

# Quick Data View

## Student Support Advocate

### 2020 - Data collection

#### Student Support Advocate 2020 Data collection

##### Overview

The Student Support Advocates in the Edmonds School District serve four middle schools, four comprehensive high schools, and one alternative high school. Below are the secondary schools with advocates:

- Alderwood Middle School
- Brier Terrace Middle School
- College Place Middle School
- Meadowdale Middle School
- Lynnwood High School
- Mountlake Terrace High School
- Edmonds-Woodway High School
- Meadowdale High School
- Scriber Lake High School

The Student Support Advocate team has joined the Family Resource Advocates under the coordination of the Family and Community Engagement Coordinator in the Diversity, Equity, and Outreach Department forming the Family Support Team. Prior to this, the Student Support advocates have been in the Edmonds School District for fourteen years.

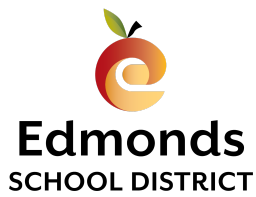
During the 2019-2020 school year due to the COVID-19 global pandemic, the Family Support team saw a fluctuation in services rendered to families with a huge increase in referrals. Providing support related to lack of food, housing, internet access, and other resources heightened by the pandemic is currently an ever-expansive task and a huge interdepartmental district task. The level of systematized support we were able to provide families in the Edmonds School District is not visible in the data here and we are grateful to our grantors Verdant Health Commission and the Snohomish County for the ability to be able to support our school communities through this unprecedented time.

Currently, through the collaboration of the district, over 400 students receive weekly meal kits made by our Food and Nutrition Services Department. The meal kits are delivered to families by the Foundation for Edmonds School District who coordinates by a group of volunteers. Over 90% of those families have been referred by the Family Support team.

The Family Support Pop-up Food Pantry program in partnership with the Foundation for Edmonds School District and other community partners had to expand quickly to meet the increased needs due to the global pandemic. . During this increased collaboration between Family Resources Advocates and Student Support Advocates was needed to leverage serving more families. Currently serving 305 families a month with pantry boxes of food items. This collaboration was only able to stay in motion during the COVID-19 pandemic through the support of the Food and Nutrition Services Department and Facilities Operations team to support our work and the necessary supplies, protocols, and supports to continue doing Pop-ups.

##### Data Overview

As mentioned above this report and collection period is expanded to include additional data, in hopes to create a more holistic view of the work happening in the Student Support Advocate Program. 2020 is the first data cycle the Student Support Advocates have gathered this expanded data and there may be times where all data points are not available from each school, due to multiple collection methods. For our 2021 report, all of our data points will be clear and consistent and in line with any data requests made by Verdant.



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### 2020 - Data collection

#### General Data

Below is the 2020 data for the Student Support Advocates with a large increase in caseload numbers with an estimated 1,089 students receiving support from a Student Support Advocate.

The first data point I am highlighting is the 1,018 home visits completed by the Student Support Advocate team in the calendar year of 2020 as well as the 528 after-hours visits conducted. Home visits during this pandemic have been socially distanced protocols and essential to supporting families. Having flexibility and being able to meet with families outside of the school hours is also essential to supporting families whether the visit is at school or home.

Many Student Support Advocates leveraged this flexibility to meet both the social-emotional needs of students as well as delivering basic needs like food insecurity, internet, and other needs.

*“This year, home visits were more essential than ever as we did not have access to students like we normally would have. I spent many days driving around trying to connect with families and students and making sure they had the materials and resources that they needed to succeed academically during this time. I worked intensively with several students who were 0% engaged who are now 100% engaged. This was accomplished with multiple home visits and quick zoom check-ins to build rapport and trust between the student and the school.”*

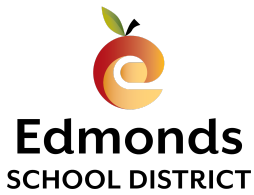
- Melissa Foss, Alderwood Middle School

Middle School Data	Number of Home Visits	Number of After Hours visits	Number of students served*
Middle School 1	52	2	202
Middle School 2	80	43	106
Middle School 3	28	38	141
Middle School 4	18	47	36
<b>Total</b>	<b>178</b>	<b>130</b>	<b>485</b>

\* The secondary advocate team is still working on alignment with the data collection process.

