Planning Your SBHC & Implementing a Multi-Method Assessment:
Engaging Students, Families, and School Staff

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Workshop Objectives

✓ Develop a step-by-step approach to assessing the health needs of a school community

✓ Learn about using Student Research Teams to assess the health needs of a school community

✓ Apply the findings of a health needs assessment to develop school health service recommendations

✓ Identify proven strategies for developing SBHC partnerships, service delivery models, and financing.

SCHOOL HEALTH SERVICES OVERVIEW

The California School Health Centers Association (CSHC)

CSHC is leading California's movement to bring health care to where kids are – in school – by making school health centers a basic part of health care and education.

Our mission is to improve the health and academic success of children and youth by advancing health services in schools.

School Health Services

Mandated Services:

- Vision and hearing screenings
- Prescription medication administration
- Special education medical/mental health
- Immunization requirements

Expanded program models:

- School nursing programs
- School-based health centers
- Student counseling or mental health programs
- School-linked health or telehealth services
- Mobile clinics
- Oral health programs
- Health promotion programs (nutrition/obesity)

Why School Health Services? SUCCESS IN SCHOOL!

Bring resources to schools

Support teachers

Attendance & graduation go up

Behavioral problems go down

Key Steps in Planning an SBHC

- Establish a planning group

- Conduct needs assessment

- Build SBHC partnerships

- Identify funding/sustainability plan

- Develop operational plan (services, staffing, hours, target population/s)

The Center for Healthy Schools & Communities

- County Health Care System
- 26 School Health Centers
- 150 School Based Behavioral Health Sites
- 9 School Districts
- 11 Community Initiatives

Our Goal:
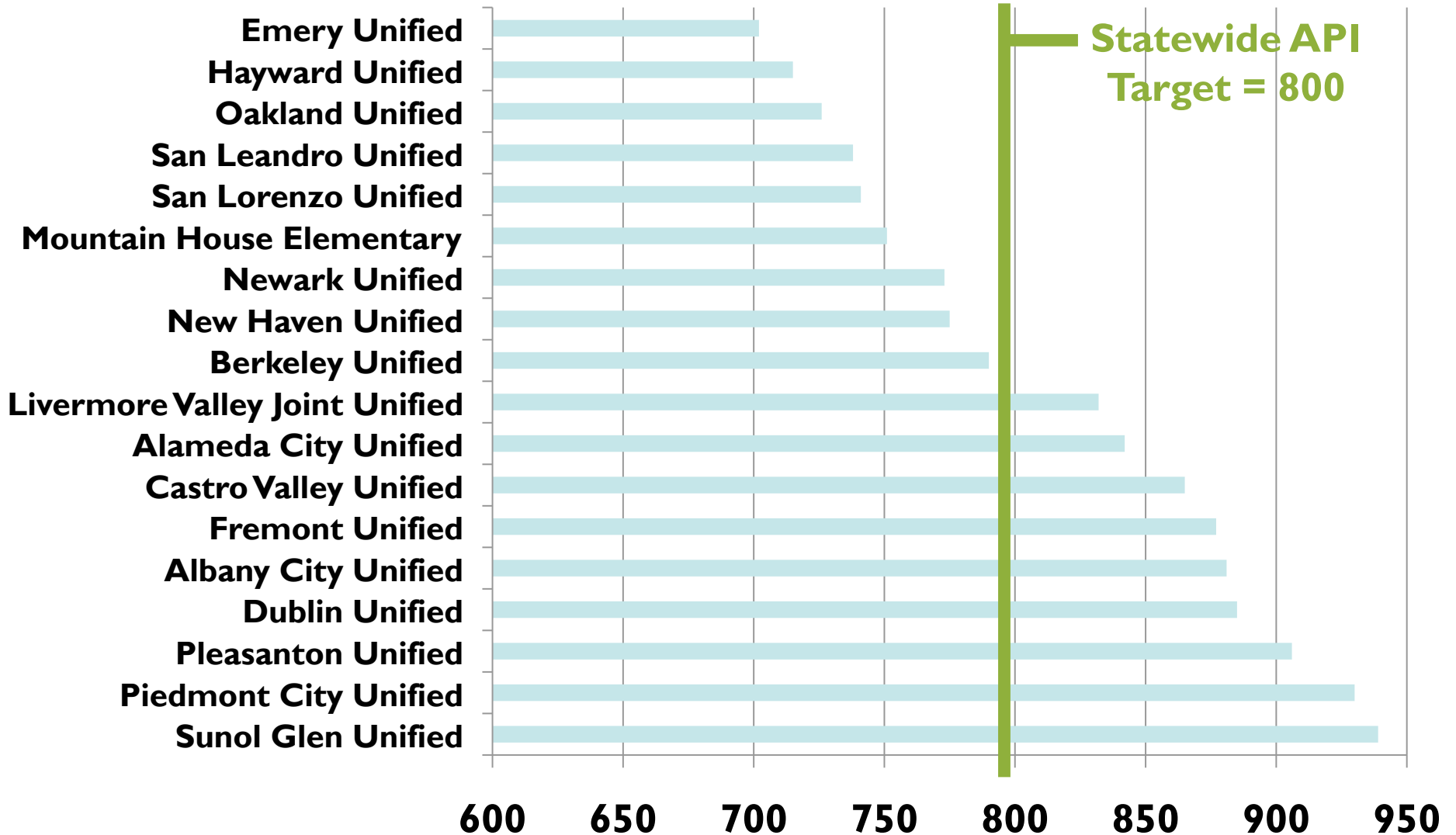*Healthy Students Graduate from High School, College and Career Ready*

