School Linked Services: Theory of Change Update

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BEHAVIORAL HEALTH BOARD – FAMILY, ADOLESCENTS AND CHILDREN’S COMMITTEE
School Linked Services History

• Originally launched in 1994

• Jointly funded through Santa Clara County, County General Funds and through the participating schools via a Healthy Start grant from the State.

• Programs were targeted to the locations of greatest need. These were identified through a Public Health Department Community Assessment.

• Funding model as designed was to involve the blending and braiding of many sources to assure a minimal use of ongoing County General Funds

• Fully disbanded in FY 2008
Chronological History of the New School Linked Services

Referral from Supervisor Cortese
“What would it take to re-start SLS?”

Strategic Planning Process
“What should the new SLS be?”

Implementation Begins
“Phase 1”

Measure A HUBS
“Is the SLS core model affecting results?”

Theory Of Change
“The what, how and why of SLS”

SLS Phase 2
“?”
THEORY OF CHANGE FOR SANTA CLARA COUNTY SCHOOL LINKED SERVICES

THEORY OF CHANGE: By serving the needs of the child and family through coordinated, integrated approaches on school campuses, SLS will create equitable opportunities within schools and communities.

**Coordination**
- Provide culturally-competent coordinated services & resource referrals to meet needs, with a focus on prevention and early intervention

**Family Engagement**
- Build stronger relationships between caregivers and teachers/schools
- Foster a healthy, positive school climate and culture

**Campus Collaborative**
- Create schools as community hubs to build cohesion and links to services and supports in communities
- Use data to facilitate and inform services, track results and improve interventions

**Co-Investment**
- Strengthen the network and its collective impact through policy alignment, clear governance and financial sustainability

**ESSENTIAL ELEMENTS**

**STRATEGIES / INTERVENTIONS**

**INDICATORS OF SUCCESS**

**LONG-TERM IMPACT**

All children and youth have the opportunity to enjoy health, well-being, learning, safety, connectedness and success.
Directional Choices

**Foundational**
- Fidelity..............................................................Flexibility
- Program..........................................................System Change
- Incubator of practice......................Sustained Initiative
- Network.........................................................Organization
- Strong steering.........................Stakeholder direction

**Programmatic**
- Coordinator is key......unnecessary at every campus
- Focus on child learning......Focus on family wellness
- Focus on all kids.....................Focus on high-need kids
- Referrals
- Teacher observation...............Formal assessment
SLS Phase 2 Principles

- SLS focuses on outcomes for all children and their families, especially those most in need.

- SLS seeks fidelity and flexibility: Fidelity to the four essential elements in the Theory of Change, and flexibility to adapt to the needs of the school.

- SLS creates systems change over time as it becomes standard practice in the schools, with coordination, collaboration, parent engagement and co-investment features.

- SLS is a network of people working together in the schools for and with families and children.

- SLS is governed through direction from key stakeholders, supported by a strong steering function and top leadership in the schools and the County.

- To best support children’s success in school, SLS also promotes family wellness through a range of services.
Next Steps

• Theory of Change Model

• Focus on organizational structure, governance and financial structure

• Robust data and evaluation plan – investigating shared data base across systems

• Develop implementation plan for Phase II