High School Data	Number of Home Visits	Number of After Hours visits	Number of students served*
High School 1	231	46	81
High School 2	61	43	152
High School 3	120	52	126
High School 4	131	76	130
High School 5	297	181	115
<b>Total</b>	<b>840</b>	<b>398</b>	<b>604</b>

\* The secondary advocate team is still working on alignment with the data collection process.



# Quick Data View

## Student Support Advocate

### 2020 - Data collection

#### School support data

The following data show the number of students referred and connected to a resource and/or if there was an improvement in the matter referred for. The below are most related to school day and outcomes have been impacted by the COVID pandemic in a variety of ways.

Every year we receive referrals from families, and staff for students struggling with attendance, behavioral needs in school, and/or concern for academic growth.

This year presented many challenges and the need for flexibility in delivering services and creating systemic approaches with school teams to identify, plan and implement interventions together. This was leveraging new tools like Zoom, Google forms, district cellphones, and many more other new tools. This also meant shifting emphasis to connecting, building relationships, and working towards the engagement to support the social-emotional wellbeing of students. Having advocates in schools allows further collaboration with these tools and connection with families to find solutions that work best for students and families.

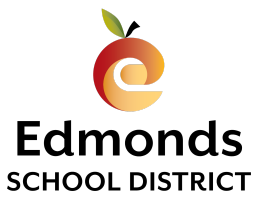
*“Lack of engagement due to internet service was also a large hurdle to overcome and I spent a lot of time helping families connect with internet resources and navigating technology in a way they have never had to do before. Alderwood this year has really focused on meeting students where they are at and allowing engagement at any level they are comfortable, the most important thing has been trying to connect with students and help them develop SEL skills while also trying to connect with them personally during a very challenging time.”*

- Melissa Foss, Alderwood Middle School

*“SSA has also been able to collaborate with the elementary school and high school where younger kids and older children attend, in order to coordinate services. This collaboration was especially helpful with the elementary school, as this school does not have an Advocate. One of the students in the elementary school was experiencing bullying for a long period of time, however, the parent has tried to communicate with the school and did not feel listened to. Mom reported that the school was not able to address this issue. This has impacted student’s attendance and academic performance. He became disengaged to the point of asking parents to not have him attend that school. During the summer, SSA reached out to the Principal and coordinated a meeting with the parent and Administrator. This was a very positive meeting. Students are feeling positive about school and have been consistently attending and engaging.”*

- Rosa Rosario, Brier Terrace Middle School

School	Attendance	School Discipline	Academic Growth
	# with attendance issues	# with discipline issues	# concerns with Academic growth
Middle School 1	47	2	3
Middle School 2	22	10	67
Middle School 3	26	3	21
Middle School 4	14	8	21
High School 1	17	11	26
HighSchool 2	18	14	25
High School 3	22	10	19
High School 4	36	15	47
High School 5	79	7	23
	<b>281</b>	<b>80</b>	<b>252</b>



# Quick Data View

## Student Support Advocate

### 2020 - Data collection

#### Medical and Mental Health Data

The following data show the number of students referred and connected to a resource and/or if there was an improvement in the matter referred for. The below is the data most related to health and well-being and outcomes that have been impacted by the COVID pandemic in a variety of ways.

Providing support in accessing resources when a student is struggling with drugs and alcohol is an essential part of a Student Support Advocate’s role. In our five high schools, Student Support Advocates also help coordinate in-school services from Therapeutic Health Services that provide mental health therapy to students who have co-occurring mental health and drug and/or alcohol support.

In January and February of 2020, our program was off to a strong start for the reporting year. We were planning family information nights to help educate the parents and guardians in our district about the early signs of drug and alcohol use, how to increase communication with your teen, and early prevention strategies to deploy at home. We had supported 67 students in accessing drug and alcohol treatment using a student centered decision making approach.

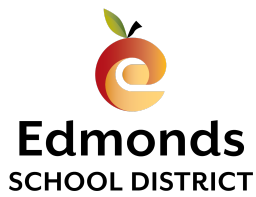
School	Drug & Alcohol
	# of students who presented with a need
Middle School 1	4
Middle School 2	4
Middle School 3	3
Middle School 4	4
High School 1	13
HighSchool 2	19
High School 3	18
High School 4	11
High School 5	3
	<b>79</b>

Supporting families’ access to mental health resources is an important part of the Student Support Advocate’s role. Student Support Advocates also help coordinate in-school services from the Center for Human Services to provide support for families.