Racial Equity Lens

Allows us to uncover the structures, policies, and behaviors that sustain unequal outcomes for children.
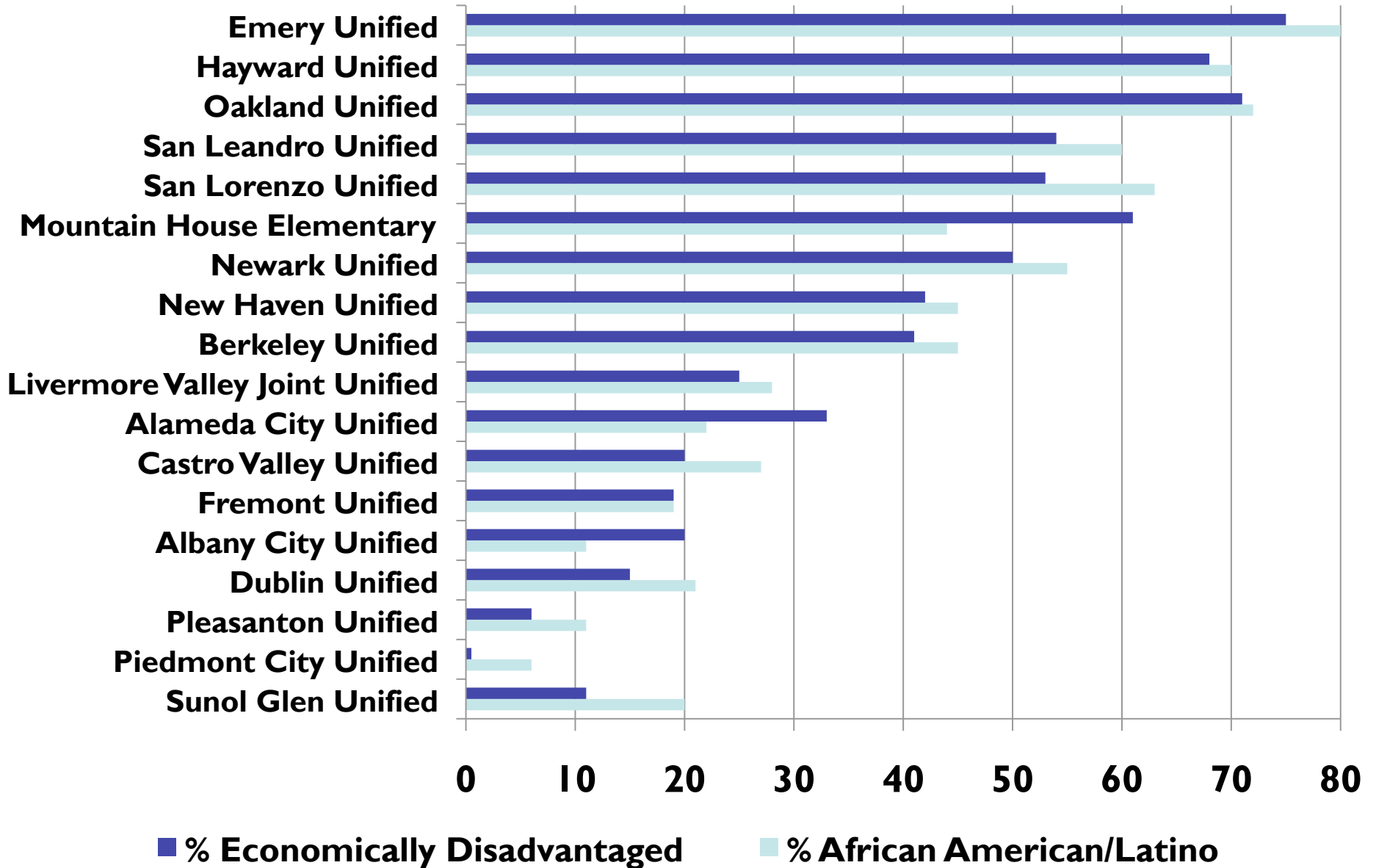
Offers us a way to look at the practices, cultural norms and institutional arrangements that help to create and maintain (disparate) racialized outcomes.

Equity Challenges in Alameda County

African American and **Latino** youth have the highest…

- Suspension and expulsion rates
- Dropout rates
- Rates of all Emergency Room (ER) visits
- Rates of homicides
- Rates of teen births

School Health Centers
Point, Place & Pathway to achieve health and education equity

A School Health Center is an access point (Portal) for primary and preventative care, fully integrated in the existing health care system, but serves as an extension to the primary care home.

Portals are designed to meet patients where they are at, at a time that is convenient to them. Portals also help residents understand and access health care coverage.

Portals provide the **3 P's**:
- **P**oint of Entry
- **P**lace for Health Services
- **P**athway to Resources

What is a School Health Center?

- Delivers primary medical, dental, or mental health services *in collaboration with a school and school nurse/s*
- Located on or near a campus, or could be mobile van

- May also provide mental health services, dental care, after school programs, clubs, nutrition programs, parent groups, etc.
- School-wide health promotion
- Serves students and sometimes siblings, family members and the community

What services are provided at California's 200 School Health Centers?

Service	% Centers
Medical Services	84%
Health Education	61%
Mental Health Services	58%
Reproductive Health - Screening/Education	62%
Reproductive Health - Clinical Care	51%
Nutrition and Fitness Programs	33%
Dental Services - Prevention	30%
Dental Services - Treatment	18%
Youth Engagement Programs	19%

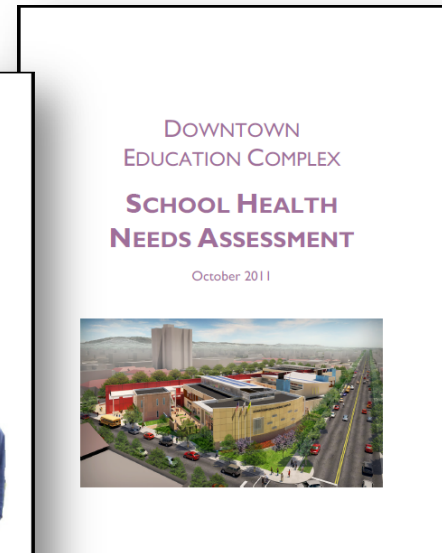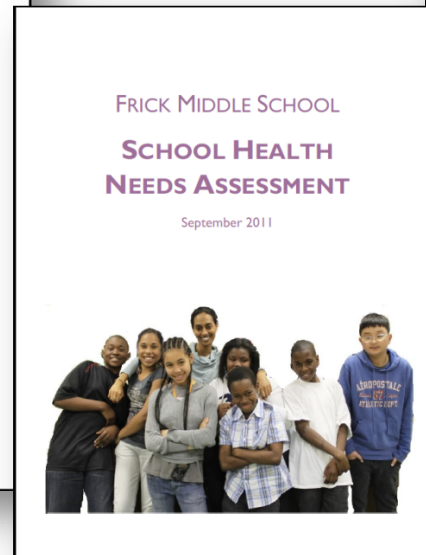**National Assembly on School-Based Health Care, 2007-2008 Census**
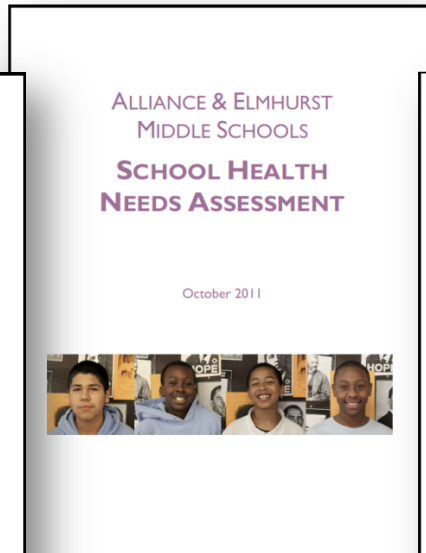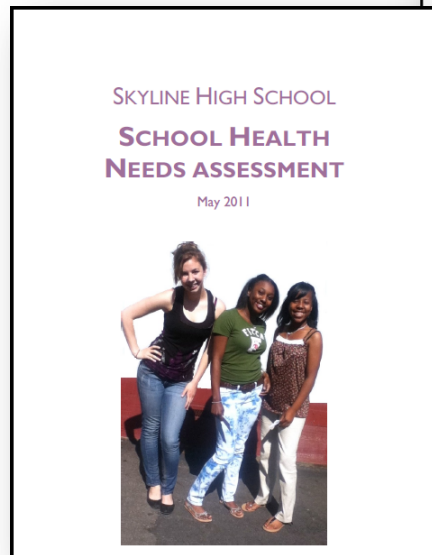
Pair and Share

