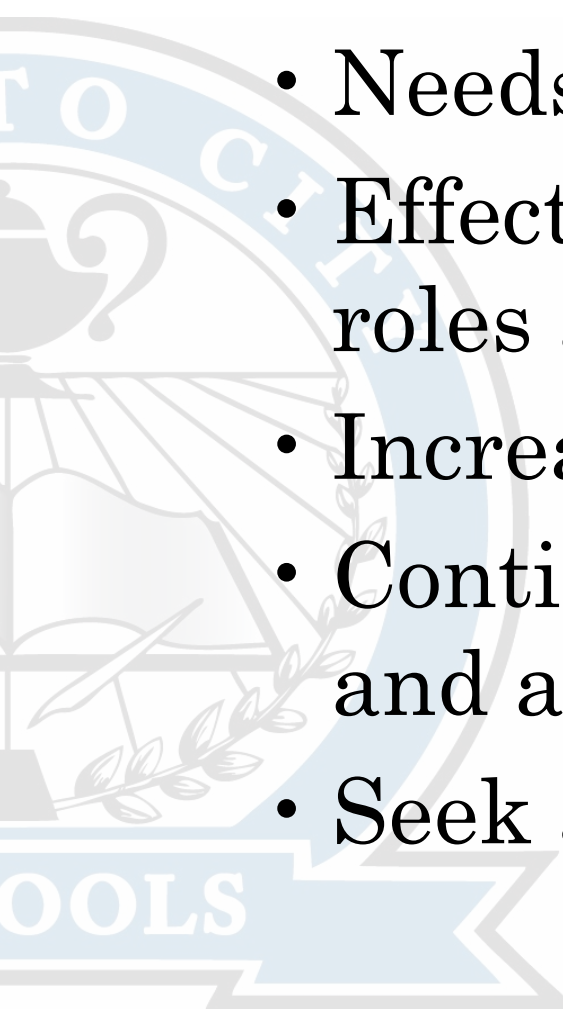
- Difficulty maintaining confidentiality in virtual meetings
- Blocked phone numbers not answered
- Parental hesitation with phone and/or virtual meetings
- Engagement during typical session length

# Successes

- Seamless transition
- Effectively worked through students on waitlists
- Supported all new referrals during DL
- Support for entire family
- Wellness/mindfulness videos for students
- Increased flexibility in session lengths and times
- “All hands on deck” in support of schools

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# Next Steps

- 
- Needs analysis at each site
  - Effective communication with sites regarding roles and procedures
  - Increase promotion and access to services
  - Continue to track data to determine strengths and areas of growth
  - Seek approval of services agreements

# Questions



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