EDUCATION - HUMAN SERVICES - DATA SHARING & SCHOOL MENTAL HEALTH

HOW COUNTY GOVERNMENT EFFECTIVELY HELPS WITH RESOURCES IN SCHOOLS
NOVEMBER 5, 2015
Overview

- Share information on Data Sharing Agreements
- Explain the role of the School Based Liaison
- Schools/student impact
- Larger community impact
- Future plans
Provide publicly-funded human services to about 20% of the population of Allegheny County. Actively case manage more than one-third of those individuals.

Manage a total budget of $802 million (160 funding sources).

Fund more than 300 providers, for more than 1,700 distinct services.
Integrated Data System

Internal Sources
- Aging
- Children, Youth and Families
- Community Service Block Grant
- Drug & Alcohol
- Early Intervention (partial)
- Family Support Centers
- HeadStart (partial)
- Human Services Development Fund
- Homeless/Housing
- Low Income House Energy Assistance Program
- Medical Assistance Transportation Program
- Mental Health
- Intellectual Disabilities
- System of Care Initiative

External Sources
- Allegheny County Housing Authority
- Allegheny County Jail
- Allegheny County Medical Examiner’s Office
- Department of Public Welfare
- Housing Authority City of Pittsburgh
- Juvenile Probation
- Pittsburgh Public Schools +19 additional County School Districts
- Pre-trial Services
- Adult/family court

Potential Data Sources
- Health Department
- Vital Statistics Data
- Early Childhood (PELICAN)
- Post Secondary Education
- Employment & Training
- Adult Probation (forthcoming)
Overview of Allegheny County schools

- 170,000 school aged children
- 43 Public School Districts
  - Pittsburgh Public Schools is the largest district, highest representation of human service involvement, Pittsburgh Promise Scholarship
- Additional network of private, charter, cyber and home schooling options
Data sharing agreement

What Are We Trying To Accomplish?

“How do we improve educational outcomes and child well-being in Allegheny County?”

- Share data to identify attributes and indicators for academic and behavioral successes and challenges
- Enable School Districts and Allegheny County Department of Human Services to create and implement strategies and/or interventions to improve educational outcomes and enhance child and family well being
Getting to the legal agreement

- Technical
- Financial
- Legal
- Political
Legal framework

The Memorandum of Understanding details the legal framework of the data-sharing partnerships

**MOU I: One-way data sharing: School district data to DHS**
- Directory information
- Educational outcomes for all children - action research agreement
- Educational outcomes for children for whom DHS is the legal custodian
- Consent

**MOU II: DHS Data to school district**
- Child Welfare, students who are adjudicated dependent
- Homelessness services
Structure of School Based Liaison unit

- Pittsburgh Public Schools (55 buildings, 25,000 students)
  - 2 full time liaisons
- 3 additional full time liaisons cover
  - 14 school systems (inner core around the city)
  - 14 school systems (inner core around the city)
  - 14 school systems (outer ring)
School Based Liaison

- Single point of contact between Department of Human Services and schools
- Allows educators to navigate the human services systems
- Assists schools with building mental health services
  - Student Assistance Program
  - Outpatient
  - Community & school based behavioral health teams
- Provides problem solving between school districts and mental health providers
School Based Liaisons & data sharing

- Building relationships with school administrators to open the door for a conversation about sharing data
- Follow up with schools, “What are you going to do now that you know?”
- Follow up with data analysts, “Let’s go back out to meet!”
- Coach everyone involved on understanding the language of the ‘other system’.

“Now that I know better, I do better.”

-Maya Angelou
Example - How does this help schools?

- Raise awareness of the high overlap of human service involvement in their school
  - Child welfare connections made
  - Intellectual Disability ties strengthened
- Data supported the school as a basis for asking the mental health system for services INSIDE THE SCHOOL that were tailored to their specific needs
- Increase opportunities to influence a trauma informed educational environment (BrainWise and Why Try?)
- More information on their student body when applying for grants
- Access to funders locally who care about education and value collaboration
Detailed Service Involvement District-wide (N=749)

Human Service Involvement by Program Area - 2013/14

- Child Welfare Services: 49%
- Child Welfare Placement: 10%
- Mental Health Services: 22%
- Drug and Alcohol Services: 1%
- Homeless and Housing Supports: 15%
- Public Housing: 9%
- TANF: 30%
- SNAP: 54%
- Intellectual Disability Services: 1%
- Juvenile Probation (Ages 10+): 1%
- Medical Assistance Transportation Program: 15%
Service Involvement and Academics, Middle/High School

Percent of Students with GPAs of 2.5 or More by Service Type

- Ever Involved
- Active During 2013/14

Never Involved with Human Services, 68%

All District Students, 48%

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Ever Involved</th>
<th>Active During 2013/14</th>
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</thead>
<tbody>
<tr>
<td>Any Human Services</td>
<td>41%</td>
<td>37%</td>
</tr>
<tr>
<td>Any DHS Service</td>
<td>42%</td>
<td>39%</td>
</tr>
<tr>
<td>Child Welfare Services</td>
<td>35%</td>
<td>22%</td>
</tr>
<tr>
<td>Mental Health Services</td>
<td>43%</td>
<td>42%</td>
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<tr>
<td>Public Housing</td>
<td>38%</td>
<td>25%</td>
</tr>
<tr>
<td>Public Welfare</td>
<td>38%</td>
<td>35%</td>
</tr>
</tbody>
</table>
Example - How does this help mental health?

- Allow general technical assistance to schools
- More flexibility in service provision (not just direct services for children with a diagnosis)
- Monitor efficacy of service provision
LARGER COMMUNITY INFLUENCE
Attendance Matters: GPA

Percent of PPS Students with a GPA 2.5 or Above
By Attendance Category

No Prior Involvement  | Involved Last Year  | All Students
---|---|---
Satisfactory Attendance (<5% of Total Days) | 81% | 75% | 63%
At Risk Attendance (5-9.99% of Total Days) | 71% | 65% | 54%
Moderate Chronic Absence (10-19.99% of Total Days) | 54% | 47% | 39%
Severe Chronic Absence (>20% of Total Days) | 27% | 19% | 14%
Programmatic Intervention: Focus On Attendance

School Outreach Specialist working in two K-8 Pittsburgh Public School Buildings

GOAL: Provide early intervention when a student is not attending regularly. Primary responsibilities include:

• Work with school building staff and DHS DARE analysts to identify as early as the third unexcused absence or when excessive excused absences are noted

• Meet with student and family to assess needs. Connect student and family to appropriate community resources and supports.

• For high need cases – ability to refer for in-home or truancy related services.

Objectives are to decrease chronic absence and prevent CYF referrals for truancy.
FUTURE PLANS

- Introduce data sharing to more school districts
- Use the data to tailor services in schools to accurately meet the mental needs of the students
- Influence staff training schools
- Connect schools to child serving systems - strengthening relationships
- Partnerships regarding truancy/poor school attendance with Magistrate Courts/human services/schools
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