Turn to a person sitting next to you and discuss the following question:

What are the driving conditions in your community that support the development of school health services and/or SBHC?

SCHOOL HEALTH NEEDS ASSESSMENT

Oakland Kaiser
School Health Needs Assessment

SKYLINE HIGH SCHOOL

SCHOOL HEALTH NEEDS ASSESSMENT

May 2011

ALLIANCE & ELMHURST MIDDLE SCHOOLS

SCHOOL HEALTH NEEDS ASSESSMENT

October 2011

FRICK MIDDLE SCHOOL

SCHOOL HEALTH NEEDS ASSESSMENT

September 2011

DOWNTOWN EDUCATION COMPLEX

SCHOOL HEALTH NEEDS ASSESSMENT

October 2011

What does it take to implement a comprehensive assessment?

KAISER PERMANENTE®
Community

$ Kaiser Universal Health Access grant funding

Alameda County Health Care Services Agency
School Health Services Coalition

Oakland Kaiser School Health Needs Assessment

ALAMEDA COUNTY
PUBLIC HEALTH
DEPARTMENT

UCSF
University of California
San Francisco

Philip R. Lee Institute for Health Policy Studies
Health Policy Research: Making a Difference in People's Lives

OAKLAND UNIFIED
SCHOOL DISTRICT
Complementary Learning

Assessment Purpose

1. To *inform* the design of needs-appropriate, well-utilized school health centers (SBHCs) at 4 Oakland sites

2. To *engage* stakeholders in the process of developing their SBHCs

3. To *gather* baseline data that can be used in the future to evaluate the SBHCs

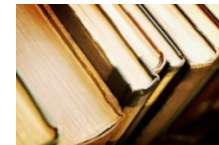# Assessment Methods
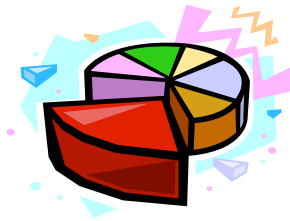
Secondary Data
on School and Community Health

Parent
Survey

School Staff
Survey

**Multi-method
data
collection and
integration**

Student
Research Team
(not fully integrated)

Lit Review and Key
Informant Interviews

Key Steps Involved

1. **Identify major data domains of interest through a participatory group process**

What do we need to know in order to develop a comprehensive, well-utilized school health center?

Student demographics

Unmet health needs

Community health concerns

Health issues interfering with learning

School climate

Parent/family needs

2. **Identify and compile existing data sources that will inform us about data domains**
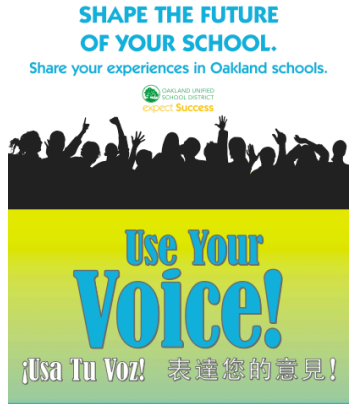
3. Conduct preliminary analysis of existing data and assess gaps in data

Primary data on:
➢ Barriers to healthcare
➢ Top and unmet health needs
➢ Factors that would ensure SBHC is well-utilized
➢ Strategies to effectively engage parents

