

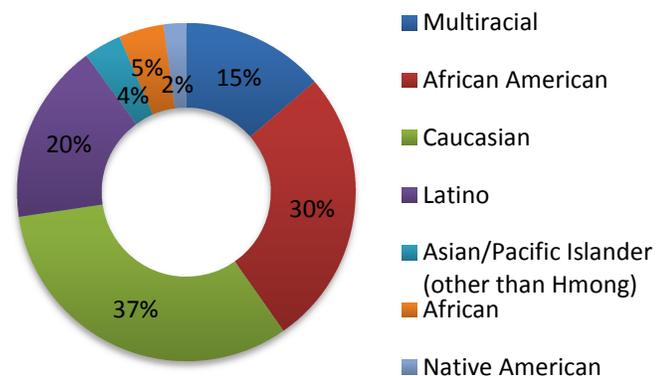
SRFC Fiscal Year 2016-2017 Annual LCTS Services and Initiatives Report

Supporting Responsive Relationships*

School-linked Community Social Worker

School-linked Community Social Workers (CSW) partner with school staff to assist families facing multiple challenges related to basic needs, family stability, unemployment, housing, mental health support and school functioning. They target supports for those families who are motivated to address situations that are highly complex (such as those experiencing housing instability), and agree to goal planning with 3-6 months of case management support. **CSW's served 123 families in fiscal year 2016-2017, 63% of whom are families of color.**

School-linked CSW's Serving Diverse Families



Families continue to experience significant economic stress, with **82% of those served economically at-risk.**

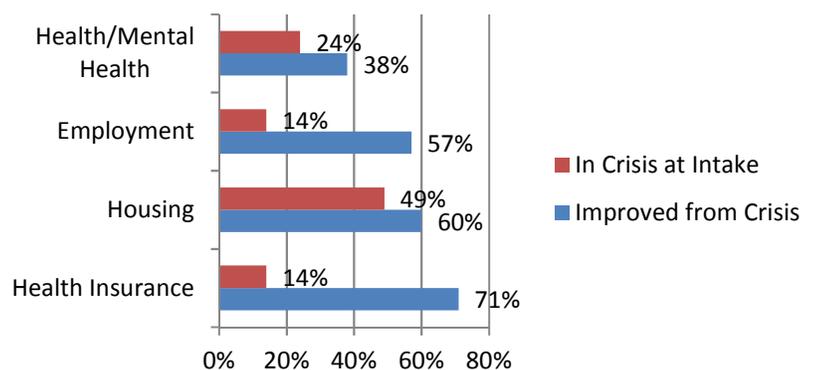
Family Goal Plan (n=98)

The Community Social Workers implemented a new, family driven Goal Plan beginning in October of 2016. With this tool, families identify the barriers they are seeking to address with the CSW and assess their progress toward meeting their goal.

“Support from the CSW helped get me through hard times” -Parent

“I learned that the school is a strong support” -Parent

Top Four Areas Families Report Making Progress After Intake



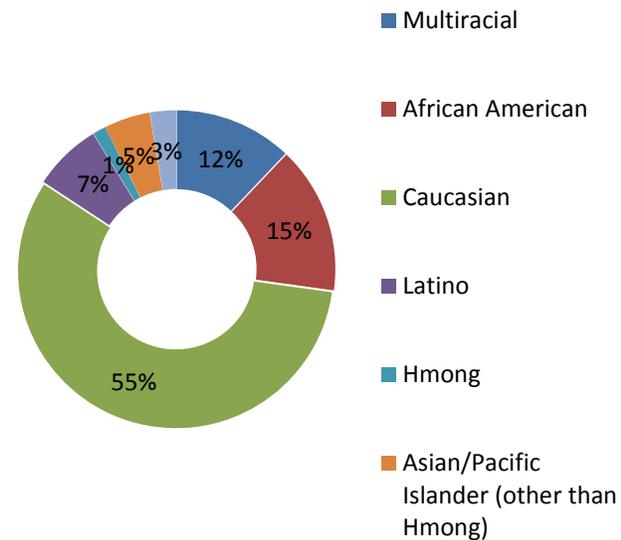
How CSW's Utilize Best Practices:

- Working with, not around, families.
- Following the family's lead as experts in their own lives and in establishing a goal plan that they are ready to implement.
- Ensuring that the person at school who has the best connection with the family makes the referral so that families are more inclined to follow-through with connecting to the CSW.
- Connecting children, youth and families to culturally appropriate, responsive resources and traditional practices to address trauma and historical trauma (i.e. drumming classes).
- Partnering with other informal community supports and formal organizational supports to team with the family to help them achieve and maintain their goals.
- Using a trauma-informed lens in providing a holistic assessment; taking time to explore the toxic stress effect poverty and Adverse Childhood Experiences (ACE) has on families.