During the pandemic strategies that leveraged social-emotional learning, the Signs of Suicide curriculum and Panorama survey of students also helped increase support, identification, and resources beyond what can be seen in the data collected here. The work of advocates often spans many school years and that work can look many different ways.

*“ This year, we have seen an increase in the mental health needs for immigrant, undocumented, and mixed-status families. After working with the students and working on strengthening the rapport with them, more and more students are sharing that they have been the survivors of physical and/or sexual assault during their journey to the States or while in the detention centers in US territory. Taking into consideration the cultural factors attached to the mental health needs specific to the immigrant populations, this year has been especially challenging to find culturally appropriate and adequate mental health services. The challenge was intensified by isolation due to Covid-19, as many of the students we work with were not able to engage in mental health sessions in a private setting or their family may endorse mental health beliefs that further deepen the stigma associated with it.”*

- High School Student Support Advocate County Report, September 2020



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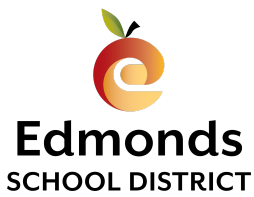
*“All three of the students had struggled with substance use/abuse and mental health concerns. There was significant, complex trauma that had been experienced by the three young adults. Behaviorally, they often faced school discipline and did not regularly attend or pass classes. But, I continued to build a strong, trusting relationship with two of them (one opted out of any support and rarely came to school) and they identified me as someone they could go to without fear of being judged or lectured to. Through all of this, I worked tirelessly to help them see the potential benefits of therapy.”*

- Kelly Christensen, Lynnwood High School

School	Mental Health
	# of students who presented with a need
Middle School 1	14
Middle School 2	26
Middle School 3	23
Middle School 4	24
High School 1	38
HighSchool 2	18
High School 3	45
High School 4	40
High School 5	49
	<b>277</b>

Supporting family’s access to medical services and insurance is also an important part of the Student Support Advocate’s role. During the 2020 calendar year, this looked many different ways as some, with students families being infected, students testing positive, and leveraging a shift in needs the data tracking process does not capture the intensity of the work needed to wrap around a family experiencing the impact of the pandemic first hand.

School	Medical	
	# with insurance need	# with a medical need
Middle School 1	2	3
Middle School 2	0	5
Middle School 3	3	6
Middle School 4	22	16
High School 1	5	-
HighSchool 2	4	-
High School 3	6	4
High School 4	18	16
High School 5	4	2
	<b>64</b>	<b>52</b>



# Quick Data View

## Student Support Advocate

### 2020 - Data collection

#### McKinney-Vento and Housing Data

The following data show the number of students referred and connected to a resource and/or if there was an improvement in the matter referred for. The below are mostly related to families experiencing homelessness and/or the support in providing prevention by advocates. The COVID-19 pandemic has only started to impact the data in this category.

While federal, state, and local funding to support families has fluctuated so have the team's strategies for supporting families experiencing an array of housing issues both prior to the pandemic and during. We have gone from triaging the short term needs to implementing long term plans and continue to find new ways to support families.

In September, our Executive Director of Equity and Student Success asked the Family Support team to outreach to families experiencing homelessness registered as McKinney-Vento and offer them a place for students to come and access their learning. The Edmonds Hubs launched in December 2020 and is currently serving 33 families with over 50 students by providing paraeducator support, access to a washer and dryer, pantry of food and clothing items, school supplies along with internet, breakfast, and lunch. Recently, Washington Kids in Transition was awarded an OSPI grant to expand their partnership and provide STEM and art activities for students at the Edmonds Hub.