4. Determine methods of collecting this data

Parent Survey

School Staff Survey

Lit Review and Key Informant Interviews

Student Research Team

5. Collect data from parents, school staff, and other key informants

PTSA meetings

School events

Front office staff

Teacher distribution to students for parents

Parent Survey

Staff Survey

Email listserv distribution

Staff mailboxes

School administrators

Staff meetings
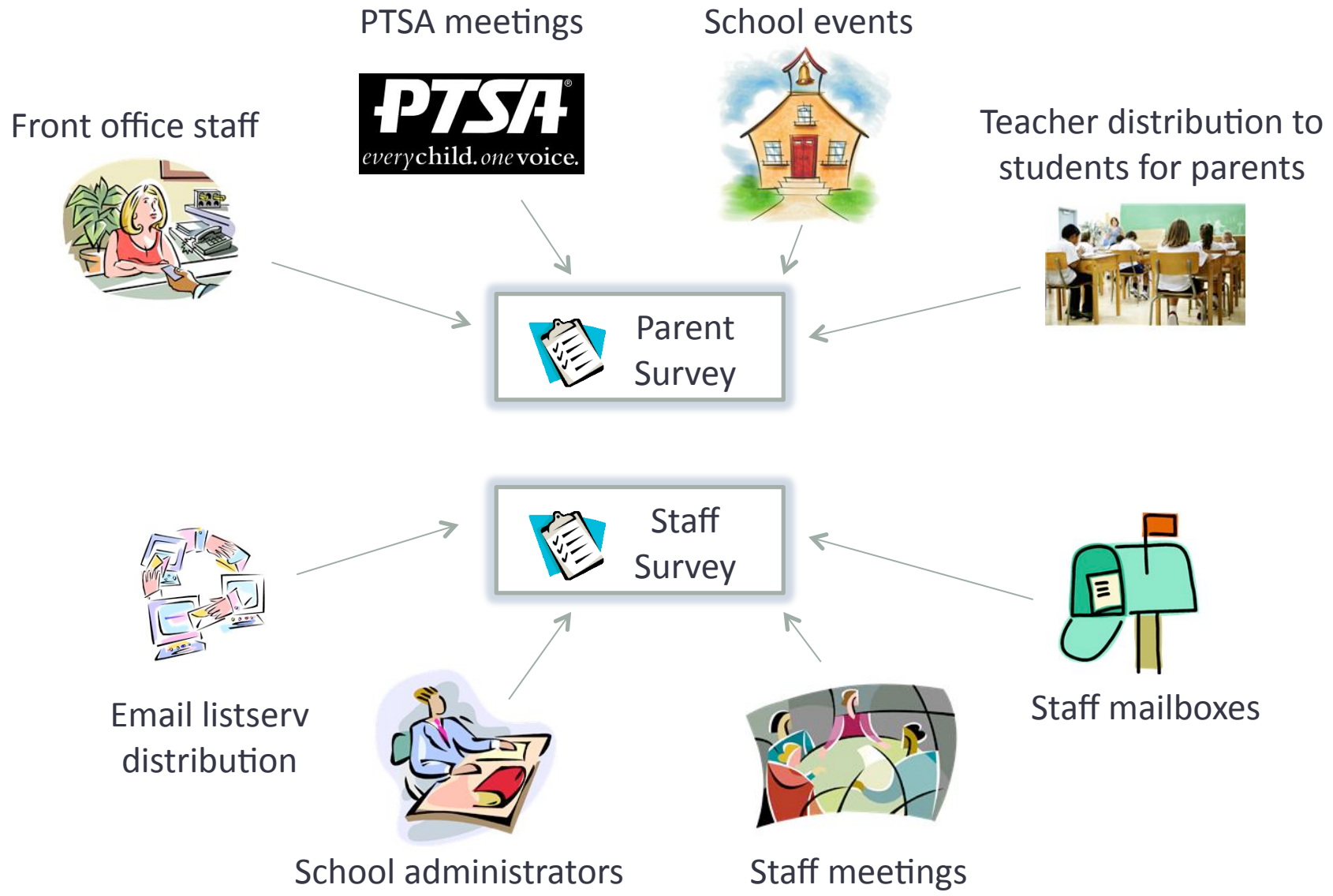
6. Enter and analyze the data

Interns

zoomerang
Online Survey Software

Microsoft Office **Excel**

Secondary
Data

**Data
Triangulation**

Parent
Survey

Staff
Survey
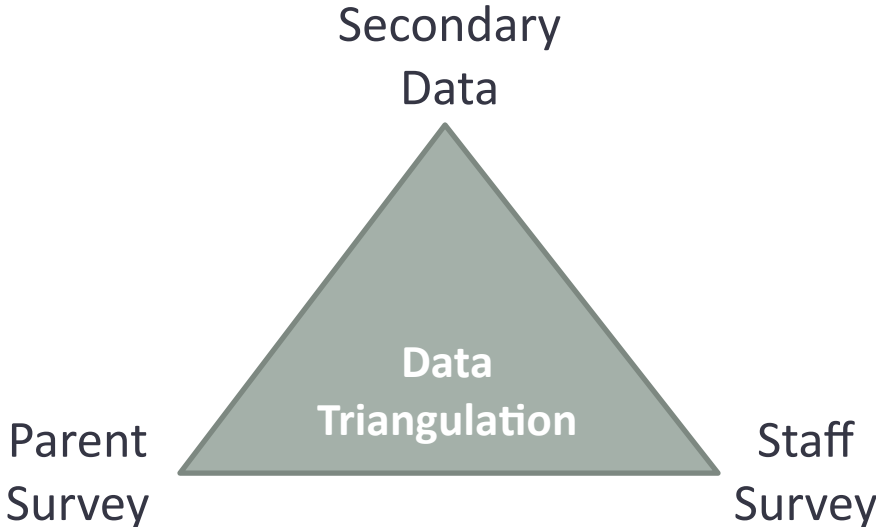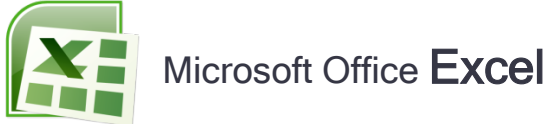
7. Interpret data and translate all this data into actionable recommendations

 Data from Multiple Sources
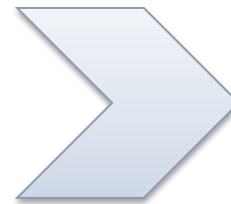
 Inform Best Practices in SBHC Design and Implementation

8. Share findings with SBHC design team and put them into action

Working together to make health and education equity a reality in Alameda County schools . . .

Lessons Learned

Collaboration & Integration

- Multiple Partners
- Mixed Methods

Data Limitations

- Representativeness of data
- Self-report data
- Timeliness and stability of data
- Ecological data

Recruitment

Site	# of Parent Respondents	# of School Staff Respondents
Skyline	N=79	N=54
Alliance and Elmhurst	N=90	N=36
Frick	N=58	N=33
Downtown Complex	N=109	N=72

Implementation:

Best Practices in SBHC Design and Implementation

?