Reducing Sources of Stress*

School-Linked Mental Health

School-linked Mental Health (SLMH) Therapists develop treatment plans in collaboration with the student and their parent(s) or guardians, the school referral source, and other significant support people in the student's life and provide ongoing therapy with the student and family. A total of 310 students were served with school-linked mental health services by our partners CLUES, Natalis and Northeast Youth and Family Service.



Nearly half (48%)ⁱ of those served received mental health services for the first time.

“It's made a new path of life for me.”
-Student

“It was very important [that services were offered at school] because I needed someone to talk to and my parents couldn't afford it.” -Student

“These sessions have helped me so much. I'm super grateful for them.”
-Student

Parent and Youth surveys indicate (N= 147 youth, 64 parents):

	Parent	Youth
Therapist understands your concerns	96%	98%
Satisfied with the courtesy and respect	99%	99%
Made a very positive, positive, or some difference in your/child's life	85%	98%
Better relationship with family	61%	56%
Better school performance	58%	57%
Better relationship with school staff	41%	39%
Important to receive services at school	93%	91%

“I am very happy with the help my family received from counseling and the school.” -Parent

School Partners see a positive impact:

- 87% indicated that SLMH is helpful or extremely helpful in supporting child functioning and/or family stability throughout the treatment plan by offering practical, timely and responsive help.

How Partners are using Best Practices:

- Uniting mental health care and education in a seamless system of care.
- Engaging families and establishing trust early on is critical and requires that school staff and agency staff go above and beyond.
- Embedding mental health services on-site in the schools is a valuable asset to the school, children and families. It not only provides access to formal therapy sessions, but also access to school consultation and support.
- Ongoing collaborative support helps keep service capacity on everyone's radar so that scholars and their parents are accessing services more quickly.
- Cultural Liaisons are critical when making referrals to families who experience cultural or language barriers in order to bridge the gap between home, school and mental health agency.

I just have to say they are saving lives, keeping families together and helping students with mental health, self-confidence and therefore grades, social interactions and attendance”
-School Staff

Strengthening Core Life Skills*

Youth Engagement

Intentional Social Interaction (known as IZI):

Youth Led Intentional Social Interaction: In FY 16-17, **354 community members** attended one of 4 Youth-Led IZIs with 32 youth participated in planning and working at the events. Schools are continuing to support Youth-Led IZIs in their district this school year.

Youth Engaged Intentional Social Interaction: **1321** community members attended one of **10 Youth-Engaged IZIs** in the four suburban Ramsey County school districts. Thirty-nine (39) people participated in planning or working at the events, 18 of whom were youth.

IZI has helped ‘plow the fields’ of youth leadership by:

- Cultivating non-traditional leadership opportunities and experience among students who planned and worked at the events. Youth gained practical skills and were empowered to use self-reflection and understanding of their own identity in school based leadership roles.
- Serving as a pipeline for students to reach out to and extend leadership opportunities to younger classmates by using the IZI framework to extend a face-to-face invitation.
- Sharing Power by creating space and opportunity for youth to sit down together with teachers in the school and have a meaningful conversation. Youth Leaders who participated in facilitating an IZI said it was their first time they were able to share their story and make a difference in that large of a community with adults; they learned that their story matters and they have a leadership role.

“Now I'm realizing that we can be at the same level and we don't have to be seen as younger. It gives me the courage to speak my opinion more and know it is valid.” -Youth IZI Leader

*“A student reported ‘In my old school, my parents would never come to school. After that IZI, my parents said ‘we’ll come to EVERYTHING!’- for them, this was a game changer!”
-School Staff*

Youth Bank

The Youth Engagement Specialist worked with 11 scholars involved in a new youth leadership opportunity called Youth Bank. Youth Bank is a grant-making, youth-led organization, giving youth opportunities to lead in authentic ways. Youth Bank members spent the year team building, learning about conscientious philanthropy, the Golden Rules of Youth Bank, the steps of grant giving and researching potential themes and marketing strategies for their first Request for Proposals. Plans are underway to implement the first grant cycle this academic year.

“I knew I wanted to join—to do work in my community to help out...You can make a change no matter who you are.” Youth Bank Member

ⁱ Calendar Year 2016 data

*Three Principles to Improve Outcomes for Children and Families from The Center on the Developing Child, Harvard University. These principles are grounded in science and are meant to be used as a guide in policy-making and program development to improve outcomes for children and families.