*"The last couple of years has been financially challenging for this family, as parents divorced, and the mother has significantly struggled financially. This struggle has only become greater since the beginning of the pandemic. In March lost her job. Mom became so anxious and stressed about her inability to pay for rent, that she was losing hope and was ready to vacate her apartment and become homeless. At the same time, mom's vehicle was broken into. Thankfully, with the assistance of the community partners that SSA reached out to, the family's vehicle was repaired. In addition, through a different community partner that the parent was connected to, rent payment was made for a few months. The family has also consistently received a food pantry box each month, in addition to extra food provided when the pantry box is not enough, as well as some emergency household items."*

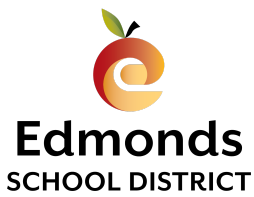
- Rosa Rosario, Brier Terrace Middle School

School	Housing*	
	# Needed assistance paying for housing (Maintaining, Keeping, etc. )	# Needed support finding housing
Middle School 1	12	1
Middle School 2	13	2
Middle School 3	9	0
Middle School 4	23	16
High School 1	30	9
HighSchool 2	25	10
High School 3	41	10
High School 4	81	30
High School 5	18	13
	<b>252</b>	<b>91</b>

\* The secondary advocate team is still working on alignment with the data collection process.

#### Basic needs Data

Support with basic needs continues to be the highest need for families. As a district in March of 2020 as we prepared for a "Stay Home, Stay Safe" order from the governor, the Family, and Community Engagement Coordinator was able to serve on the District's COVID-19 emergency response team and coordinate systemic supports with district teams to support with needs of families in the district anticipating the needs that would arise.



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The District created meal sites for families that included community sites and implemented delivery to families experiencing homelessness, transportation limitations, and medical issues. We also worked to provide childcare for emergency service providers. The needs keep coming and shifting and our team continues to collaborate with other departments to meet the needs. We also signed a Memorandum of Understanding in the middle of the pandemic with a new Nonprofit, Baby Corner who offers clothes, diapers, and other necessities for children birth to age 12 to support families seeing an increase in need.

At the start of the 2020-2021 school year, we saw that needs had not gone away and we continue to provide the above support along with continuing to partner internally and externally to support families as we plan to see a continued and increased need to provide basic needs to families throughout the pandemic and recovery.

*“This is the second year of having our Community Pantry at CPM that is sponsored by Edmonds Foundation and other community partners. The Pantry is open every 3rd Wednesday of the month, which services College Place Elementary, College Place Middle, and Edmonds Woodway High families. This year has been hard for many as jobs/income have been lost so that means our Community Pantry has been such a wonderful resource for our families. We have turned this into a Drive Through Pantry and we are able to support 70 families each month, and it has been a first come first service pantry as the needs have been high. Not only do families get pantry boxes while coming to our pantry, our Food & Nutrition Services Department is able to hand out Grab and Go meals.”*

- Chauntelle Buckingham, College Place Middle

*“Once school closed due to Covid. I was very worried about our students having enough food. Because school was the one place where they knew they would at least get Breakfast and lunch. Now most people would say oh they can just go to the food bank. This is not an option for many of our students. This is for many reasons. Lots of our students live with a parent who does not have the means for transportation or our student is moving from couch to couch at different friend’s houses. I was very worried about our kids so reached out to an organization called Washington Kids in Transition. I was able to partner with them. They provided me with food for our most food insecure kids. Back in March Dave, Lisa, and I delivered 11 IKEA bags full of food to 11 families. We did this once a week by the end of June our small operation grew to delivering to 55 families and we had a team of 12 staff delivering every week to our families. Our principal, vice principal, counselors, school psychologist, career specialist, and teachers all were a part of the team that delivered weekly to our families.”*

Charis McConnel, Scriber Lake High School

School	Basic Needs						
	# with food insecurity	# with school supply	# with the need for clothing	# with a utility support need	Childcare/Preschool	Summer resources	# with other basic need
Middle School 1	50	19	12	13	0	1	43
Middle School 2	39		24	11	0	13	15
Middle School 3	59	19	33	6	1	0	16
Middle School 4	-	-	-	-	-	-	-
High School 1	47		20	26	0	2	128
HighSchool 2	53	15	12	30	-	0	35
High School 3	58	7	15	35	0	0	45
High School 4	56	11	17	29	-	25	45
High School 5	85		61	15	0	12	71
	<b>397</b>	<b>52</b>	<b>182</b>	<b>152</b>	<b>1</b>	<b>52</b>	<b>260</b>