Actual SBHC Design and Implementation
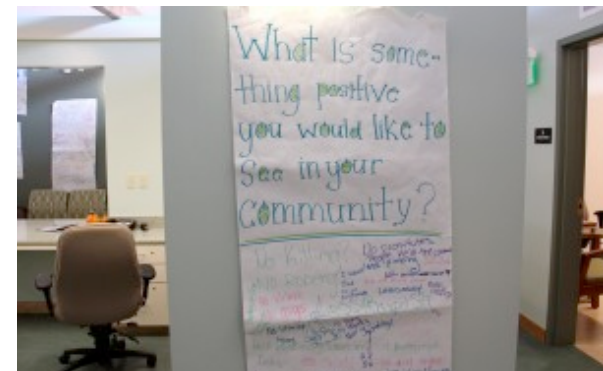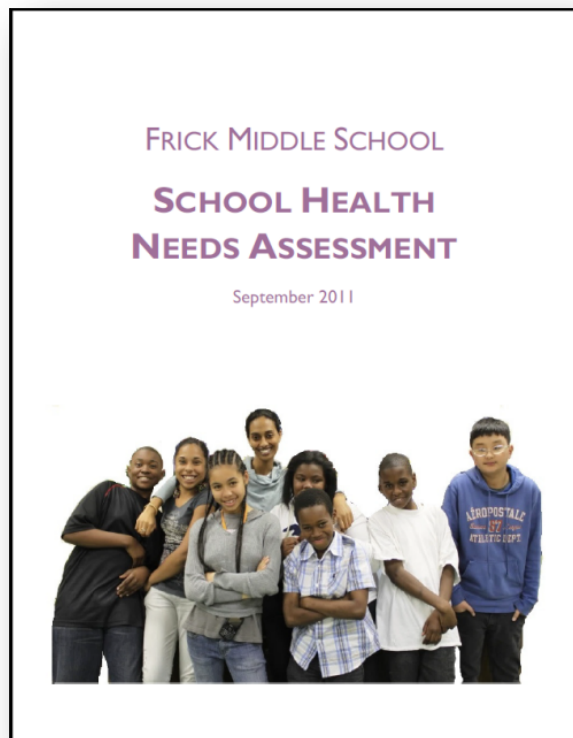
Engaging Youth in Needs Assessment

Student Research Teams (SRTs) Background

- UCSF has conducted SRTs in Alameda County since 2003

- Community-based participatory research model

- Youth-led research and School-Based Health Centers

UCSF
University of California
San Francisco
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Student Research Teams

- Students at 4 sites trained to conduct youth-led research on chosen health topics of importance

SRT Team	Data Collection Method	Topic
Skyline High School	Student Survey	Reducing the Negative Consequences of Teen Sexual Activity & Teen Pregnancy
Downtown Complex (MetWest & Dewey high schools)	Student Focus Group, including a brief demographic and health survey	Teen Pregnancy
Frick Middle School	Student Survey	Mental Health & Violence
Elmhurst (Elmhurst Community Prep & Alliance Academy middle schools)	Student Survey	Mental Health & Violence

Student Research Team Partnerships

UCSF Evaluation Team:
Research trainings and TA, oversight, Internal Review Board review
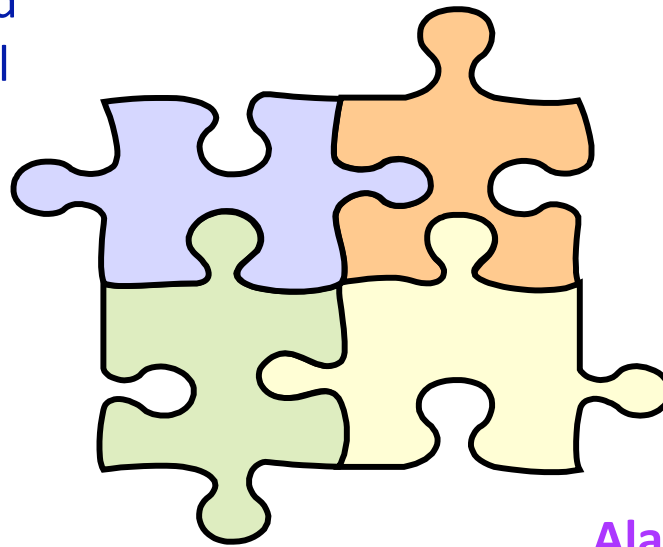
SRTs and Coordinators:
Facilitate and implement youth-led research projects

Oakland Unified School District:
Recruit Coordinators, provide space and support

Alameda County Health Care Services Agency:
Fiscal management, implement recommendations

Student Research Team Overview

Each Student Research Team:

- Coordinator recruited 8-12 students from general student body. Teams ended up 5-9 students each.

- Met weekly for 3-4 hours with Coordinator for 5-6 months

- Participated in additional health education and advocacy projects

- Received stipends for their participation

Student Research Team
Research Process

Each Student Research Team:

- Selected a health issue to research

- Created, implemented data collection tools
  - Focus groups, surveys

- Conducted data entry and analysis

- Developed, disseminated findings and recommendations to their school and at a joint community event

Frick Middle School
Research Team Presentation

June 22, 2011

Methodology

- Our team chose Mental Health and drug abuse as a research topic.
- We chose this topic because our peers are heavily affected by collective drug/alcohol abuse and its effect on the mind and the community.
- We developed a survey by developing questions that would make students answer.
- Then we surveyed 85 students during the PE periods.
- Our data was entered into Survey Monkey.
- We analyzed the results by looking them over on Survey Monkey.

Hate to say we told you so, but...

http://www.rightwingnnews.com

Pretty Much everyone – 62.8%- of students Agree that Homework is our BIGGEST Stress.

What stresses you out about school?

Percent

a. Poor relationships with teachers		
b. Pressure from home to get good grades		
c. Homework		
d. Peer pressure to drink or use drugs		
e. Balancing a lot of responsibilities		
g. None, I am not stressed about school.		
f. Other (please specify)		
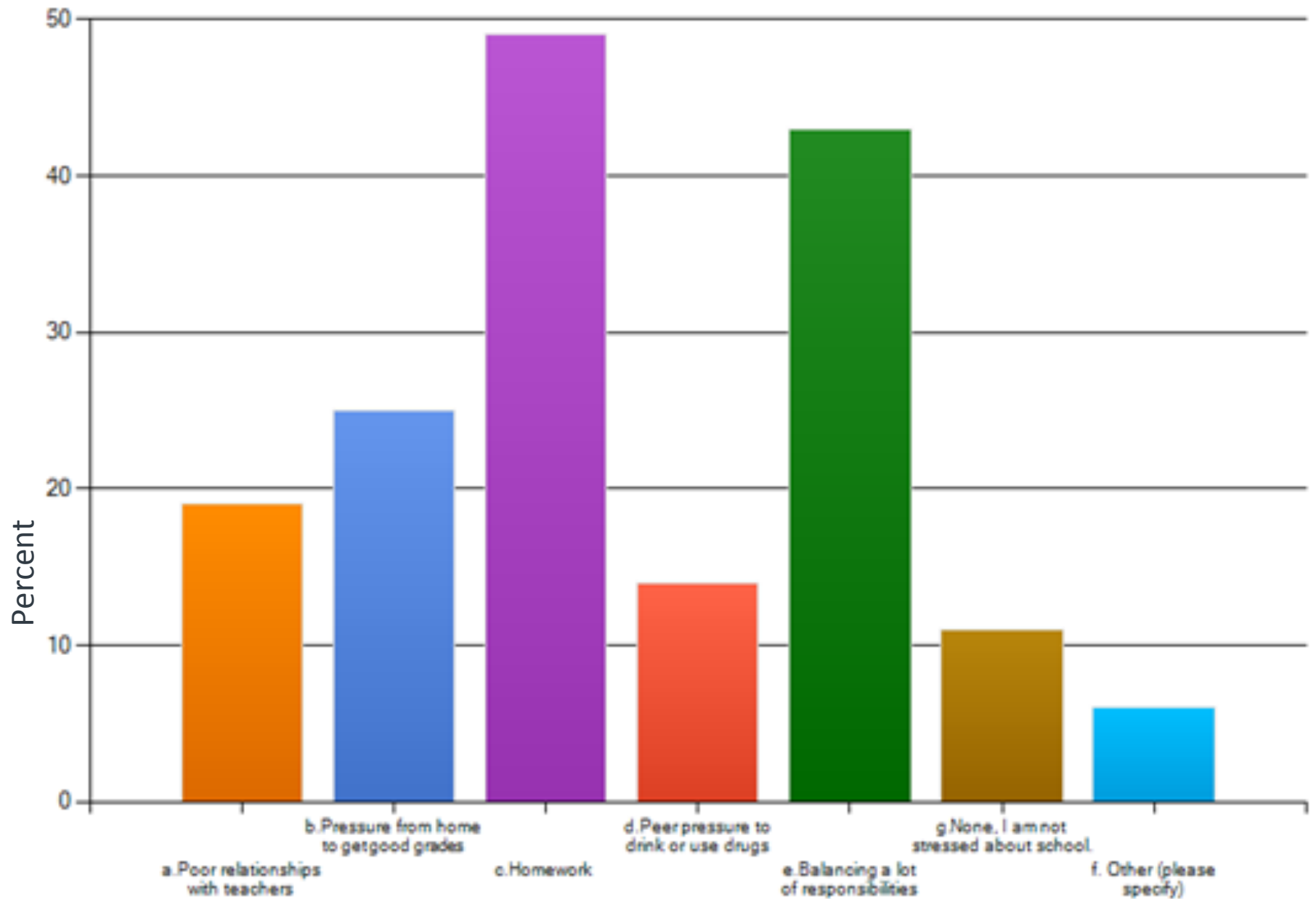
28.9% strongly agree that we need a counselor

And.....

64.2% students believe we need educational programs on alcohol abuse and its long term effects on the body.

I think a counselor is something my school could use.
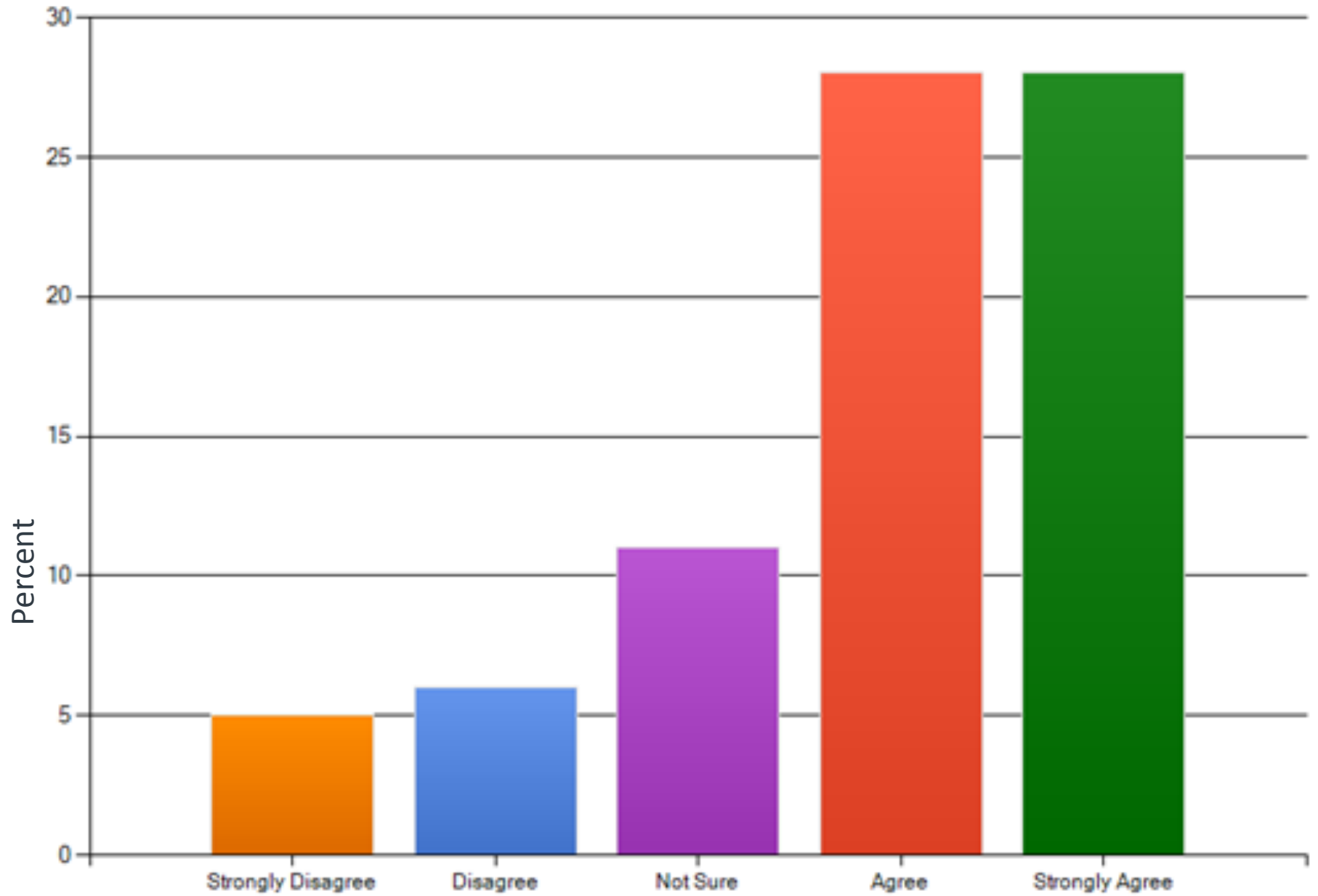
We learned a lot of Lessons!

- We learned how to input data through Survey Monkey
- Many students use alcohol to cope.
- The effects of violence on our community for a long period of time is unhealthy mentally
- Researching is used for college and beyond.
- PATIENCE!

Oh Lord, give me patience...
And give it to me now...

•Through serious dialogue and example, we learned the importance of being un-bias and empathy.

•We also learned that majority of our friends and Peers feel the same way about the community: We all want to see it flourish!

Recommendations & Next Steps

- We recommend that the Health Center coordinate an after school program tailored to teaching youth about health, nutrition and mental health

- The Health Center should create student led assemblies on alcohol abuse and how to prevent it!

- The Health Center should work with the school to create health workshops and assemblies on changing community violence through student led initiatives.

- We recommend discussion groups on the stresses of school, homework and how to cope.

We also decided that it would be great if the Health center involved our teachers in a weekly discussion regarding empathy and what it takes to understand kids like us so that we may all grow as a school.

Student Research Team Evaluation
SRT Pre/Post Survey

- Examined impact of program participation on:
  - Leadership ability
  - Research and public speaking skills
  - Self-esteem
  - Academic, professional, and personal aspirations
  - Supportive relationships with adult mentors and peer allies

- Findings (post-survey):
  - Learned skills that will help them in future
  - Stronger college application
  - Increased school attendance
  - Communication skills
  - Ability to relate to peers
  - Made school a better place

Student Research Team Evaluation Coordinator Interviews

- Collected data on Coordinators':
  - Experiences
  - Challenges, successes
  - Suggestions for improvement

- Findings:
  - Overall project success, students "invested" in project
  - Challenges: time, school integration, consistent participation
  - Suggestions: more males, more interactive sessions, extend project

Recognize the Youth

Skyline High School

Jacqualyn Black, Samantha Oak, Younis Albadani, Rashidi Mayson, Shawnice Woods, Britney Brooks, Danielle Dunham, Dezanay Ranay Dunham, Vanessa Aguirre, Coordinator: Tola Asuni

In front of their community
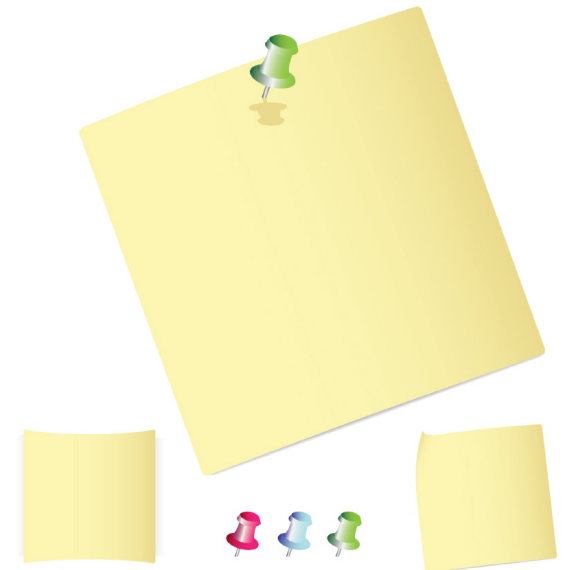
And celebrate with them

15 MINUTE BREAK

Needs Assessment Action Steps

- Table groups discuss and identify *data sources* in your community

- What are the *gaps* in data?

- How you might be able to *collect* data and *engage* stakeholders?

- Make notes for yourself or your on your *action plan*   *hand*

SCHOOL HEALTH PARTNERSHIPS:
Working Together to Make a Difference

Center for Healthy Schools and Communities

Partners

School Districts

Community-Based Organizations

Juvenile Justice Agencies

Social Services Agency

State Associations

Cities

Funders

Health Care Services Agency

Families & Youth
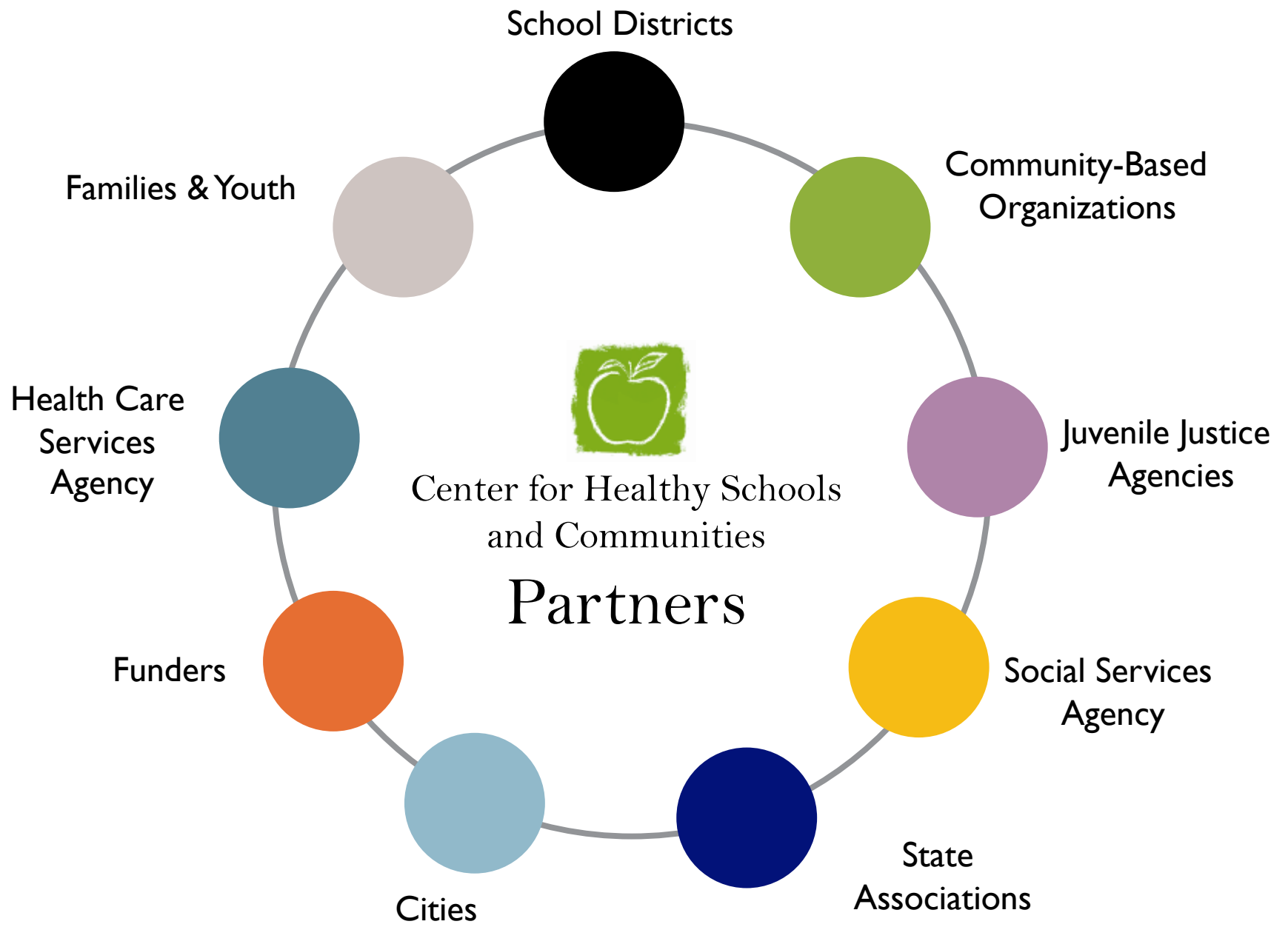
Ingredients for Selecting a Partner

- Common goal
- Community focused
- Shared vision
- Collaborator
- Utilize best practices

Form Partnerships and Plan Services

Work with district leadership and personnel:

- School board members
- School nurses
- Counselors
- Social workers
- Site administrators
- Teachers

Form Partnerships and Plan Services

Partner with needed community providers:

- Mental health provider
- Community clinic medical provider
- Local dentist
- Afterschool program staff
- Other youth/family services provider
- City health offices
- Local health department
- Teaching hospital/university

School District Perspective

- What are benefits to students?

- Securing approval from the board

- How to select health care provider?

- Building buy-in: board member/s, school nurse, principal, facilities personnel

- Visiting other SBHCs

- Locating SBHC

- Security if SBHC will serve community

- Sensitive issue: reproductive health care
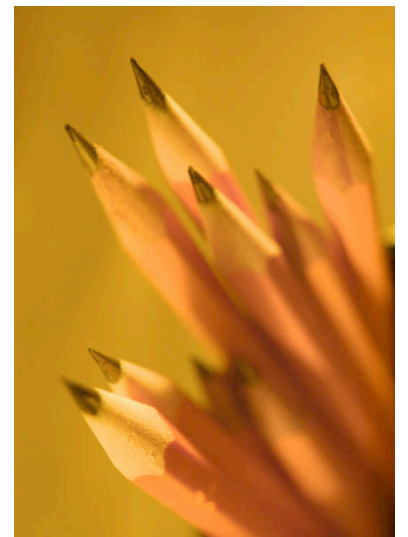
Successful Strategies for Building Strong Partnerships

Now:

- Establish and maintain clear expectations and agreements with district health staff and community health providers (LOA/MOU)

- Conduct joint fund development

Later:

- Ensure data collection and "use" of data supports *all* agencies' goals and anticipated outcomes

- Foster "line staff" communication and partnership

Resources for Partnership Development

- www.schoolhealthcenters.org/start-up-and-operations/partner-collaboration/
- Guiding questions for letters of agreement
- Sample letter of agreement
- Roles and responsibilities for SBHC staff, school staff

- www.schoolhealthcenters.org/healthlearning/chronicabsence/
- www.schoolhealthcenters.org/healthlearning/schoolclimate/
- Contact Sam for more info

SUSTAINABILITY

Sustainability: Overview

Our initial SHC Sustainability work started with the UCSF evaluation team

Purpose was to collect and synthesize data to advance SHC sustainability in Alameda County

1. 2011 Sustainability Assessment Tool
   – Implemented an assessment tool to describe current sustainability models and provide recommendations.

2. Discussions with SHC Directors
   – Held follow-up discussions regarding qualities that lead to strong and thriving SBHCs.

UC SF
University of California
San Francisco
advancing health worldwide™
Institute for Health Policy Studies
School of Medicine

Sustainability Process

2011 Assessment
Tool:

- Staffing
- Provision of Services
- Facilities
- Marketing and Outreach
- School Integration
- Community Partnerships
- Funding Strategies

→

NASBHC:
Engineering Sustainable School Based Health Centers

Components of Sustainability

NASBHC: Engineering Sustainable School Based Health Centers*

1.Develop and nurture **Strong Partnerships** with school and community stakeholders committed to SBHCs.

2.Create a **Sound Business Model** that relies on a variety of stable and predictable funding sources.

3.Operate health care practices that meet the comprehensive needs of students and demonstrate a **High Quality Practice**.

*www.nasbhc.org

Financial Sustainability
Lesson Learned

Successes

- FQHC Model
  - Reimburse rate for both medical and mental health
  - Integrate dental services into model
  - Maximize State funded Medi-Cal programs (i.e. Minor Consent M-C)

Barriers

- Managed Care & PCP
  - *SHC are not usually the PCP for the SHC clients*
- Capacity for administrative and coordination functions
  - *Coverage determination, consents, recertification processes, collaborative meetings and duo-data entry.*

Measuring Financial Sustainability in Alameda County

1. Core Support should be no more than one-third of the total budget (preferably less)

2. Third-Party Billing capacity

3. Lead Agency contributions

4. School/District contributions

Our *goal* for this coming year is to establish metrics of financial sustainability.

Brainstorming Sustainability

1. In your table groups, brainstorm your assigned component of sustainability
   - Strong Partnerships
   - Sound Business Model
   - Quality Practice
2. Write up key ideas on poster paper
3. Select reporter
4. When notified, rotate to another group
5. Gallery walk

Get Help from CSHC!

Vision to Reality: How to Build a School Health Center from the Ground Up

Chapter 1: Overview

Chapter 2: Community Planning

Chapter 3: Youth Engagement

Chapter 4: SBHC Structure and Staffing

Chapter 5: Funding

Chapter 6: Licensing and Regulations

Chapter 7: Operations

Chapter 8: Facilities

Chapter 9: Evaluation and Data Collection

CSHC Resources

1. *Join CSHC* for member benefits including 3 hours technical assistance, conference discount, and more!

2. Trainings and technical assistance

3. <u>Tools and Resources:</u>

- *From Vision to Reality…*

- *HIPAA or FERPA? A Primer on School Health Information Sharing in California*

- *Guidelines* for California's School Health Centers

- *Third Party Billing: A Manual for California's School Health Centers*

Questions? For More Info…

www.schoolhealthcenters.org

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